

<b>Course Title</b>	: EUROPE AND EUROPEANS IN HISTORICAL PERSPECTIVE
<b>Course Code</b>	: HST3266
<b>No. of Credits/Term</b>	: 3
<b>Mode of Tuition</b>	: Sectional
<b>Class Contact Hours</b>	: 3 hours per week
<b>Category in Major Prog.</b>	: Elective
<b>Pre-requisites</b>	: None
<b>Co-requisites</b>	: None
<b>Exclusions</b>	: None

### **Brief Course Description**

This course's principal function will be to examine the notion of Europe and Europeans as continuous and stable historical concepts. Different issues will be explored such as the question of origins, the role of Christianity, myths about the Renaissance, the rise of the nation state, colonization in creating a non-European other and the establishment of the EEC. In this regard, the intention of the course will be to help students understand Europe within a number of different thematic frameworks. A comparative approach will also be taken to allow students to understand the social and political aspects of geography, identity and perceived cultural boundaries

### **Aims**

The objective of this course will be to give students an understanding of the different ways that Europe and Europeans have and continue to define themselves, historically, socially and culturally.

### **Learning Outcomes**

Through taking this course, students should

- a) Demonstrate an understanding of the major themes of European history since the Renaissance;
- b) Demonstrate an understanding of historical causation;
- c) Demonstrate the ability to understand and analyze difficult primary sources (including fiction) within their historical context;
- d) Demonstrate the ability to discuss primary and secondary texts orally;
- e) Demonstrate the ability to write a clear and well-organized essay.

### **Indicative Content**

- I. Introduction: Europe on the cusp of modernity
  - A. By way of background: Medieval Europe, Christendom and Feudal Society
  - B. The Renaissance
  - C. The Reformation
  - D. Friday: Individual Salvation/ Political Fragmentation
  - E. The Scientific Revolution
  - F. The Wars of Religion and the Rise of Absolutism
- II. Age of Enlightenment
  - A. The Age of Reason and Universalism
  - B. The French Revolution
  - C. Napoleon and the Concert of Europe

- III. Capitalism and Mass Society
  - A. The Industrial Revolution
  - B. The Marxist Response
  - C. Nationalism
- IV. Modernity and Totalitarianism
  - A. The Mass Media and Mass Society
  - B. The Russian Revolution
  - C. The Great War
  - D. Totalitarianism
  - E. World War II
  - F. The Holocaust
- V. Race, Empire, and the European Idea
  - A. The New Imperialism: Nationalisms and White Man's Burden (late 19<sup>th</sup> century)
  - B. The Cold War, Decolonization and the rise of the European Union
  - C. Fortress Europe and the Challenge of the Developing World
  - D. Contemporary Europe
  - E. "The European Dream"?

### **Teaching Method**

Lectures will be designed to give students a basic background on different ways of perceiving Europe over time. Primary source readings, methodological issues and comparative approaches will be discussed in class.

### **Measurement of Learning Outcomes**

- a) Occasional quizzes to test reading comprehension;
- b) Three essays in which students analyze primary or secondary sources (or both);
- c) Regular class discussions that focus on primary sources within the context of specific themes and periods in modern European history.

### **Assessment**

Continuous Assessment: 100%

### **Required Readings**

Voltaire, *Candide* (Penguin, 2005). ISBN 0-14-303942-3

Arthur Koestler, *Darkness at Noon* (Scribner, 2006). ISBN 1-4165-4026-1

James J. Sheehan, *Where Have All the Soldiers Gone? The Transformation of Modern Europe*, Houghton Mifflin (2008), ISBN 0618353968

Various short primary source readings.

### **Supplementary Readings**

Abu-Lughod, Janet, *Before European Hegemony: The World System A.D. 1250-1350* New York: Oxford University, 1989

Anderson, Benedict, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, London, New York: Verso, 1991.

Blaut, James, M., *1492: The Debate on Colonialism, Eurocentrism, and History*, Trenton, N.J.: Africa World Press, 1992.

Bernal, Martin, *Black Athena: the Afroasiatic Roots of Classical Civilization*, New Brunswick, N.J.: Rutgers University Press, 1987.

- Brose, Eric Dorn, *A History of Europe in the Twentieth Century*, Oxford: Oxford University Press, 2004.
- Chambers, Mortimer, Hanawalt, Barbara et al., *The Western Experience*, 8<sup>th</sup> ed., New York: McGraw Hill, 2003.
- Crosby, Alfred, *Ecological Imperialism: The Biological Expansion of Europe, 900-1900*, Cambridge, New York; Cambridge University Press, 2004.
- \_\_\_\_\_, *The Measure of Reality: Quantification and Western Society, 1250-1600*, Cambridge: Cambridge University Press, 1997.
- Garton Ash, Timothy, *The Magic Lantern: The Revolution of '89 Witnessed in Warsaw, Budapest, Berlin, and Prague*, New York: Random House, 1990.
- Hale, John, *The Civilization of Europe in the Renaissance*, New York: Harper Collins, 1993.
- Hobsbawm, Eric, *The Age of Capital, 1848-1875*, New York: New Amsterdam Library, 1979.
- \_\_\_\_\_, *The Age of Revolution, 1789-1848*, London: Abacus, 1977.
- Said, Edward, *Culture and Imperialism*, New York: Knopf, 1993.

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.