

HIS 333: Europe in the Nineteenth Century
Fall 2016
MWF 9-9:50a, LAB 201

Professor Andrew Ross

Department of History

LAB 448

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Office Hours: MTu 1- 4 and by appointment

Course Description: This course traces the political, social, and cultural history of Europe over the “long” nineteenth century (1789-1914). The major theme of the course is the concept of European “modernity.” During the nineteenth century, Europeans came to see themselves as standing at the height of civilization. And yet, the century ended with the slaughterhouse of World War I. This course traces this contradiction as it explores the ways in which Europe wrestled with both the promises and problems that emerged in the wake of the French and Industrial Revolutions. Topics covered include the rise of liberalism and socialism, cultural movements such as Romanticism and modernism, the emergence of nationalism and the nation-state, the 1848 Revolutions, the unification of Germany and Italy, the "Eastern Question," imperialism and the rise of racial sciences, changing relations of class, gender, and sexuality, the emergence of mass culture and mass politics, and the origins of World War I.

Course Objectives: By the end of the semester, students will be able to:

- identify and understand key themes and concepts in Nineteenth-Century European history
- understand and explain the relationship between intellectual, political and social trends
- critically analyze primary and secondary sources
- orally present historical research

Required Texts:

Winks, Robin and Joan Neuberger. *Europe and the Making of Modernity*. New York: Oxford University Press, 2005.

Brophy, James, et. al. *Perspectives from the Past: Primary Sources in Western Civilizations*. Volume 2. Fifth Edition. New York: W.W. Norton, 2012.

Hunt, Lynn. *The French Revolution and Human Rights: A Brief Documentary History*. New York: Bedford/St. Martin's, 1996.

Dickens, Charles. *Hard Times*. Mineola: Dover Publications, 2001.

Conrad, Joseph. *Heart of Darkness*. New York: Penguin, 2007.

Please purchase the editions listed above, several of which are also available in e-book format.

Course Format: Class will meet three times a week. All meetings will be a mix of lecture and discussion unless otherwise noted.

Course Requirements: Students are required to complete all assignments in order to pass this course.

1. **Attendance and Participation:** Attendance in class is a *requirement* in order to pass this course and role will be taken every day. You are permitted to miss **three** classes before your grade begins to suffer. Missing more than **six** classes will result in automatically failing the course. With the exception of exam days, this course makes no distinction between an excused and an unexcused absence; if you miss class, I will assume it is for an excused reason.

Attendance is the bare minimum for receiving a good attendance and participation grade. The bulk of your grade will be assessed on the basis of your active participation in discussion. Remember that the quality of your comments matters even more than the quantity.

2. **Readings:** All readings are due the day for which they are listed on the syllabus. I reserve the right to deliver pop quizzes should I perceive that the class has gotten behind in the reading.
3. **Tests:** We will have three tests through the course of the semester. Format will be a mix of map identification, short answer, identification, and essay. Handouts on how to answer an identification question and essay will be provided before the first exam.
4. **Short Essay:** You will complete two short (3-5 pages) essays in response to prompts provided by me. Each essay question will be based exclusively on class readings; no outside research is permitted on these essays. One essay will address material from the first half of the course, the other from the second half. You will have about two weeks to write each essay. Essays will be submitted using turnitin.com via Blackboard.
5. **Group Oral Presentation:** During the final weeks of class, groups of between three and five students will present their research on a current event that relates to nineteenth-century European history. The current event your group chooses does not have to be only about Europe, but your presentation must relate the event to some idea, event, person, or trend from nineteenth-century European history. Your task is to historicize the current event by explaining its roots in the nineteenth century.

Each group member will receive the same grade. A full handout describing the requirements for the assignment, as well as a grading rubric, will be provided early in the semester. In addition, we will devote some class time to discussing the elements of a good oral presentation. Due dates for this assignment will be spread throughout the semester, culminating in the final presentation.

Grade Breakdown:

Exams: 40%
Exam 1: 10%

Exam 2: 15%
 Exam 3: 15%
 Short Essays: 25%
 Essay 1: 10%
 Essay 2: 15%
 Oral Presentation: 25%
 Attendance and Participation: 10%

Grade Rubric:

- A 90 – 100%
- B 80 – 89%
- C 70 – 79%
- D 60 – 69%
- F 59% and below

Resources for HIS 333:

1. **Writing Center:** The Writing Center is a free tutorial service available to any USM student who wants assistance with a writing project. We offer one-on-one writing instruction that's designed to help students become more effective writers. This tutorial service is offered on a walk-in basis or by appointment (on the hour for 45 minutes). Make an appointment using the online scheduler today (<https://usm.mywconline.com/>). Walk-ins are also available depending on tutor availability. Call (601) 266-4821 or stop by The Writing Center (located on the first floor of Cook Library just past Starbucks). Their website is: <http://www.usm.edu/writing-center>
2. **The Speaking Center:** The Center is a free peer-tutoring center, focused on improving students' oral communication through consulting. Consultants (undergraduate and graduate students) meet one-on-one with students, at any stage of the speech-writing process, working on organizing, outlining, developing, and delivering speeches. The Center offers speaking handouts, a speaking library, and practice rooms to practice and record your speeches. For more information about the center, visit it at: Cook Library 117, eduprod.usm.edu/speakingcenter, 601-266-4965.

Course Policies:

1. **Grade Concerns:** I am happy to discuss any concerns you have about your grade and how to improve your work. Please come see me in office hours or make an appointment. Don't forget to bring the exam or essay with you so that we can discuss it.
2. **Late Assignments:** Late assignments will be deducted one grade for each day late. If we have not received an assignment after four days you will automatically fail the assignment.

3. **Contacting Me:** The best way to get in touch with me is through e-mail (<mailto:andrew.ross@usm.edu>). In order to guarantee a rapid response, e-mails should include a clear subject, your name, the course the message is regarding, and your question or message. Do not forget to include a salutation and closing. Further information on e-mail etiquette can be found at <http://www.usm.edu/arts-letters/now/student-resources/email-etiquette.html>.

I will respond to your e-mail the morning after I receive it, between 8a and 9a. If you have not heard from me after that time, you may send me another note. Do not hesitate to contact me should you have any questions regarding the course material or any other concerns, but I will not respond to questions that can be answered by reading the syllabus.

My office hours and office phone number are at the top of this syllabus; if those times are not convenient for you I am happy to make other arrangements.

4. **Technology in the Classroom:**
- **Phones:** All phones must be on silent (not vibrate) or turned off during class.
 - **Recording Devices:** No recording of a class lecture is permitted without my explicit written permission.
 - **Computers and Tablets:** Feel free to use your laptop or tablet to take notes if that suits you, but refrain from using such devices for tasks unrelated to the class. *Note that research consistently demonstrates that students retain information more readily by taking notes by hand.*
 - **PowerPoint Slides:** All PowerPoint slides will be posted on Blackboard after class.
5. **Classroom Environment:** As in most college courses, this class encourages a high level of active engagement, sometimes with controversial and sensitive material. Some of this material may challenge received wisdom, contrast with your personal beliefs, or make you otherwise uncomfortable. Please help us foster an atmosphere that encourages critical reflection on and greater understanding of these issues by always remaining respectful to your peers, even when you disagree. I am always available to discuss course material or class discussion one-on-one during office hours or by appointment.

All student activities in the University, including this course, are governed by the University's "Policy on Classroom Responsibilities of Faculty and Students," as outlined in the Student Handbook and here: <http://www.usm.edu/provost/classroom-conduct-policy>. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

6. **Academic Honesty:** All students at the University of Southern Mississippi are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):
- a. Cheating (including copying from others' work)

- b. Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
- c. Falsification of documents
- d. Disclosure of test or other assignment content to another student
- e. Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members' involved
- f. Unauthorized academic collaboration with others
- g. Conspiracy to engage in academic misconduct

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions. If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of "XF" for the course, which will be on the student's transcript with the notation "Failure due to academic misconduct." For more details, please see the University's [Academic Integrity Policy](#). Note that repeated acts of academic misconduct will lead to expulsion from the University.

The policy for this course is as follows: Any student who commits an act of academic dishonesty will receive an XF grade for the course. Any alternate sanctions will be completely at my discretion.

ADA Syllabus Statement: If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001

Voice Telephone: 601.266.5024 or 228.214.3232

Fax: 601.266.6035

Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1.800.582.2233 (TTY) or emailing ODA at oda@usm.edu.

Week 1: Introductions

Wednesday, August 24: Introductions

Friday, August 26: The Old Regime

Reading: Winks and Neuberger (henceforth WN), Preface and Introduction; Hunt pp. 1-12

Week 2: The French Revolution**Monday, August 29: The Origins of the French Revolution**

Reading: Hunt pp. 13-15 and documents 1-2 and 10; From *Perspectives*: Rousseau, *The Social Contract* (pp. 244-253) and Kant, “What is Enlightenment” (pp. 255-258)

Wednesday, August 31: The Moderate Revolution

Reading: Hunt pp. 16-32 and documents 11-14, 15-17, and 36.

Last day to drop full-semester classes and receive 100% financial credit

Last day to add/drop full-term classes without instructor permission

Friday, September 2: The Radical Revolution

Reading: Hunt documents 26-40

Week 3: Napoleon’s Europe**Monday, September 5: No Class (Labor Day)****Wednesday, September 7: The Rise of Napoleon Bonaparte**

Reading: From *Perspectives*: Al-Jabarti, *Chronicle of the French Occupation, 1798* (pp. 293-297)

Friday, September 9: Napoleon’s Empire

Reading: From *Perspectives*: *The Code Napoleon* (298-300)

Week 4: The Industrial Revolution: Processes**Monday, September 12: Industrialization in Great Britain**

Reading: WN pp. 64-83; From *Perspectives*: Adam Smith, *The Wealth of Nations* (pp. 303-308) and Thomas Malthus, *An Essay on the Principle of Population* (308-311); Dickens, *Hard Times* pp. 1-36.

Wednesday, September 14: Industrialization on the Continent

Reading: WN pp. 83-92; From *Perspectives*: Comte de Saint-Simon, “The Incoherence and Disorder of Industry” (pp. 318-319); Dickens, *Hard Times*, 36-77.

Friday, September 16: Preparing an Oral Presentation

Reading: Dickens, *Hard Times*, 77-109.

Week 5: The Industrial Revolution: Effects

Monday, September 19: Social Change

Reading: WN, chapter 4; From *Perspectives*: Rules of a Factory in Berlin (pp. 312-313); Dickens, *Hard Times*, 109-154.

Wednesday, September 21: Constructing Class

Reading: From *Perspectives*: Friedrich Engels, *The Condition of the Working-Class in England in 1844* (314-318); Dickens, *Hard Times*, 154-191.

DUE IN CLASS: ORAL PRESENTATION TOPICS**Friday, September 23: Discussion**

Reading: Dickens, *Hard Times* (Finish)

Week 6: Restoration and Romanticism**Monday, September 26: The Congress of Vienna**

Reading: WN pp. 11-35 and pp. 126-129; Edmund Burke, *Reflections on the French Revolution* (<http://web.archive.org/web/19981206201151/http://pluto.clinch.edu/history/wciv2/civ2ref/burke.html>); Klemens von Metternich: Political Profession of Faith (<http://www.fordham.edu/Halsall/mod/1820metternich.asp>)

Wednesday, September 28: Romanticism

Reading: WN Chapter 2; Samuel Taylor Coleridge, “France: An Ode” (<https://www.poetryfoundation.org/poems-and-poets/poems/detail/43985>) (Blackboard) E.T.A. Hoffman, “Beethoven’s Instrumental Music” (1813) (Blackboard)

Friday, September 30: Exam 1 (Weeks 1-5)**Week 7: Challenges to the Restoration****Monday, October 3: Liberalism**

Reading: WN pp. 125-126 and 130-139; From *Perspectives*: Alexis de Tocqueville, *Democracy in America* (pp. 344-348), William Wilberforce, *An Appeal to the Religion, Justice Humanity...* (pp. 348-351), and John Stuart Mill, *On Liberty* (355-360)

Wednesday, October 5: Socialism

Reading: WN pp. 139-152; From *Perspectives*: Robert Owen, *A New View of Society* (pp. 319-322) and Karl Marx and Friedrich Engels, *Manifesto of the Communist Party* (pp. 322-326).

Friday, October 7: Nationalism

Reading: WN pp. 153-157; From *Perspectives*: Johann Gottfried Herder, *Reflections on the Philosophy of the History of Mankind* (pp. 374-377); Johann Gottlieb Fichte, *Addresses to the German Nation* (pp. 377-380)

Essay Prompt 1 Handed Out

Week 8: The Revolutions of 1848

Monday, October 10: 1848 in France and Italy

Reading: WN pp. 157-169; From *Perspectives* Giuseppe Mazzini, *Duties of Man* (pp. 384-387); François Guizot, “Condition of the July Monarchy” (<http://www.fordham.edu/Halsall/mod/1848guizot.asp>)

Wednesday, October 12: 1848 in Central and Eastern Europe

Reading: WN, pp. 169-177; “Documents of German Unification, 1848-1871,” (<http://www.fordham.edu/Halsall/mod/germanunification.asp>) (First two documents only)

Friday, October 13: The Exceptions: Great Britain and Russia

Reading: WN 35-40, 177-182, and 219-228; From *Perspectives*: Francis Place, The People’s Charter and National Petition (pp. 334-336); Alexander II, “The Abolition of Serfdom in Russia” (http://academic.shu.edu/russianhistory/index.php/Alexander_II_Emanicipation_Manifesto_1861) (Blackboard)

Week 9: Unifications**Monday, October 17: The Unification of Italy**

Reading: WN 183-197; From *Perspectives*: Giuseppe Mazzini, *Duties of Man* (pp. 384-387)

Wednesday, October 19: The Unification of Germany

Reading: WN 197-219; From *Perspectives*: Otto von Bismarck, *The Memoirs* (387-390); “Documents of German Unification, 1848-1871”

DUE BEFORE CLASS: ESSAY 1

Friday, October 21: No Class (Fall Break)**Week 10: Economic and Social Change****Monday, October 24: The Second Industrial Revolution**

Reading: WN 229-237; Ernest Edwin Williams, *Made in Germany* (Blackboard)

Wednesday, October 26: Urbanization and Urban Life

Reading: WN 237-241, 243-256, and 290-299

Friday, October 28: Race and Racial Sciences

Reading: WN 241-243; From *Perspectives*: Charles Darwin, *The Origin of Species* (447-451), Francis Galton, “Eugenics: Its Definition, Scope, and Aims” (pp. 451-455); Conrad, *Heart of Darkness*, pp. 1-37

Week 11: The New Imperialism**Monday, October 31: The Scramble for Africa**

Reading: WN Chapter 9; From *Perspectives*: Friedrich Fabri, *Does Germany Need Colonies?* (pp. 409-410), Rudyard Kipling, "The White Man's Burden," (pp. 410-411), and Edmund D. Morel, *The Black Man's Burden* (pp. 413-417); Conrad, *Heart of Darkness*, pp. 38-67

Wednesday, November 2: Exam 2 (Weeks 6-10 [Urbanization])

Friday, November 4: No Class (Conference Travel)

Reading: Conrad, *Heart of Darkness*, pp. 68-97

Last day to withdraw from full-term courses and receive a grade of W

Week 12: *Fin-de-Siècle* or *Belle Époque*?

Monday, November 7: Discussion

Reading: *Heart of Darkness* (Finish)

Essay Prompt 2 Handed Out

Tuesday, November 8: Election Day; Don't forget to vote!

Wednesday, November 9: Mass Politics

Reading: WN 289-290 and 299-302; From *Perspectives*: Eduard Bernstein, *Evolutionary Socialism* (pp. 423-425), Vladimir Lenin, *Our Programme* (pp. 426-428); Peter Kropotkin, "Anarchism: Its Philosophy and Ideal" (pp. 432-435), Édouard Drumont, *Jewish France* (pp. 439-442).

DUE BEFORE CLASS: ORAL PRESENTATION BIBLIOGRAPHIES

Friday, November 11: Feminism and Women's Rights

Reading: WN 302-306; From *Perspectives*: *Why We Are Militant* (pp. 442-446)

Week 13: Intellectual Challenges

Monday, November 14: Mass Culture

Reading: WN 306-309

Wednesday, November 16: Modernism in the Arts

Reading: WN 309-315; Marcel Proust, *Remembrance of Things Past* (excerpt) (<http://ww3.haverford.edu/psychology/ddavis/p109g/proust.html>) (Blackboard)

Friday, November 18: Challenging Reason

Reading: WN 315-318; From *Perspectives*: Friedrich Nietzsche, *The Genealogy of Morals* (460-463) and Sigmund Freud, *Five Lectures on Psychoanalysis* (pp. 464-467)

Week 14:

Monday, November 21: Discussion and Oral Presentation Prep

DUE IN CLASS: Oral Presentation Outlines

Wednesday, November 23: No Class (Thanksgiving)

Friday, November 25: No Class (Thanksgiving)

Week 15: The End of the Nineteenth-Century

Monday: November 28: Europe on the Brink: Internal and International Politics

Reading: WN 319-344; The Young Turks, Proclamation for the Ottoman Empire, 1908
(<http://sourcebooks.fordham.edu/Halsall/mod/1908youngturk.asp>) (Blackboard)

Wednesday, November 30: The Origins of World War I

Reading: WN 344-358; The Dual Alliance Between Austria-Hungary and Germany
(http://avalon.law.yale.edu/19th_century/dualalli.asp) (Blackboard)

Friday, December 2: Discussion, Catch-Up, and Closing Remarks
DUE BEFORE CLASS: ESSAY 2

Week 16

Monday, December 5: Presentations

Wednesday, December 7: Presentations

Friday, December 9: Presentations

Final Exam: Wednesday, December 14 from 8:00am to 10:30am