

HISTORY 302 – Winter 2020
MODERN EUROPE (19th CENTURY)

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125 MCK
Mon., Wed, 12-1:20
CRN 26761

Professor Dracobly

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Office hours – that's when I'm there specifically to talk to students. Tuesdays, 12:15-2; Thursdays, 10:15-12; I'll also be available after class on Mondays and more briefly on Wednesdays or by appointment.

To get to my office 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 on the left. From our classroom: take the north staircase (near the elevator) up two floors, exit left, go through the double doors, my office is on the right just after the first partition.

Office phone: None. Contact via Canvas or 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 the second quarter of a yearlong sequence in modern European history, it can be comfortably taken 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.

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 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 Canvas the "points" might appear as "percentages" but the balance is the same):

Best 5/6 on-line quizzes	15 points
On-line document exercise	10 points
Two in-class quizzes	5 points each
Two on-line midterms	15 points each
Research Paper	20 points
Final exam:	15 points
Total:	100 points

Schedule of assignments (according to due date)

The on-line quizzes are due roughly every two weeks with the first one due in the middle of the second week of the term. The rest will be due on Monday mornings.

On-line document exercise: January 24 (11:30 pm)
First in-class quiz: January 29
First on-line midterm: February 6 (11:30 pm)
Second in-class quiz: February 24
Second on-line midterm: February 28 (11:30 pm)
Research paper: March 8 (11:30 pm on-line)
Final exam: Wednesday, March 18, 10:15 am (in our classroom)

Late submission of assignments and tests (but not quizzes) are accepted with a late-penalty:

Up to one day late: 10% of value of the assignment
Between one day and one week late: 20% of the value of the assignment
Between one week and two weeks late: 40% of the value of the assignment
After two weeks, the submission boxes on Canvas will shut down. You should contact me directly if you think you have good reason to submit something more than two weeks late.

Anything due in ninth or tenth week may only be submitted up to the Sunday evening before finals week.

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.

On-line tests

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 midterms well before they are due. Where the midterms ask for "essay" responses,**

you should be thinking in terms of multiple paragraph responses that develop an argument and marshal evidence in support of that argument.

Research paper

There will be a short research paper due in the tenth week of the term. The general theme this year is rural life and agriculture but it will be up to you to define a more specific topic for your paper. That process – selecting and framing a topic - is a significant part of any research paper. I will be talking about defining topics and locating materials quite a bit more as we move toward the middle of the term.

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; there is also a copy on reserve at the library**

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.

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

Pt. I: Restoration and revolution

Jan. 6: Introduction to the course; the legacy of the French Revolution

Reading: Winks and Neuberger, “Introduction,” 1-9

Jan. 8: 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 (Breuilly doc. 3); and four documents regarding Napoleon and the Kingdom of Naples (from Blaufarb, 145-55).

Jan. 13: “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. 15: “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 [Breuilly 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. 20: No class: Martin Luther King Day

Jan. 22: 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. 27: 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. 29: 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.

>>> First in-class quiz

Feb. 3: Rural society

Reading: Winks and Neuberger, 93-103; and Hamish Graham, “Rural Society and Agricultural Revolution” and Carl Levy, “Lords and Peasants,” chs. 3 and 6 from Stefan Berger, ed., *A Companion to Nineteenth-Century Europe 1789-1914*, 31-43 and 70-85, respectively.

Feb. 5: Urban society and the emergence of class

Reading: Winks and Neuberger, 103-124.

Due Feb. 6, 11:30 pm: First on-line midterm

Feb. 10: 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. 12: 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. 17: The Modern Nation-State (or the diverse responses to the revolutions of 1848)

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

Feb. 19: 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. 24: 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.

>>>> Second in-class quiz

Feb. 26: The problem of ethnicity in an age of nationalism – the example of Austria-Hungary

Reading: Winks and Neuberger, 209-228.

March 2: 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 February 28, 11:30: Second on-line midterm

March 4: Challenges of modernity:

Reading: Winks and Neuberger, 289-318

>>>>> Due on-line, Sunday March 8, 11:30 pm: Research paper

March 9: Political polarization and conflict

Reading: Winks and Neuberger, 319-350; documents on late-nineteenth-century feminism from Bell and Offen; the Erfurt Programme of the Social Democratic Party of Germany, 1891; Maurice Barrès, Nancy Program, 1898; and listen to Henry Asquith speech (link on course Canvas site) and either the video on Lloyd George's People's Budget or the video on Liberal Reforms (links on Canvas module).

March 11: The road to war

Reading: Winks and Neuberger, 350-358

Final exam: Wednesday, March 18, 10:15 am, in our classroom - bring a blue-green book to write in

SAMPLE ONLY