

HIST 440-03: Nineteenth-Century Europe

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Office Hours: MWF 9-10, 11:00-11:30
TR 1:30-3:00 and by appointment

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TR 9:30-10:50
ADM 324
3 credit hours

Course Description: In this course we will examine the major events, themes and trends that characterized Europe's "long nineteenth century," from the French Revolution to the outbreak of the Great War. In a century fraught with conflict and change, rising tides of nationalism, industrialization, and empire brought Europe to the height of its power; yet, these forces also laid the foundation for the First World War and, ultimately, the eclipse of Europe. Students will explore themes of empire, nationalism, revolution, religious and intellectual life, and science and technology in the quest to understand the origins and outcomes of these forces. The course is intended to provide a survey of the events, and an introduction to the historiography, of nineteenth-century Europe.

Course Goals: This course seeks not only to communicate facts, but also to cultivate knowledge of chronology, trends, and themes that will help students build a holistic understanding of Europe's global role during the long nineteenth century. Upon completion of the course, successful students will be able to describe, analyze, synthesize, and evaluate primary source material related to this period, and will also be able to begin to critique the historiography of nineteenth century Europe. The course requires critical thinking, analysis, and use of writing skills. The coursework also seeks to foster a historical perspective in students, that is, an understanding of and appreciation for the worldviews of the past, and an ability to relate that knowledge to the present.

What I expect of you: This course is designed for upper level history students, and assumes that students are familiar with concepts such as worldview, historiography, primary and secondary sources, and ideological orientation. Students are expected to read and write with precision and understanding. Students should come to class on time, prepared, and ready to think through the full class period. Be ready to ask questions and participate in discussion, if appropriate. Apply yourself thoughtfully to your assignments, and turn them in on time. If you are engaged with the material, you will get more out of the class. All students must regularly check their ACU email accounts.

What you may expect of me: I will come to class prepared to make the coursework as clear and as interesting as I can. I will listen willingly to suggestions or comments on the course, when appropriate. I will start class on time and let you out on time. I will endeavor to return your assignments to you with thoughtful, helpful comments on them, and in a timely manner. As well, I will always be available to assist you in any way that I can. Email is the best way to reach me, and I will do my best to respond to emails within 24 hours. I am always glad to meet with you during office hours or by appointment.

Mission Statements: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. ACU's College of Arts and Sciences' mission is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

Christian Perspective: This course is taught from a perspective of Christian faith. Students at Abilene Christian University should be able to interrogate their own views of history and the role religion has played in it. A course on nineteenth-century Europe affords a perfect opportunity to consider the relationship between Christianity and entities such as the nation, empire, and the "rights of man." In all of my teaching, I endeavour to make transparent the way my own faith intersects with the discipline of history, and to encourage students to do the same.

I will be happy to meet with students to discuss issues of faith and ethics, church, plans for jobs, internships, or graduate school, or other topics. I am also glad to meet with students to fill in holes in notes or to clarify confusing material, or to look over rough drafts of papers or projects.

"Come now, let us reason together," says the Lord. Isaiah 1:18

Required texts:

- Robert Gildea, *Barricades and Borders: Europe 1800-1914*. Oxford Univ. Press, 2003.
- Daniel R. Headrick, *The Tools of Empire: Technology and European Imperialism in the Nineteenth Century*. Oxford University Press, 1981. ISBN 0-19-502832-5
- Eugen Weber, *Peasants into Frenchmen: The Modernization of Rural France: 1870-1914*. Stanford University Press, 1976. ISBN 0-8047-1013-9

The remainder of the readings for the course will be available online, either on our Blackboard course site, or on J-stor, which is accessible through the Brown Library. A large portion of class time will be spent in discussing readings, and students must read carefully to do well in this class. Tests will be drawn from lecture/discussion material AND from the required texts. You should not be able to succeed in the course without completing assigned readings.

Primary source readings: Available on Blackboard.

Selections from the following:

- Edmund Burke, *Reflections on the Revolution in France*
- William Wordsworth and Samuel Taylor Coleridge, *Lyrical Ballads*
- John Stuart Mill, *On Liberty*
- Karl Marx and Friedrich Engels, *The Communist Manifesto* and *A Communist Confession of Faith*
- Charles Darwin, *The Descent of Man*
- Friedrich Nietzsche, *On the Genealogy of Morality*
- Wilfred Owen, "Dulce et decorum est"

Secondary source readings: Most of these are available on Blackboard or through J-stor, on the Brown Library website.

- Wally Seacombe, "Patriarchy Stabilized: The Construction of the Male Breadwinner Norm in Nineteenth Century Britain" *Social History* 11, no. 1 (1986), 53-76.
- Raphael Samuel, "Workshop of the World: Steam Power and Hand Technology in mid-Victorian Britain," *History Workshop*, No. 3 (Spring, 1977), 6-72.
- Brian Stanley, "'Commerce and Christianity': Providence Theory, the Missionary Movement, and the Imperialism of Free Trade, 1842-1860." *The Historical Journal* 26, no. 1 (1983): 71-94.
- Seymour Drescher, "The Ending of the Slave Trade and the Evolution of European Scientific Racism," *Social Science History* 14 (1990), 415-450. (J-stor)
- Don Randall, "Post-mutiny Allegories of Empire in Rudyard Kipling's *Jungle Books*," *Texas Studies in Literature and Language* 40, no. 1 (1998).

The syllabus schedule and/or assignments may be altered at any time, according to my discretion, and with due notice to the students.

Grading/Exams: Grades are reflective of your ability to master the material presented in lecture, discussion, and assigned readings. We will have two examinations. The first will be at mid-term and will cover all material from the first half of the course. The majority of the second, final exam will cover the second half of the course, but it will also include cumulative essay questions.

Assignments: Two major writing assignments will be given in the course of the semester. These papers will be based on your responses to assigned course readings and will require analysis and comparative evaluation of multiple source documents. Papers will be 1500 words in length.

Breakdown of grading, for 1000 total points:

- 100 points attendance, participation, discussion, reading quizzes
- 400 points assignments (200 points per assignment)
- 500 points exams (200 Midterm, 300 Final Exam)

Final grades for the course will be based on the percentage of points earned out of total possible points. Students may check their grades on Blackboard throughout the semester.

Grade scale:

A = 100-90 B = 80-89 C = 70-79 D = 60-69 F = 59 and below

No extra credit is offered in this course.

Course Policies:

Attendance/Participation: Attendance will be taken on a daily basis, and **students who miss more than 6 classes (20% of the course) will be dropped from the course.** Three tardies constitute one absence.

In-class discussion is a major component of this course. *Be advised that students who do not participate in discussion, or who fail to contribute substantively to discussion, will also lose participation points* (e.g., “I agree with what Jack said,” is not a substantive contribution.) Please be aware that the participation points section of your grade is based on my observation, throughout the semester, of your attendance, contribution to discussion, and overall engagement in the class. Reading quizzes may be given over assigned texts; these points also go towards the participation grade.

Habitual talking, reading of outside materials, texting, and internet surfing will result in loss of participation points. iPhones and iPods should never appear in class unless the professor expressly asks students to use them.

Make-ups and late work: Tests may be made up for documented excused absences. **Late assignments/projects will receive a 10-point deduction per school day for each day they are late.** Assignments turned in on the due date, but after the class period, will be considered one day late. Papers turned in the day after the due date will be considered two days late, and so on. *No assignments will be accepted more than two weeks after the due date*, except under documented circumstances or at the professor's discretion.

Academic Integrity: Presenting someone else's work as your own, whether intentionally or not, is plagiarism. Plagiarism includes, but is not limited to, the following:

Intentional or unintentional failure to give credit to sources used in a work in an attempt to present the work as one's own.

Submitting for credit in whole or in part the work of others.

Submission of paper(s) or project(s) obtained from any source, such as a research service or a club paper file, as one's own.

Plagiarism will result in a zero on the assignment and/or an F in the course. See the full university policy on plagiarism at <http://www.acu.edu/campusoffices/provost>).

Students with disabilities should provide proper documentation through Student Disability Services. SDS assists students with disabilities in obtaining appropriate academic accommodations.

A significant portion of course time will be spent in discussion. Always, but particularly in discussion context, students are expected to conduct themselves with courtesy and sensitivity towards other students, the professor, and the course material.

Schedule of Topics/Assignments:

Week 1: Introduction

Tuesday 18 January – Introduction to course and each other

Thursday 20 January – Background to the 19th c.: the path to Enlightenment

Read: *Barricades and Borders* ch. 1, “The Quickening Pace”

Week 2: French Revolution and Reaction

Tuesday 25 January – The French Revolution

Thursday 27 January – Napoleonic Wars; discuss Burke

Read: *Barricades and Borders* ch. 2, “Napoleonic Europe”; Blackboard: Edmund Burke, *Reflections on the Revolution in France*

Week 3: Ideologies

Tuesday 1 February – Revolution and Reaction: the Congress of Vienna

Thursday 3 February – liberalism, conservatism, and socialism; discuss Mill

Read: *Barricades and Borders* ch. 3, “Metternich's Europe”; Blackboard: J.S. Mill, *On Liberty*

Week 4: Industrialization

Tuesday 8 February – Industrialization and consequences; discuss poems

Thursday 10 February – quiz and discussion of Samuel and Seacombe articles

Read: Wordsworth/Coleridge poems; Samuel and Seacombe articles

Week 5: Slavery and Abolition

Tuesday 15 February – Slavery and Christianity

Thursday 17 February – European abolitionism; discuss Drescher article

Read: Drescher article; *Barricades and Borders* ch. 5, “Hierarchies of Culture”

Week 6: Autocracy in the East; Reform in the West

Tuesday 22 February – Russia from Nicholas I to Alexander III

Thursday 24 February – Political reform in Britain

Read: no reading this week

Due Thursday: Assignment One

Week 7: European intellectual life

Tuesday 1 March – Marxism; discuss *Manifesto* and *Confession*

Thursday 3 March – MIDTERM EXAM

Read: *Communist Manifesto*, *A Communist Confession of Faith*

Week 8: Empire

Tuesday 8 March – European expansion in the first half of the 19th century

Thursday 10 March – discussion of Headrick

Read: *Barricades and Borders* ch. 12, “The Race for Empire”; Headrick Introduction and Parts One and Two

SPRING BREAK**Week 9: Religion and mid-century change**

Tuesday 22 March – European religious culture; discuss Stanley

Thursday 24 March – 1848 Revolutions and the Crimean War

Read: *Barricades and Borders* ch. 4 “The Revolutions of 1848”; Stanley article; Weber, chapters 1-7

Week 10: Nationalism

Tuesday 29 March – Italian Unification

Thursday 31 March – German Unification

Read: *Barricades and Borders* ch. 7, “Nationalism and Unification”; Weber, chapters 8-13

Week 11: Nationalism

Tuesday 5 April – Gender Roles and Relationships in Nation-building

Thursday 7 April – French Second Empire to Third Republic

Read: *Barricades and Borders* ch. 11, “Problems of National Integration”; Weber, chapters 14-20

Week 12: Nationalism

Tuesday 12 April – Austria in the late 19th century

Thursday 14 April – discussion of Weber

Read: *Barricades and Borders* ch. 14, “Culture at the Turn of the Century”; Weber, 21-29

Week 13: Empire

Tuesday 19 April – European High Imperialism

Thursday 21 April – discussion of Headrick and Randall reading

Read: Headrick Part Three; Don Randall, “Post-Mutiny Allegories of Empire”

Due Thursday: Assignment Two

Week 14: Turn of the Century

Tuesday 26 April – Challenging Modernity

Thursday 28 April – Russian Revolutions

Read: *Barricades and Borders* ch. 15, “The Break-up of 19th c. Europe”; Darwin and Nietzsche selections

Week 15: The Great War

Tuesday 3 May - Origins of the Great War

Thursday 5 May - Exam Review

Read: Wilfred Owen

Final Exam: Friday 13 May, 10:00-11:45am. Please note that the final exam date and time are determined by the university. Final exams may not be taken early.