

Application for a New Course v9

Course ID <i>Subject and Number</i>	HIST 419
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Kelly Elliott
2	Course Teacher	Kelly Elliott
3	Course Title	Nineteenth-Century Europe
4	Course Abbreviation (if title is over 30 characters)	Nineteenth-Century Europe
5	College	Arts & Sciences
6	Department	History
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	
11	Maximum number of hours credit	3
12	Explanation for variable credit	
13a	Course contact hours - LEC	3
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	3
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	3
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	25
17	Catalog Description (50 words or less)	This course examines Europe's "long nineteenth century," from the French Revolution (1789) to the Great War (1914),

		a century in which nationalism, revolution, empire, and technology brought Europe global power, but also paved the way for Europe's eclipse. The course surveys the events, and introduces the historiography, of nineteenth-century Europe.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	At least three hours 100-299 history, or junior standing.
19	List any co-requisites	None
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	No
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	
23a	How often will it be offered? Spring	Spring odd years
23b	How often will it be offered? Summer	
23c	How often will it be offered? Fall	
24	Frequency?	Every two years
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring 2015
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	No deletions required
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	This is not required for any degree, but fulfills elective requirements for the following degrees: HIST, HSTT, HSST, and INTS.
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	Yes, as HIST 440 (Special Topics). Fall 2011, 21 students. January short course 2013, 8 students.
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	None.

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	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.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	This course provides chronological coverage of European history in sequence with other courses (Medieval Europe, Renaissance and Reformation, and Recent Europe).

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Open to all ACU students. The course is designed for History, International Studies, History Teaching, and Social Science teaching majors who have already completed history survey courses, and thus already grasp fundamental concepts of history (primary and secondary sources and how to evaluate them, how to read and comprehend historical scholarship and historiography, basic research skills in history).
2	State the overarching course goal(s) in performance terms.	To promote students' global citizenship, curiosity and compassion. The study of past cultures and of places beyond our usual field of vision can help us better appreciate different points of view. This course should stretch our horizons, make us more sensitive global citizens, and deepen our understanding of ourselves and our own ways of looking at the world. For specific goals, see competencies & measures below.

2. Competencies and Measurements

	Competency	Measurement
1	Define and provide context for the political ideologies of nineteenth century Europe: conservatism, liberalism, socialism, and nationalism. Associate these ideas with primary sources/authors from the period.	Essay exams, reading quizzes and contribution to class discussion, participation in Wollstonecraft/Burke debate.
2	Explain the role of technology in European imperialism.	Contribution to class discussion of the book <i>Tools of Empire</i> and response paper on <i>Tools of Empire</i> .
3	Explain the role of revolution in nineteenth-century European political and social life.	Essay exams and contribution to class discussion.
4	Discuss the influence of religious faith on nineteenth-century European political and social movements.	Essay exams and contribution to class discussion.
5	Analyze and criticize the argument of a peer-reviewed historical article, and place historical writing in its historiographical context.	Peer-reviewed journal article presentation and student-led discussion.
6	Interpret primary sources from nineteenth-century Europe use them as evidence for historical arguments, together with recent secondary scholarship.	Research paper.

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

Robert Gildea, *Barricades and Borders: Europe 1800-1914* (Oxford University Press, 2003.)

Daniel R. Headrick, *The Tools of Empire: Technology and Imperialism in the Nineteenth Century* (Oxford University Press, 1981.)

The following are available on J-stor or linked on Open Class:

- 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*

-Wally Secombe, "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.

2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

IV. Supporting Documentation

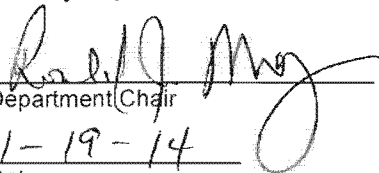
Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

V. Preliminary Approvals

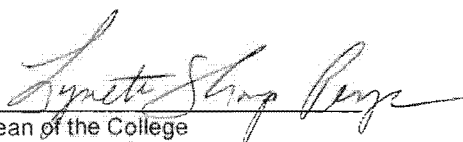
All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department



Department Chair
1-19-14

Date



Dean of the College
1-28-14

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: HIST 419

Course Title: Nineteenth-Century Europe

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ [Signature] 1-28-14
College Dean or Director Date

Approved ☒ Denied ☐ [Signature] 1/29/14
College Dean or Director Date

2. Graduate Council Action: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ☐ Denied ☐ _____
Associate Provost Date

4. University General Education Council Action: (when applicable)

Approved ☐ Denied ☐ _____
Provost or designee Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ☐ Denied ☐ _____
Chair, University Budget Committee Date

6. Academic Provost Action: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University Action: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

HIST 419: Nineteenth-Century Europe

Dr. Kelly R. Elliott
Office: Hardin Admin 324C
Email: kelly.elliott@acu.edu
Cell phone: 501.593.0611
Office Hours: MWF 8-10 and by appointment

Spring 2013
TR 9:30-10:50
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. 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.

Course Competencies and Measurements:

Competency	Measurement
Define and provide context for the political ideologies of nineteenth century Europe: conservatism, liberalism, socialism, and nationalism. Associate these ideas with primary sources/authors from the period.	Essay exams, reading quizzes and contribution to class discussion, participation in Wollstonecraft/Burke debate.
Explain the role of technology in European imperialism.	Contribution to class discussion of the book <i>Tools of Empire</i> and response paper on <i>Tools of Empire</i> .
Explain the role of revolution in nineteenth-century European political and social life.	Essay exams and contribution to class discussion.
Discuss the influence of religious faith on nineteenth-century European political and social movements.	Essay exams, <i>Amazing Grace</i> film response, and contribution to class discussion.
Describe the factors that led to the outbreak of the Great War.	Essay exams.

Analyze and criticize the argument of a peer-reviewed historical article, and place historical writing in its historiographical context.	Peer-reviewed journal article presentation and student-led discussion.
Interpret primary sources from nineteenth-century Europe and use them as evidence for historical arguments, together with recent secondary scholarship.	Research paper.

What I expect of you: This course is designed for upper level history, history teaching, social science teaching, and international studies 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 to engage. 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 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.

Recommended:

- Eugen Weber, *Peasants into Frenchmen: The Modernization of Rural France: 1870-1914*. Stanford University Press, 1976.

The remainder of the readings for the course will be available online, either on our OpenClass 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 OpenClass.

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 Seccombe, "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.
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- 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 at mid-term will cover all material from the first half of the course. The second, final exam will cover all material from the second half of the course, but will also include at least one question that requires students to consider material from the entire long nineteenth century. Exams will be drawn from the key terms and theme questions provided on OpenClass.

Assignments:

Article Presentation/Discussion (200 points): 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 the 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 10-15 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 30 to 40 minutes. 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 (150 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.”)

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 OpenClass. Annotated Bibliographies should be placed in my box in the history department in hard copy form.

Research Paper (250 points): Students will research and write a 12 to 15 page research paper on a topic in European history from 1789-1914. It is recommended that students combine the research for the Annotated Bibliography with work for the research paper. Research papers must work to prove a historical claim with evidence from primary sources, and supported by secondary scholarly sources. Topics should be chosen in consultation with the professor by the end of the third week of class.

Tools of Empire Response Paper (50 points): Students will write a 1000-word response to a prompt provided in class. This paper requires students to carefully engage with Headrick’s text and is designed to lay the foundation for informed discussion. The prompt will ask you to consider the role played by some of the key technologies and terms mentioned in the text (e.g., breechloader, quinine, the *Nemesis*) in European imperial success in the nineteenth century.

Burke/Wollstonecraft Debate (50 points): 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. At the appropriate time, 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:

Burke: Opening argument (3 minutes)

Wollstonecraft: Opening argument (3 minutes)

Burke: Argument from human nature (5 minutes)
Wollstonecraft: Rebuttal (2 minutes)
Burke: Response (1 minute)

Wollstonecraft: Argument from human nature (5 minutes)
Burke: Rebuttal (2 minutes)
Wollstonecraft: Response (1 minute)

Wollstonecraft: Argument from Revolution (5 minutes)
Burke: Rebuttal (2 minutes)
Wollstonecraft: Response (1 minute)

Burke: Argument from Revolution (5 minutes)
Wollstonecraft: Rebuttal (2 minutes)
Burke: Response (1 minute)

Burke: Argument of your choice (5 minutes)
Wollstonecraft: Rebuttal (2 minutes)
Burke: Response (1 minute)

Wollstonecraft: Argument of your choice (5 minutes)
Burke: Rebuttal (2 minutes)
Wollstonecraft: Response (1 minute)

Wollstonecraft: Closing Argument (3-5 minutes)
Burke: Closing Argument (3-5 minutes)

Everyone in each group should speak at least once. 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.

Breakdown of grading, for 1000 total points:

100 points attendance, participation, discussion, evidence of preparedness

50 points *Tools of Empire* Response

50 points Burke/Wollstonecraft debate

300 points exams (150 Mid-term, 150 Final)

150 points Article Presentation/Discussion

100 points Annotated Bibliography

250 points Research Paper

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 at every class meeting, and **students who miss more than six days 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: Exams 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.** *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).

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;" Burke/Wollstonecraft selection

Week 2: French Revolution and Reaction

Tuesday 25 January – The French Revolution; presentation and discussion of chapter from *Cultures in Conflict* by Gregory S. Brown

Thursday 27 January – **Burke/Wollstonecraft Debate**; Napoleonic Wars

Read: *Barricades and Borders* ch. 2, "Napoleonic Europe"; Burke/Wollstonecraft selection; Gregory Brown chapter

Week 3: Ideologies

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

Thursday 3 February – liberalism, conservatism, and socialism; discuss Mill; presentation and discussion of Denes article

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

Week 4: Industrialization

Tuesday 8 February – Industrialization and consequences; discuss poems

Thursday 10 February – Presentation and Discussion: Seacombe article

Read: Wordsworth/Coleridge poems; Seacombe article

Week 5: Slavery and Abolition

Tuesday 15 February – Slavery, Abolition, and the Evangelical Revival

Thursday 17 February – screening and discussion of *Amazing Grace*

Read: *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: *Barricades and Borders* ch. 6, "Mid-century prosperity;" begin *Tools of Empire*

Due Thursday: Annotated Bibliography

Week 7: European intellectual life

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

Thursday 3 March – MIDTERM EXAM

Read: *Communist Manifesto*, *Tools of Empire*

Week 8: Empire

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

Thursday 10 March – discussion of Headrick, Part One

Read: *Barricades and Borders* ch. 12, “The Race for Empire”; finish *Tools of Empire*

Due Thursday: Headrick Response

SPRING BREAK

Week 9: Mid-century Change

Tuesday 22 March – 1848 Revolutions and the Crimean War

Thursday 24 March – Paper tutorials with Dr. Elliott – sign up for a meeting time

Read: *Barricades and Borders* ch. 4 “The Revolutions of 1848”

Week 10: Nationalism

Tuesday 29 March – Paper tutorials with Dr. Elliott – sign up for a meeting time

Thursday 31 March – French Second Empire to Third Republic

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

Week 11: Nationalism

Tuesday 5 April – Italian Unification

Thursday 7 April – German Unification

Read: *Barricades and Borders* ch. 11, “Problems of National Integration”

Week 12: Nationalism

Tuesday 12 April – Austria in the late 19th century

Thursday 14 April – Presentation and Discussion of Deam article

Read: *Barricades and Borders* ch. 14, “Culture at the Turn of the Century”; Deam article

Week 13: Empire

Tuesday 19 April – European High Imperialism

Thursday 21 April – discussion of Headrick, Part Two; Presentation and Discussion of Viaene article

Read: Viaene article

Due Thursday: Research Paper

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 excerpt

Week 15: The Great War

Tuesday 3 May - Origins of the Great War

Thursday 5 May – Presentation and Discussion of Mommsen article; exam review

Read: Mommsen article

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.



October 4, 2013

Kelly R. Elliot, Ph.D.
Assistant Professor of History
Hardin Admin 324C
Abilene Christian University
325-674-2105

Re: HIST 419 application

Dear Dr. Elliot,

Thank you for submitting a new course application to the Adams Center for review. The course evaluation team in the Adams Center has had the pleasure of reviewing the course application and syllabus for History 419: Nineteenth-Century Europe. The syllabus is very well developed and provides clear instructions and expectations. Your syllabus meets, and in many places exceeds, the expectations described in the guidelines. Congratulations on your exceptional work with the syllabus.

In the course application (also reflected on the syllabus) four of the six course competencies require lower order competencies. Being an upper-division course, you may want to consider inclusion of higher order competencies.

If there is any aspect of the syllabus or course application that you would like to discuss further, please let me know and we can schedule a time. The Adams Center team is here to serve you in any aspect of the course development, implementation, and/or ongoing teaching of the course. Again, thank you for allowing the Adams Center team to review your course application and if there is any way we can serve you, please know we are here to serve you.

Sincerely,

Scott E. Hamm, DEdMIN
Adams Center for Teaching & Learning
Abilene Christian University
ACU Box 29201
Abilene, TX 79699

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: November 25, 2013
TO: Dr. Ron Morgan
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for HIST 419 – Nineteenth-Century Europe

After reviewing the course proposal, the library is able to adequately support the proposed course with the resources available in our library and the Abilene Library Consortium. Please let your librarian liaison Karen Hendrick () know if there any additional resources needed to be acquired by the library in support of the proposed course. Thank you for letting us review the course application.