

HISTORY 302 – Winter 2022
MODERN EUROPE (19th CENTURY)

Last updated: January 4, 2022

245 Straub
Mon, Wed, 2-3:20
CRN 23084

Professor Dracobly

Assisted by Graduate Employees:

Prof. Dracobly's office: McKenzie 329 (from the main [north] entrance, take first staircase on the left up one floor, exit to the left, go right down the hall to where it opens out a second time: I'm on the left, next to the recycling bins).

Office hours: Fridays, 9-12 noon. If you can't make Fridays, I'm on campus every day. Email me or talk to me before or after class and we can arrange a time.

Office phone: None. Contact me via Canvas or university e-mail: dracobly@uoregon.edu

What this course is about

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 in theory the second quarter of a yearlong sequence in modern European history, it is designed as a stand-alone course.

Our period opens with the Napoleonic Empire and the challenges that political developments in France posed all European states. We end with the outbreak of a war that would contribute to the destruction 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.

Covid-19 modifications for winter 2022

This course meets in person and is designed as an in-person course. However, due to the continued Covid-19 I will be streaming the class sessions over Zoom and then posting the recordings to our Canvas website. The audio quality of the stream is not great but I will turn on the caption tool (which actually works okay but will make some pretty wild errors). What's more, I'll be using powerpoint every class period. The powerpoints don't always seem to appear properly on Zoom when I share the screen. But that is what we've got.

Learning objectives

This course operates on the assumption that a liberal arts education is not just about throwing a lot of historical facts at you. Rather the aim is to acquire the tools necessary to seek and assess 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, the use of primary sources to support historical interpretations, and the identification of secondary sources appropriate to a given topic.
3. To work on and improve the basic critical skills necessary to recognize and assess historical arguments.
4. To work on and improve the basic writing and rhetorical skills necessary to all fields of academic inquiry.
5. To learn to recognize the distinction between basic historical fact and interpretation and to be comfortable with the ambiguities inherent in all higher-order historical thinking.

Assignments, grading and late policies

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

Grades will be based primarily on written assignments based on documentary material that we'll be reading throughout the term, along with a smaller percentage based on a series of multiple choice quizzes.

All quizzes and written assignments will be available a week in advance of their due dates. You may enter and exit them as often as you like.

Seven on-line quizzes (multiple dates)		20%
Three short papers:		30%
January 10	Hardenberg Memo	[5%]
January 23	French charters	[10%]
February 27	Econ. Stats	[15%]
Midterm essays		20%
February 13		
Final essays		30%

March 15

100%

N.B.: the set-up on the Canvas gradebook will be weighted to reflect those relative values.

The quizzes vary in value but taken together, they will comprise 20% of the grade. The quizzes are all untimed and open book. You may consult with your friends. You may open and close the quiz as many times as you like before “submitting” it. **And you get two chances to submit.** You should be able to get good grades on the quizzes. Note, however, that the questions are often quite exact: guessing or just going with what sounds about right is likely to lead to bad scores.

For all of the quizzes except the quiz on the French Charters, the idea is to make sure that you are exposed both to some of the essential “facts” of 19th-century European history and to some of the arguments we make about that history.

Late submission of assignments and tests (but not quizzes) are accepted for up to a week after the due date:

No penalty for anything submitted within 48 hrs. of the due date.

20% reduction of total value of the assignment after 48 hrs.

For anything more than one-week late the submission portal will close you will have to get into contact with Professor Dracobly.

Due to the need to submit grades on a very tight turnaround time, the due date for the final assignment is hard and fast. The submission box will remain open but there will be a 20% penalty for anything submitted more than five hours (5 am) after the due date.

Plagiarism

On-line assignments and tests are “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, a print source, or an on-line source) and presenting it as your own. 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.

We will be using a plagiarism detection program in this class. It will tell you if you have a high match rate. If you haven’t not plagiarized, you do not have to worry about it (your classmates will be using the same texts and many of you will likely focus on the same passages). You must submit a file, however. **NO LINKS TO GOOGLE DOCS WILL BE ACCEPTED.** It creates too many problems for the graders.

How grades are calculated

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 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

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

>>>> **this book is available for purchase at the UO bookstore.**

And a series 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.

>>>> **All readings in addition to the textbook can be found in the Canvas course module for that day and week.**

Pt. I: Restoration and revolution

Week 1: Introduction and Napoleonic Europe

Jan. 3: Introduction to the course; the legacy of the French Revolution

Reading: Winks and Neuberger, "Introduction," 1-9; and take a look at the videos in the "Introduction to HIST 302" page.

Jan. 5: Napoleon's empire

Reading: Censer and Hunt, Liberty, Equality, Fraternity: Exploring the French Revolution, ch. 5 (pages 140-59); and the conclusion from Alexander Grab, Napoleon and the Transformation of Europe, 204-11; and the lecture videos in the "Napoleon's Empire – video lectures" page.

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

>>>> those readings can be found in the "Napoleon's empire and its impact on European politics" page.

N.B.: we'll talk about Napoleon's empire – at a **minimum**, you should have read the primary source documents listed above, including Hardenberg's Riga Memorandum, which is the topic of a short paper due on Monday. If you're not sure what a "primary source" is, you should watch the video entitled, "Reading a document: Hardenberg's Riga Memorandum."

First short paper assignment: Hardenberg's Riga Memorandum

>>>> **Due Monday evening, January 11, 11:59 pm**

Week 2: Metternich's Europe: The Vienna settlement in international and domestic politics.

Jan. 10: "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. And the video lectures in "Metternich's Europe: the international settlement."

For our **class session** you should be familiar with the basics of the Vienna settlement. We will talk about the thesis outlined in Broers, Europe after Napoleon, and test it against the evidence Cardinal Ercole Consalvi's report to Rome. **At the very least, you should read Consalvi's report in advance of our class session. (Expect that and other of these documents to reappear on the midterm).**

Jan. 12: “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. Also see the video lectures in “Metternich’s Europe – the domestic settlement.”

For class we will talk about the issue of political repression in Metternich’s Europe. Especially in the 1820s, Metternich became more concerned with potentially revolutionary threats to the social and political order. We’ll look at the documents listed above with an eye to the following: what kinds of threats was he worried about? What measure did he take to protect Austria (and Europe more generally) against those threats?

Week 3: Political instability and revolution: the French revolution of 1830 and the politics of liberalism (along with a brief cultural interlude)

Jan. 17: NO CLASS MEETING

Jan. 19: 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]

For our **class session**, read 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, if you haven’t read it yet, the letter from Heinrich von Gagern to his father explaining the demands of young revolutionary-minded students like himself.

Not sure what a revolutionary situation looks like and how power is transferred? Read the excerpt from Jill Harsin, *Barricades: The War of the Streets in Revolutionary Paris, 1830-1848* (Palgrave MacMillan, 2002), 39-49.

Jan. 20: For our class session, we are going to talk about the French Revolution of 1830 and the nature of the political changes that ensued from it. The great French historian and statesman Guizot argued (see the document listed above) that the “revolution” was better seen as a “restoration” of constitution whose terms had been violated by the deposed king, Charles X. In preparation for our class session, you should start the on-line document exercise on the constitutions of 1814/1815 and 1830. Get through the multiple choice section but don’t yet submit the essay. **During our class session, we’ll talk about the topic of interpretative essay.**

Due Jan. 20, French charters quiz

Week 4: Romanticism and then economy and society

Due Jan. 23: Second short paper (is the Restoration government in France better described as royalist or liberal?)

Jan. 24: Romanticism

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

We’ll return to Beethoven on the first midterm as an example of the “Romantic” artist.

Jan. 26: Rural society: peasants, lords, and servility

For **rural society**, read Winks and Neuberger, 93-103; and Werner Rösener, "Emancipation and Reform" (from his Peasants of Europe (1993)). If you want a fuller explanation of what Rösener means by "seigneurial subservience," see Carl Levy, lords and peasants (ch. 6 from Stefan Berger, ed., A Companion to Nineteenth-Century Europe 1789-1914), esp. pages 72-73.

Week 5: Early industrialization and the world of work and then new political ideologies

Jan. 31: Industrialization, economic production and work.

For the **industrial revolution**, read Winks and Neuberger, 64-92; to get a sense of what these developments meant with respect to economic production, you can peruse the [statistical indices](#); [Berlin factory rules](#); and excerpt from Kanachikov's autobiography in Neuberger, p. 110. And for urban society and the emergence of class, read Winks and Neuberger, 103-124.

Feb. 2: New political ideologies

For **the ideas** read 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.”

Historians often use the revolutions of 1848 mark off the first from the second half of nineteenth-century century. We will follow suit here but first we will take a look at some of the new political ideologies that would play such a prominent role in 1848: nationalism and what was known as “radicalism” in England and “socialism” elsewhere in Europe.

Week 6: The Revolutions of 1848 and the institution of the “modern nation-state”

Feb. 7: The Revolutions of 1848

For the **revolutions of 1848**, read 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" and von Gagerns.

For our **class session** we’ll talk about the revolutions of 1848 and what they were “about.” You should read the documents listed above: based on these documents what would you emphasize? What do these documents suggests that the revolutions were about? (Note that I have used “revolutions” in the plural – there were many different local revolutions which may have been about different things).

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

Feb. 9: The “modern nation-state”

For the “modern nation-state,” read Winks and Neuberger, 183-209; and the document by the “father” of modern Italy, Cavour.

In class, we’ll talk both about the “modern state” and the unification of Germany and Italy.

Week 7: Economic developments and cultural politics in the second half of the 19th century

Feb. 14: Economic developments: the industrialization of the European economy

For economic developments, read Winks and Neuberger, 229-38; (though to a great extent the video-lecture is based on Stearns, “Mature Industrial Society,” from European Society in Upheaval, 179-99, which gives a better sense of just how revolutionary the economic developments of the later nineteenth century were); finally take a look at the Statistical Tables from B.R. Mitchell, European Historical Statistics for broad trends.

Compare production figures for say, coal (or whatever you want) in the 1830s and 1840s to that of the 1880s and 1890s. The idea is to get a sense of scope of the change and the pace of change.

Feb. 16: Cultural politics: the “new cultural tone” of the 1850s and 1860s

Read Winks and Neuberger, 238-56; and the Preface from the Goncourt brothers, Germinie Lacerteux.

Week 8: Ethnicity, national identity and empire

Feb. 21: Ethnicity and national identity in Dual Monarchy (Austria-Hungary)

Read Winks and Neuberger, 209-228.

Feb. 23: The movement of peoples in late-19th-century Europe

Professor Dr. Christoph Rass, who is visiting from Germany (and will be teaching in spring term), will be guesting. Reading TBA

Week 9: Challenges of modernity: the political and cultural stresses of rapid social and economic change

>>>>> **Feb. 27: Economic stats paper due**

Feb. 28: Late-nineteenth century imperialism

Read 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).

March 2: New social movements: feminism

Reading: Winks and Neuberger, 289-318; documents on late-nineteenth-century feminism from Bell and Offen.

Week 10: Political instabilities and the road to war

March 7: The political crises of the turn of the century: mass politics and political polarization

Read: Winks and Neuberger, 319-350; Maurice Barrès, Nancy Program, 1898; the socialist Erfurt Program of 1891 and Bernstein and Kautsky on the continuing relevance (or lack thereof) of Karl Marx's Communist Manifesto; finally – a new kind of source! - *listen* to Henry Asquith speech (link on course Canvas site) and at least one of the videos on Lloyd George's People's Budget or the video on Liberal Reforms (links on Canvas module).

March 9: The origins of the war

Read: Winks and Neuberger, 350-358

Final (exam) essays: Tuesday, March 15, 11:59 pm on our course Canvas site