

HIST 440: Europe in the Long Nineteenth Century

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MTWRF 8-12, 1-5

ADM 322

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 (1789) to the outbreak of the Great War (1914). 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.

This course counts as an upper-level non-U.S. selection for history and social science majors. For non-majors, it may fulfill social science, cultural competency, or upper-level elective requirements. See your advisor if you have questions.

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 and prepared. Because of the short-course format of this class, students will be expected to do pre-reading assignments before the course begins, and to turn in assignments after the course ends. It will be an intense, information-filled week, but those who apply themselves will reap the benefits! 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 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. We believe that the study of the past enlightens our understanding of the present and our insight into the future. The ACU Department of History seeks to examine the experiences of mankind, stimulate thought concerning various institutions and ideas, and promote ethical standards in keeping with the Christian faith.

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 endeavor 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. (Bring this text to class on Friday morning for class discussion).

Recommended:

-Eugen Weber, *Peasants into Frenchmen: The Modernization of Rural France: 1870-1914*. Stanford University Press, 1976. (This is a required text in the semester-long version of this course, but had to be dropped for the sake of time in the short course. It is a classic study of nationalism and will be required reading for any graduate students studying modern European history. If you are interested in graduate study in European history, this is a good book to know.)

The remainder of the readings for the course will be available online, either on our Blackboard course site, or on J-stor or EBSCO, both of which are 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. Your ability to succeed in this course depends in part on your completion of the reading assignments.

Primary source readings: Available on Blackboard.

Selections from the following:

- Edmund Burke, *Reflections on the Revolution in France*
- Mary Wollstonecraft, *A Vindication of the Rights of Men*
- 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*

Secondary source readings (available via J-stor or EBSCO):

- Wally Seacombe, "Patriarchy Stabilized: The Construction of the Male Breadwinner Norm in Nineteenth Century Britain" *Social History* 11, no. 1 (1986), 53-76.
- Gregory S. Brown, "Chapter Three: The People against the Privileged: Social Differences and Personal Identities," in *Cultures in Conflict: The French Revolution* (Greenwood Press, 2003), pp. 41-72. eBook fulltext available on EBSCO via Brown Library search.
- Ivan Zoltan Denes, "The Value Systems of Liberals and Conservatives in Hungary, 1830-1848" *The Historical Journal* 36, no. 4 (Dec. 1993), 825-850.
- Vincent Viaene, "King Leopold's Imperialism and the Origins of the Belgian Colonial Party, 1860-1905" *The Journal of Modern History* 80, no. 4 (December 2008), 741-790
- Lisa Deam, "Flemish vs. Netherlandish: A Discourse of Nationalism" *Renaissance Quarterly* 51, no. 1 (Spring 1998), 1-33.
- Wolfgang J. Mommsen, "Kaiser Wilhelm II and German Politics" *Journal of Contemporary History* 20, no. 2/3 (May/Jun 1990), 289-316.

The syllabus schedule and/or assignments may be altered at any time, according to my discretion, and with due notice to the students. To reiterate: it is necessary that students check their ACU email accounts regularly.

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 on Wednesday and will cover all material from the first half of the course. The second, final exam will be given on Friday afternoon and will cover all material from the second half of the course. Exams will be drawn from the key terms and theme questions provided on Blackboard.

Assignments:

Article Presentation/Discussion (200 points): During the week, pairs of students will be responsible for presenting and leading the class in discussion over a peer-reviewed journal article or book chapter related to course themes. Students will choose or be assigned one of six scholarly journal articles or book chapters. For this assignment, students will make a short introductory presentation, and plan and lead class discussion over the article/chapter to which they have been assigned. The presentation and discussion should consider the following information: author's background/reason for writing, author's bias or ideological orientation, thesis, historical questions/problems posed, sources, relationship to other scholarship/historiography, new ideas/contributions, and strengths/weaknesses.

I recommend using your presentation time to provide background information on the author and context that is not apparent from the reading. You might consider creative ways to present this information through images, film, etc.--you will have full use of the computer/projector in the classroom. Spend approximately 15 minutes on this material to set the tone and provide necessary information to produce a good discussion.

Spend the rest of your time leading your classmates through a discussion of the reading. Be sure that the discussion addresses all of the questions posed above, and also outlines the major points of the text. Everyone should have a clear understanding of the argument and major points of the text after the discussion. Feel free to disagree and critique the text, as well. You might also use discussion time to apply the text to other relevant historical problems or philosophical concerns, including contemporary issues. I will be there to help you if discussion lags, but I expect you to be able to present and lead your peers in discussion for at least 45 minutes to one hour. A recommendation: never ask a yes or no question--ask open-ended questions that will spark further ideas! This will promote better, and longer, conversation. Be supportive of each other and speak up--at some point, all of us have to stand up there!

When you've finished, I will need a copy of your notes, questions for discussion, and a bibliography of sources you consulted. I also ask that each student send me a brief email evaluating the contribution of her/his partner.

Annotated Bibliography (200 points): Each student will prepare a detailed annotated bibliography highlighting both primary and secondary sources related to a narrowed theme within Nineteenth-Century European historiography. Students should begin with broad themes such as imperialism, nationalism, industrialization, socialism, religious culture, etc., and narrow down to a more specific topic of interest to you. (i.e., from Imperialism, you might narrow to a topic such as "the role of Protestant missionaries in British imperial expansion.") Begin considering what your topic might be *before our class begins*. Our textbook, *Barricades and Borders*, may help give you some ideas, and you should also feel free to email me about possible topics ahead of time. I will ask each of you what topic you are considering on the first day of class. On Thursday, we will spend the morning in the library choosing final topics and identifying source materials.

On February 1, you will turn in a complete annotated bibliography on your chosen topic, which must include at least four primary and ten secondary sources. The Bibliography should follow the guidelines outlined by the Chicago Manual of Style, which is the manual most commonly used in European history journals. The Chicago Manual is available in the Brown Library electronically and in hard copy form for your consultation.

Your annotations for each source should identify the source's major argument, significant questions raised, and—in the case of secondary sources—what sources it uses. Each annotation should be one paragraph, or about four sentences, in length. Model bibliography entries with annotation will be provided on Blackboard. Annotated Bibliographies should be placed in my box in the history department in hard copy form.

Bibliographic Essay (200 points): On April 1, you will submit a Bibliographic Essay that places the sources you found in conversation with one another, creating an overarching narrative that illustrates what the scholarship you have identified says about your topic. Identify major trends in the historiography, and highlight points of agreement and disagreement within your sources. Conclude by suggesting what historical question you might pose and answer based on the sources you have identified for this topic. This essay should be five to seven pages in length. A model bibliographic essay will be provided on Blackboard. Bibliographic Essays should be placed in my box in the history department in hard copy form.

Students should be prepared to take a quiz over the assigned monograph, *The Tools of Empire*, on the first day of class (50 points). The quiz will include short answer, multiple choice, and short essay questions. You can best prepare for the quiz by taking special note of key technologies and terms mentioned in the text (e.g., breechloader, quinine, the *Nemesis*) and identifying the major argument of each chapter, as well as the book as a whole. You may bring one page of typed notes in 12-point font with you to class on the first day and refer to it during the quiz. We will discuss the text in class later in the week.

Students will be assigned to read selections from either Edmund Burke's *Reflections on the Revolution in France* or Mary Wollstonecraft's *Vindication of the Rights of Men* before class begins. As you read, take notes. Identify the major points of your document, paying particular attention to your author's understanding of human nature, the French Revolution, and any other major points, and consider how you might rebut any counter-arguments made against your document's position. I will check your notes in class on Monday. During Monday's class, each half of the class will prepare for and participate in an in-class debate during which they defend the position of their writer. The debate will take the following format:

Side One: Opening argument (7-8 minutes)

Side Two: Opening argument (7-8 minutes)

Side One: Argument from human nature (5 minutes)

Side Two: Rebuttal (2 minutes)
Side One: Response (1 minute)

Side Two: Argument from human nature (5 minutes)
Side One: Rebuttal (2 minutes)
Side Two: Response (1 minute)

Side Two: Argument from Revolution (5 minutes)
Side One: Rebuttal (2 minutes)
Side Two: Response (1 minute)

Side One: Argument from Revolution (5 minutes)
Side Two: Rebuttal (2 minutes)
Side One: Response (1 minute)

Side One: Argument of your choice (5 minutes)
Side Two: Rebuttal (2 minutes)
Side One: Response (1 minute)

Side Two: Argument of your choice (5 minutes)
Side One: Rebuttal (2 minutes)
Side Two: Response (1 minute)

Side Two: Closing Argument (3-5 minutes)
Side One: Closing Argument (3-5 minutes)

You will have approximately one hour of class time Monday morning to prepare your arguments. The debate will take place after our lunch break on Monday. Everyone in each group should speak at least once. You must choose five speakers to present the opening argument, argument from human nature, argument from revolution, argument of your choice, and closing argument ahead of time. The sixth group member should contribute to response/rebuttal, though all members may participate during these portions of the debate.

You will be graded on evidence of preparedness, your ability to work with your group and debate with courtesy, and your effective use of your document in debate (50 points).

Breakdown of grading, for 1000 total points:

100 points attendance, participation, discussion, evidence of preparedness
50 points *Tools of Empire* quiz
50 points Burke/Wollstonecraft debate
200 points exams (100 Mid-term, 100 Final)
200 points Article Presentation/Discussion
200 points Annotated Bibliography (due in hard copy in my box February 1)
200 points Bibliographic Essay (due in hard copy in my box April 1)

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 every morning and afternoon, and **students who miss more than one full day of class (20% of the course) will be dropped from the course with a grade of WF.** 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 section of your grade is based on my observation of your attendance, contribution to discussion, and overall engagement in the class.

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: Because of the nature of this short course, students must take exams at the time they are given. Make-up exams will only be offered under special circumstances and at the professor’s discretion. **Late assignments/projects will receive a 10-point deduction per school day for each day they are late.** *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.

Before the first class meeting, you should do the following:

Read all of *Tools of Empire* and be prepared for a quiz over it.

Read your assigned article or chapter and begin preparation for your presentation/discussion with your partner.

Read the Wollstonecraft or Burke selections you have been assigned.

Identify a possible topic for your Annotated Bibliography/Bibliographic Essay.

During the week, you should do the following:

Read the articles/chapters upon which other students will present thoroughly enough to participate intelligently in discussion.

Skim the assigned textbook chapters.

Take notes in class, highlighting the key terms and questions provided on Blackboard.

This will help you prepare for the two exams.

Finalize your Annotated Bibliography topic and identify relevant sources.

Schedule of Topics/Assignments:

Monday: Revolution and Reaction

Morning – Introduction (including discussion of possible Bibliography topics), *Tools of Empire* quiz, Background to the 19th c., French Revolution; prepare for class debate

Afternoon – class debate: Burke vs. Wollstonecraft; presentation and discussion of

Gregory S. Brown selection from *Cultures in Conflict: the French Revolution*;

Napoleonic Wars and Congress of Vienna

Read: *Barricades and Borders* ch. 1, “The Quickening Pace”; Burke, *Reflections on the Revolution in France* or Wollstonecraft, *A Vindication of the Rights of Men*; *Barricades and Borders* ch. 2, “Napoleonic Europe”; Brown chapter

Tuesday: Political Ideology and Industrialization

Morning – Liberalism, conservatism, socialism; class discussion of “On Liberty;”

presentation and discussion of Denes, “The Value Systems of Liberals and Conservatives in Hungary, 1830-1848” possibly begin industrialization lecture (**11:20 doctor’s**

appointment – have students read/answer questions over Mill during last hour before lunch. Assign poems to be discussed after lunch – Simon Lee, Goody Blake, and The Female Vagrant)

Afternoon – Industrialization and consequences; class discussion of *Lyrical Ballads*;

presentation and discussion of Seacombe, “Patriarchy Stabilized: The Construction of the Male Breadwinner Norm in Nineteenth-Century Britain;” Marxism

Read: *Barricades and Borders* ch. 3, “Metternich’s Europe” and ch. 5, “Hierarchies of Culture;” J.S. Mill, “On Liberty;” *Lyrical Ballads*; Denes and Seacombe articles

Wednesday: Mid-Century Developments

Morning – Russian Autocracy and British Parliamentary Reform; Mid-term exam; 1848 Revolutions and the Crimean War

Afternoon – European religious culture; slavery and abolitionism - film screening and discussion: *Amazing Grace*

Read: *Barricades and Borders* ch. 4, “The Revolutions of 1848,” ch. 6, “Mid-century prosperity”

Thursday: Nationalism

Morning – Meet in library to begin work on Annotated Bibliography

Afternoon – Italian and German Unifications; presentation and discussion of Deam, “Flemish vs. Netherlandish: A Discourse on Nationalism;” French and Austrian Nationalisms

Read: *Barricades and Borders* ch. 7, “Nationalism and Unification,” ch. 11, “Problems of National Integration;” Deam article

Friday: Empire, Technology, and War

Morning – High Imperialism; presentation and discussion of Viaene, “King Leopold’s Imperialism and the Origins of the Belgian Colonial Party, 1860-1905;” class discussion of Headrick

Afternoon – Challenges to Modernism; Russian Revolutions and the Origins of the Great War; presentation and discussion of Mommsen, “Kaiser Wilhelm II and German Politics;” Final Exam

Read: *Barricades and Borders* ch. 14, “Culture at the Turn of the Century,” ch. 15, “The Break-up of 19th c. Europe;” Darwin, “Descent of Man;” Viaene and Mommsen articles