

HISTORY 302 – Winter 2017
MODERN EUROPE (19th CENTURY)
January 9, 2017

101 LLCS
Tues., Thurs, 2-3:20
CRN 22864

Professor Dracobly
with Kenneth Surles, Graduate Teaching Fellow
(see Canvas for Surles contact information)

Dracobly Office: McKenzie 329

(To get there from main entrance, take staircase on immediate left up one floor, exit left, go right down the hall until it opens out a second time. My office is there on the left)

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Office hours: Wed. 1-2:30; Fri. 10-12; anytime directly after class or by appointment

This course is a survey of European history from the period of the Napoleonic Empire to the outbreak of World War I in 1914. Although it is the second quarter of a yearlong sequence in modern European history, it can be comfortably taken as a stand-alone course.

Our period opens in the immediate aftermath of the French Revolution with the Napoleonic Empire and the challenges that French political developments posed all European states. We end with the outbreak of a war that would destroy much of the social and political foundations of “old Europe.” In between we will take a look at main social, political and economic trends in Europe, Europe's changing place in the world, and the redefinition of the economic expectations and cultural horizons of the region's inhabitants.

Learning objectives

This course operates on the assumption that a liberal arts education is not just about throwing a lot of historical knowledge at you; rather the aim is to acquire the tools necessary to seek that knowledge on your own. With that in mind, the aims of this course are as follows.

1. To gain a fuller understanding of the history of nineteenth-century Europe, with a particular emphasis on political, social, and economic change in a period of rapid industrialization and political instability.
2. To gain familiarity with some of the underlying concepts and techniques common to historical argument. These include but are not limited to the distinction between primary

and secondary sources and the use of primary sources to support historical interpretations.

3. To work on and improve the basic critical skills necessary to recognize and assess historical arguments.

3. To work on and improve the basic writing and rhetorical skills necessary to all fields of academic inquiry.

Assignments, grading and policies

Attendance is expected. Students are also expected to be familiar with the course readings.

Grades will be based on one on-line document exercise; two on-line "midterms"; a research paper (see below); and an in-class final.

Out of a total 100 points possible. Each assignment and test is worth the following:

On-line document exercise	10 points
Research Paper:	20 points
Two on-line midterms:	20 points each
Final exam:	25 points
Total:	100 points

Schedule of assignments (according to due date)

On-line document exercise: Tuesday January 24 (11:30 pm)

First on-line midterm: Thursday, February 2 (11:30 pm)

Second on-line midterm: Tuesday, February 28 (11:30 pm)

Research paper: Friday, March 10 (11:30, on-line)

Final exam: Wed., March 22, 12:30 pm (101 LLCS)

Late submission of assignments and tests are accepted with a late-penalty:

Up to 2 days late: 15% of the total value of the given assignment

3-9 days late: 35%

10-16 days late: 50%

You must contact me to submit anything after 16 days. **If you find yourself falling behind, you should talk to me. The sooner the better.**

On-line assignments and tests are and “open-book” (and open web for that matter). However, anyone found to be **plagiarizing** written work (or by having someone else take the exam for you) will receive a zero for the entirety of that submission and, depending on the case, will be liable for further penalties, up to and including an "F" for the class. By **plagiarizing**, I mean copying substantial parts of somebody else’s work (whether it is someone you know or an on-line source). That said, I do encourage collaborative work: you will do better in this class if you talk about the course materials with your fellow students.

Because the midterms are on-line, they are designed to be more conceptually more challenging than an in-class exam. They will be accessible in advance of the due date and will involve a substantial written component. **You are strongly advised to begin the midterm and final well before they are due. Where the midterms ask for "essay" responses, you should be thinking in terms of multiple paragraph responses that develop and argument and marshal evidence in support of that argument.**

Research paper

There will be a short research paper due in the ninth week of the term. I will be posting a list of possible topics and "problems" and asking you to select one of them for your paper. The "topics" will center on specific persons and issues that that person's career raises or an issue that he or she had to confront. An example of the former might be: is Metternich better described as an ideological conservative or a pragmatic monarchist? An example of the latter might be the conservative British Prime Minister Robert Peel's decision to join his political enemies in the repeal of the Corn Laws.

The idea is to practice framing a research paper with the aim of answering a specific research question.

How grades are calculated

I use a point system for calculating grades. Each assignment and component of a test is given a point value and is graded on a point scale (thus, the worksheets will be graded on a five-point scale: a 4/5 = B- in conformity with the scale below).

To calculate your grade at any given point in the term, add up your total points and calculate the percentage of the total number of points you have received up to that point: **do not rely on the Canvas gradebook to give you a reliable running percentage** (for reasons I do not yet understand, Canvas often calculates percentages in ways that do not conform to actual grades).

Grades will be calculated according to the following scale:

A = 93 and up

A- = 90-92.9

B+ = 87-89.9

B = 83-86.9

And on down the scale to 60 = D-

Anything below a 60 is an F.

An A+ is possible but is discretionary. I typically award 1-2% of any class an A+ but only when there are clear cases of students who consistently perform substantially better than their classmates.

Assigned books (available on reserve and at the UO Bookstore)

Winks, Robin W., and Joan Neuberger. Europe and the Making of Modernity 1815-1914 (Oxford, 2005).

And a collection of documents and other readings on Canvas (see under "Modules"): readings are organized by day under a heading similar to the one used in the syllabus.

Readings and class schedule

Readings are listed under the day for which they should be done: do the reading before class and class lecture will make a lot more sense.

Pt. I: Restoration and revolution

Jan. 10: Introduction to the course; the legacy of the French Revolution

Reading: Winks and Neuberger, "Introduction," 1-9

Jan. 12: Napoleon's empire

Reading: Censer and Hunt, Liberty, Equality, Fraternity: Exploring the French Revolution, ch. 5 (pages 140-59 – those of you who took HIST 301 might still have this book on hand, otherwise it is available on Canvas); and the conclusion from Alexander Grab, Napoleon and the Transformation of Europe, 204-11.

Docs: Documents 10 and 11 (auditeurs and advice for family members) from Clive Emsley, Napoleon); Hardenberg's Riga Memorandum (Breuille doc. 3); and four documents regarding Napoleon and the Kingdom of Naples (from Blaufarb, 145-55).

Jan. 17: "Metternich's Europe" I: the Congress of Vienna and the post-Napoleonic international system

Reading: Winks and Neuberger, 11-27; Second Peace of Paris, Congress of Aix-la-Chapelle, and Quadruple Alliance (Kertesz, docs. 4-6); an excerpt from Cardinal Ercole Consalvi's report to Rome (Clark, doc. 1); and two dispatches from the Congress of Troppau, 1820 (Kertesz, docs. 7a and 7b).

Also see on Canvas an information sheet (congress_vienna_people.pdf) regarding the Congress of Vienna and principal ruling houses of Europe: you should be able to identify each of the ruling houses of the "great powers" with their respective states.

Jan. 19: "Metternich's Europe" II: Domestic politics in post-Napoleonic Europe and the new conservative order

Reading: Michael Broers, Europe after Napoleon, ch. 1 (9-18); Metternich, "Political Testament"; German Confederal Act and Vienna Final Act [Breuille docs. 14-15]; Karlsbad Decrees (Winks and Neuberger, page 22); Gentz, "Introduction to the Karlsbad Measures"; Metternich on "Students, Professors, and the Press"; "Austrian Police in Venice, 1820." And pointing forward to next week's theme: an example of a student radical, the letter of Heinrich von Gagern to his father.

Jan. 24: Political instability and revolution: the French revolution of 1830 and the politics of liberalism

Reading: the French Constitutions of 1814/1815 and 1830 (Winks and Neuberger, page 30 for part of 1830 constitution; see Canvas for 1814/1815); proclamations and decrees of Charles X and the Duke of Orleans (Kertesz docs. 17-20); Guizot, excerpt from his *Memoires* (from W.M. Simon, French Liberalism, 1789-1848, 111-116); Louis-Philippe on Louis XVIII (Broers, doc. 10); and an excerpt from Jill Harsin, *Barricades: The War of the Streets in Revolutionary Paris, 1830-1848* (Palgrave MacMillan, 2002), 39-49. [Also recall the letter from Heinrich von Gagern]

Due Jan. 24, 11:30 pm: On-line document exercise

Jan. 26: Romanticism – the Romantic artist and role of art

Reading: Winks and Neuberger, 41-63; Stendhal on David (from Breckman, European Romanticism, 158-67); Hoffmann on Beethoven (Breckman, 126-131); and Beethoven-Brentano correspondence.

Jan. 31: The industrial revolution and changes in the world of work

Reading: Winks and Neuberger, 64-92; statistical indices; Berlin factory rules; and excerpt from Kanachikov's autobiography in Neuberger, p. 110.

Feb. 2: Social change and social life

Reading: Winks and Neuberger, 93-124.

Due Feb. 2, 11:30 pm: First on-line midterm

Feb. 7: New political ideologies: Nationalism and radicalism/socialism

Reading: Winks and Neuberger, 125-152; and Mazzini, "Life and Writings" and "Duties to Country"; Flora Tristan, *The Workers' Union*; the Chartist Circular, "The Effects of Machinery on Manual Labour"; but c.f. from The Economist, "The Exhibition – The Crystal Palace."

Feb. 9: The revolutions of 1848

Reading: Winks and Neuberger, 153-182 (esp. document on page. 175: The Slavic Congress, Prague); and documents on the revolutions in Paris, Sicily, and Germany: Schurz, "Remembrances"; von Gagerns; February Revolution in Paris; Sicilian Revolution.

Pt. II: Nation-building, imperialism, and the stress of "modernity"

Feb. 14: The Modern Nation-State (or the diverse responses to the revolutions of 1848)

Reading: Winks and Neuberger, 183-209; and document from Cavour.

Feb. 16: Economic developments in the second half of the century

Reading: Winks and Neuberger, 229-38; (but I will be talking about) Stearns, "Mature Industrial Society," from European Society in Upheaval, 179-99; and take a look at the Statistical Tables ("mitchell_europe_econ_stats") for broad trends.

Feb. 21: The new cultural tone: Reason, Realism, and Respectability

Reading: Winks and Neuberger, 238-56; Preface from the Goncourt brothers, Germinie Lacerteux; and Masson on science.

Feb. 23: The problem of ethnicity in an age of nationalism – the example of Austria-Hungary

Reading: Winks and Neuberger, 209-228.

Feb. 28: Imperialism

Reading: Winks and Neuberger, 257-288; a speech by Jules Ferry; Carl Peters on his expeditions; Louis Vignon on economics of empire; and Vollenhoven on educational planning in French West Africa (the last three from Curtin, Imperialism, 74-84; 171-6, 228-234: they are all posted in one file).

Due Feb. 28, 11:30: Second on-line midterm

March 2: Challenges of modernity: modernism as an expression of social crisis?

Reading: Winks and Neuberger, 289-318; Hesse, "*The Brothers Karamazoff* or the Downfall of Europe"; and Kandinsky, "Concerning the Spiritual in Art."

March 7: Political polarization and conflict: women's rights

Reading: Winks and Neuberger, 319-350; documents on late-nineteenth-century feminism from Bell and Offen.

March 9: Political polarization and conflict: mass politics, "integral" nationalism, and socialism

Reading: Winks and Neuberger, 319-37-344-50; Joseph Chamberlain, Speech at Hull, August 5, 1885 Maurice Barrès, Nancy Program, 1898; Radical Socialist programs, 1901 and 1907; Keir Hardie denouncing resolution; and Bernstein-Kautsky debate.

Due on-line, Friday March 10, 11:30 pm: Research paper

March 14: Crisis of modernity: the example of Russia (guest: Professor Hessler)

Reading: Winks and Neuberger, 337-44; and excerpt from Vera Figner, Memoirs.

March 16: The road to war

Reading: Winks and Neuberger, 350-358

Final exam: Wed., March 22, 12:30 pm: in our classroom (101 LLCS) - bring a blue-green book to write in