

HISTORY 332 — 19TH CENTURY EUROPE

Fall 2012

Meeting times: MWF 2:00-2:50

Classroom: Evans Hall 123

Office Hours: MW 3-5; Tues. 9-11 & 1-5; and by appt.

Instructor: Matt Stanard

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Please read this syllabus carefully and keep it for your reference throughout the course.

Course description

Causes and effects of the political and industrial revolutions from the French Revolution of 1789 to the outbreak of World War I in 1914. Special emphasis on the emergence of modern ideologies (conservatism, nationalism, liberalism, socialism), unification of Italy and Germany, overseas imperialism, modernism, and the impact of political changes and industrialization on Europeans' daily lives. PR: HIS 155 or CI. 3 credit hours.

Purpose of the course and student learning outcomes

In 1914, French poet Charles Péguy wrote that the world had changed more since he started going to school in the 1880s than it had during the previous two thousand years. The period during which this tremendous change took place—the 19th Century—was also the “century of Europe,” that is, the century in which Europe led the world politically, economically, and culturally.

This course considers political, economic, cultural, and social change in Europe from the French Revolution to the outbreak of World War I in 1914. We will cover this broad subject using four different, overlapping methods to provide an understanding of change over time in Europe after 1789. The first comprises lectures that will explain key changes; in essence a kind of intensive introduction to nineteenth-century European history. Complementing this survey will be the reading of five different works regarding (respectively) the Napoleonic wars; Romanticism; aristocracy and the revolutions of 1848; urbanization; and imperialism. A third tool will be a broad yet detailed and analytical textbook of Europe 1800-1914. Finally, the fourth method—which seeks in particular to move beyond politics, diplomacy, high culture, and military history—is a historical simulation.

If students take advantage of the course lectures, discussions, readings, and assignments they will enhance their historical consciousness and understanding of 19th Century European history. Assignments on the historical simulation and the five texts will provide students the opportunity to improve reading and analytical skills and the ability to communicate effectively in writing. By means of the simulation, students' attention will be drawn to how industrialization and political changes affected people's lives, as well as the coming into being of social classes.

Course requirements and assessment measures (grading)

Midterm examination	15%
Final examination	30%
7 Five German Families simulation turns (2% each, drop lowest)	12%
Five German Families final essay	8%
Two short essays (15% each)	30%
<u>Attendance and participation</u>	<u>5%</u>
Total	100%

All readings must be completed by the dates indicated on the course calendar. There will be two exams, the second of which will be cumulative. We will discuss the exams in advance. Each student will write two essays on the non-textbook readings, instructions for which will be handed out later. Each student will complete a brief essay for each turn of the *Five German Families* simulation and a final essay on the simulation. The “turn” essays and the final essay are to be turned in on the dates indicated. Each student’s lowest grade on the simulation turn essays will be dropped.

The grading scale for this course is as follows:

97-100 = A+	87-89= B+	77-79= C+	67-69= D+	59 and below = F
93-96 = A	83-86= B	73-76= C	63-66= D	
90-92 = A-	80-82= B-	70-72= C-	60-62= D-	

A range = superior work, i.e. exceptional university-level work

B range = above average work, i.e. very good university-level work

C range = average work, that is to say customary university-level work

D range = passing, yet unsatisfactory or below average work

F = failing work, that is to say insufficient, incomplete, or inferior work

You are paying a great deal of money to attend Berry College and your grades play a significant role in your future. As the instructor of this course, I see my role as a messenger: When a student does an assignment carefully and extremely well, I deliver an “A” on that assignment, and if a student sustains such superior work throughout the course, I report an “A” grade to the Registrar for that student at the end of the semester. When students choose to do less than outstanding work, or do mediocre or no work, I deliver the appropriate grade. With this approach, of course, I do not curve grades either on assignments or at the end of the course. It is possible that every student will sustain superior work over the course of the semester and consequently earn an “A” grade. I have had classes where quite a number of students made the choice to do so. I also have had classes where many students selected much lower grades.

Accommodation Statement

Students with a disability who believe that they may need accommodation in this course are encouraged to contact the Academic Support Center in the Memorial Library (ext. 4080) as soon as possible to ensure that such accommodations are implemented in a timely fashion.

Additional course policies

- Late assignments will not be accepted.
- Exams are to be taken on the dates indicated on the syllabus. If you believe you must miss an exam you must see the instructor in advance regarding a makeup. Only the instructor of this course can authorize a makeup exam and they only will be allowed under the most extreme of circumstances and with evidence of the reason the exam was missed, e.g., an original signed doctor’s note indicating the student was physically unable to attend class the date of the exam.
- Cheating or plagiarism will not be tolerated and occurrences of such will result in severe penalties. Each student is reminded of his or her responsibilities according to Berry College’s Viking Code, which is available via the following Berry website: www.berry.edu/stulife.

- Berry College stipulates that students attend class and instructors keep a record of attendance. If you choose to use the time of our class meeting to do something else, that is your decision. Each student is responsible for understanding the material from each class meeting and I grade each student's work under the assumption that they have mastered such material.
- Electronic devices are not allowed to be used in the classroom. Students who believe they need to use such a device in class (e.g., a laptop) should contact the instructor right away.
- The instructor reserves the right to make minor adjustments to the syllabus as necessary.

Required reading

- R. Darnton, "Peasants Tell Tales," from *The Great Cat Massacre* (will be handed out).
- R. Gildea, *Barricades and Borders: Europe 1800-1914*. 3rd ed. Oxford.
- J. Walter, *The Diary of a Napoleonic Foot Soldier*. Penguin.
- M. Shelley, *Frankenstein or the Modern Prometheus*. 2nd ed. Penguin.
- G. di Lampedusa, *The Leopard*. Pantheon.
- É. Zola, *The Drinking Den*. Penguin.
- J. Conrad, *Heart of Darkness*. Penguin.

All books are available at the Berry College bookstore for purchase.

Course calendar

Date	Class	Reading	Assignment due
Aug. 27	Introduction to the course		
Aug. 29	Ancien Régime Europe		
Aug. 31	The coming of the French Revolution	Darnton, "Peasants," read 9-65 <i>skimming</i> 44-53; 65-72 are optional.	
Sept. 3	No class, Labor Day holiday		
Sept. 5	Where is the king?		
Sept. 7	Introduction: 5 German Families	Gildea, chap. 1; Walter, <i>Diary</i> : Intro. & 1-30	
Sept. 10	The Great Revolution in France		
Sept. 12	Napoleon Bonaparte's empire		
Sept. 14	Discussion: Walter, <i>Diary</i>	Gildea, chap. 2; Walter, <i>Diary</i> : 33-111	
Sept. 17	Discussion: Turn I		5 German fams. turn I
Sept. 19	Restoration	Gildea, chap. 3	
Sept. 21	Romanticism	<i>Frankenstein</i> , vol. 1	
Sept. 24	Economy and industry		
Sept. 26	Restoration regimes in the 1830s-40s		
Sept. 28	Discussion: Turn II	<i>Frankenstein</i> , vol. 2	5 German fams. turn II

Date	Class	Reading	Assignment due
Oct. 1	Discussion: <i>Frankenstein</i>	<i>Frankenstein</i> , vol. 3	
Oct. 3	Conservatism, Liberalism, Socialism	<i>The Leopard</i> , begin	
Oct. 5	no class, Mountain Day		
Oct. 8	The Revolutions of 1848	Gildea, chap. 4	Paper #1
Oct. 10	Discussion: Turn III	Gildea, chap. 5	5 German fams. turn III
Oct. 12	The Crimean War	<i>The Leopard</i> , continue	
Oct. 15	No class, Fall Weekend		
Oct. 17	Discussion: <i>The Leopard</i>	<i>The Leopard</i> , finish	
Oct. 19	Midterm examination		
Oct. 22	Italy and Germany unified	Gildea, chaps. 6-7	
Oct. 24	The Franco-Prussian War	Gildea, chap. 8	5 German fams. turn IV
Oct. 26	Bismarck's Europe		
Oct. 29	Faith in Progress and Science	Gildea, chaps. 9-10	
Oct. 31	Secularization?		
Nov. 2	The Second Industrial Revolution	Zola, begin	5 German fams. turn V
Nov. 5	A new wave of imperialism	Zola, continue	
Nov. 7	Nationalism		
Nov. 9	Nationalism: two case studies	Gildea, chaps. 11-12	
Nov. 12	Fin-de-siècle	Zola, continue	
Nov. 14	Socialists, anarchists, the New Right		
Nov. 16	The Woman Question	Gildea, chap. 13	5 German fams. turn VI
Nov. 19	Discussion: Zola, <i>The Drinking Den</i>	Zola, finish	
Nov. 21	No class, Thanksgiving holiday	Conrad, begin	
Nov. 23	No class, Thanksgiving holiday	Gildea, chap. 14	
Nov. 26	Discussion: Turn VII, epilogue	Conrad, continue	5 German fam. turn VII
Nov. 28	Causes of war		
Nov. 30	A leap in the dark	Gildea, chap. 15	
Dec. 3	Discussion: <i>Heart of Darkness</i>	Conrad, finish	
Dec. 5	Discussion: 5 German families		5 German fams. essay
Dec. 7	World War I		Paper #2
Dec. 10	Final Exam, 1:30 p.m. - 3:30 p.m., Evans Hall 123		