

Point Loma Nazarene University

History 413
Europe in the “Long” Nineteenth Century: 1789-1914
Fall 2016



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 Office: Colt Hall 205 (near the Forum)
 Office Hours: T-Th 12-2 and by
 appointment
 Class meeting times: T/R 10-11:45 am

Caspar David Friedrich
The Wanderer above a Sea of Fog
 1818

PLNU Mission
To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

History 413 is a lecture and discussion course designed to present a survey of the most important political and intellectual developments in Europe 1789-1914. The course will focus on social and political theory, popular cultures, and the various ‘isms’ that emerged in European thought after the French Revolution. Our major themes will be the growth of the modern nation state system in Europe, the shift toward industrial and consumer societies, and the effects of secularization.

COURSE LEARNING OUTCOMES

The course is designed to help you to achieve the following goals

1. Learn the basic political and social milestones of European history since 1789 and master the names, dates, and vocabulary associated with these events. This will involve memorization of terms and IDs. Mode of assessment: objective, essays, and map examinations.
2. Read and interpret primary and secondary texts devoted to our themes. Mode of assessment: written responses to assigned texts.
3. Develop interpretive writing abilities associated with a professional historian. Modes of assessment: Six written responses, one essay, one small presentation and one book review.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Lynn Hunt, *The Family Romance of the French Revolution*

Goethe, J.W. *The Sorrows of Young Werther*, Penguin, 978 0481429626

John Merriman, *A History of Modern Europe, 3rd Edition*, Vol 2, (From the French Revolution to the Present)

Eric Hobsbawm and Terence Ranger, *The Invention of Tradition*

Wolfgang Schivelbusch, *The Railway Journey*, U. California Press, 978-0520059290

Carl Schorske, *Fin-de-siecle Vienna: Politics and Culture*

Jakob Walter, *Diary of a Napoleonic Foot Soldier*, Penguin, 978-0140165593

Emile Zola, *The Ladies Paradise*, Oxford World's Classics, trans Brian Nelson, 978-0199536900

- Handouts and additional on-line texts are indicated in the syllabus.
- Many assigned sources can be found on the internet, the *Modern History Sourcebook* on line at <http://www.fordham.edu/halsall/mod/modsbook.html/>
- [BOOKMARK this page for the semester.](#)

ASSESSMENT AND GRADING

The grading is done a series of assignments that reflect the learning outcomes. Each component is worth points, that comprise a percentage of the whole. Points will be calculated into a total. Regardless of the total, however, the Professor reserves the right to lower a grade by 10% for excessive absences or other behaviors that affect our learning environment in a negative way such as computer/email use during class, texting or phone use, or other tempting, albeit distracting, activities.

This course has the following Five components, which are linked to course outcomes as approved by the department. They are weighted and ranked below according to Bloom's taxonomy.

Learning Outcome	Method of Assessment
Mastery of Basic Facts and Terms	Objective Mid –term and Final Examinations 15 % each (30% total)
Demonstrating the ability to analyze primary texts and perform close reading:	This involves completing several ASSIGNMENTS based upon the readings of 4-6 paragraphs- submitted electronically to CANVAS on due date. No late work will be accepted. 30%
***Develop an argument or analysis about change over time or influences and causes in history	Essay of 6 pages will be due in print form in the 14 th week of the semester. 20%

***Historiography	A book review will help you located the ways a topic has been interpreted by other historians. This will be due in print form in week 12 of the semester. 15%
Presenting an historical topic to others	A brief report on your book review will be presented in class. 5%

For printed class submission, the requirements are as follows.

12 point, double spaced, name, section, in upper right corner, and paginated.

***Chicago-style documentation (footnotes) is required for all written work that is printed and turned in on paper. . If you wish to consult this online, use this link: www.chicagomanualofstyle.org

There is also a fairly good summary of these guidelines at www.dianahacker.com/resdoc/p04_c10_s3.html. If you need help with this, please ask the professor.

For online, canvas submissions, you may use a simplified documentation system, such as (Hunt, 25) when you refer to a document or reading.

You must complete all five components for a grade in this course. Failure to deliver one component will result in failure in the entire course.

COURSE SCHEDULE

Week 1:

September 1: The Legacy of the Eighteenth Century

Assigned READINGS:

Kant, *What is Enlightenment?*

<http://www.fordham.edu/halsall/mod/kant-what-is.html>

Jean-Jacques Rousseau, *The Social Contract* (extended extracts)

<http://www.fordham.edu/halsall/mod/rousseau-contract2.html>

Locke, *On Civil Society*,

<http://www.fordham.edu/halsall/mod/1690locke->

[sel.html#CHAPTER%20VII:%20Of%20Political%20of%20Civil%20Society](http://www.fordham.edu/halsall/mod/1690locke-sel.html#CHAPTER%20VII:%20Of%20Political%20of%20Civil%20Society)

Clinton, Katherine. "Femme et Philosophe: Enlightenment Origins of Feminism"

Assignment #1 due on CANVAS, 8 September
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Week 2: Sept 6 and 8

Tuesday: Europe in 1780 – An Overview

Homework: Complete Map assignment

Thursday: The Coming of the French Revolution

READINGS: Hunt, Chs 1-2, Merriman Ch. 12 (begin), Abbé Sièyes, *What is the Third Estate?*
Declaration of the Rights of Man and the Citizen, (online at www.fordham.edu or elsewhere).

Week 3: Sept. 13 and 15

Tuesday: The Liberal Phase of the French Revolution

Thursday, War, Terror, and Reaction from Abroad

Readings: Burke, *Reflections on the Revolution in France at Fordham*, Hunt, Chapters 3-end, Finish Merriman Ch. 12

Assignment # 2 Due 15 September on CANVAS
Using Hunt, Sieyes and the Declaration, discuss the changing political vocabulary of the French Revolution.

Week 4: Sept. 20 and 22

Tuesday: Napoleon and Imperial France: Two Steps Forward...

Thursday: TBA

Read, Merriman Chapter 13, Jakob Walter, *Diary of a Napoleonic Foot Soldier*;

CANVAS Assignment # 3 due before Class September 29: Submit a Discussion post on Jacob Walter's "idea" of Bonaparte and the war he fights in. Do you think the wars and revolution create a new mental landscape in Walter? Why or why not.

Week 5: September 27-29 Other Revolutions

READ: Begin Merriman Ch 14, Finish Walter Jakob (Diary)

Tuesday: Film: *Marketplace and Factory Revolution*

Discussion of Walter Jakob, Diary (your assignments)

Thursday: Early Effects of the Industrial Revolution

Week 6: October 4 and 6, Emerging Middle Classes and Romanticism in England and Germany

READ: Shelley "A Defence of Poetry" from <http://www.fordham.edu/halsall/mod/modsbook15.html>

Goethe: *Sorrows of Young Werther*, [The Act of Holy Alliance](http://www.napoleon-series.org/research/government/diplomatic/c_alliance.html) from http://www.napoleon-series.org/research/government/diplomatic/c_alliance.html

Raymond Williams "The Romantic Artist" from Culture and Society (on eclass)

Tuesday: Vienna Congress, Vienna System, and Biedermeier Culture

Thursday: – Romanticism, Civilization and Culture Discuss: Werther, **Bring Sorrows of Young**

Werther to class.

Week 7: October 11 and 13: 1830-1848 Liberal Challenges to the Political Order

READ: Merriman Chapter 15, Benedict Anderson, *The Invention of Tradition*, Chapters

Tuesday – England 1815-1848 – The Political Challenges of Industrialization

October 13 - MID TERM EXAMINATION Europe from the French Revolution to the late 1840s.

Week 8: October 18 and 20: Continental Shifts 1848-1866

Tuesday – Revolutions of 1848 READ: Merriman, Chapter 16

Thursday – National Unifications and their Consequences, READ: Merriman, Ch 17

CANVAS ASSIGNMENT #4, Compare the “revolutions” of 1848 among France, Germany, and Habsburg Lands. Who was successful? In what way? Due: OCTOBER 25.

Week 9: October 25 and 27: Austria and France after 1850 □

READ: Merriman Ch 18 , Begin: Zola, *The Ladies Paradise*
 October 25 – France’s Second Empire
 October 27 – TBA – Habsburg Empire

Week 10 – November 1 and 3: Victorian England: Class, Gender and Empire

Read: MERRIMAN: Ch. 21 – relevant pages on England only, J. S. Mill [On the Subjection of Women](http://sourcebooks.fordham.edu/halsall/mod/JSMILL-WOMEN.asp) at <http://sourcebooks.fordham.edu/halsall/mod/JSMILL-WOMEN.asp>
 November 1, Mill, Utilitarianism, Liberalism and Reform
 November 3, The British Empire to 1871. READ Macaulay, [Minute on Indian Education](http://sourcebooks.fordham.edu/Halsall/mod/1833macaulay-india.asp) at <http://sourcebooks.fordham.edu/Halsall/mod/1833macaulay-india.asp> AND TBA

BOOK REVIEW DUE: 7 November , Word Document submitted by attachment to CANVAS

Weeks 11-12: November 8, 10, 15, 17 Cultures of Industrialization

READ: Merriman Chapter 19 & 20

William Morris, *Useful Work versus Useless Toil*, (Handout), and Marx, *The Communist Manifesto* (at Fordham), “Bourgeoisie and Proletariats”, Zola, *The Ladies Paradise*

Walter Benjamin – *Paris, Capital of the Nineteenth Century* (handout)
 Schivelbusch 113- end

Tuesday: Nov 8: Industrialization in Germany after 1871 READ: Nietzsche: *Advantages and Disadvantages of History for Life*, and *Human, All too Human* in Nietzsche Reader

Thursday: Nov. 10, France’s Third Republic

Tuesday: Nov 15, Discussion of Zola, Nietzsche, and Benjamin (Bring all readings to class)

Thursday, Nov 17: TBA

CANVAS ASSIGNMENT #5. Respond to Nietzsche’s critiques of 19th century Society, particularly Germany after unification. Choose at least 3 things he “diagnoses” as illnesses in his contemporary world. DUE NOV 15 on CANVAS

Week: 13 – Thanksgiving Week

Tuesday 22 Nov, TBA

Week 14 – 29 November and 1 December: Mass Politics and Responses to A Changing World

READ: Merriman Ch 20, Finish Schivelbusch,
 Schorske, “Politics in a New Key” and “Klimt” in *Fin-de-siecle Vienna*

Week 15: December 6 and 8 - Book Review Student presentations and TBA

- 1. Research paper: Chicago style, 12 point, double spaced.** Using a topic of interest, (hopefully related to your book review), and in consultation with your professor you will present a research paper of 8-10 pages. **Due 5 December.**

Suggested research paper topics related the ideas in Schivelbusch and Benjamin are:

Hausmannization in Paris, Vienna Ringstrasse, German nationalism and the “Gothic style”, the Great Exhibition of 1851, The Indian and Colonial Exhibition of 1899, an “Invented Tradition” (Hobsbawm), Darwin’s influence on, Feminism in England, France, Germany or Austria, Paris 1900 Exhibition, “other” unsuccessful or less successful nationalisms in Europe: Poland, Czech, Irish, Hungarian, Serbia/Croatia,Dalmatia; Hegel and Haiti (there’s a book on this), Dueling,

- 2. A six page book review will be due on Monday November 7. : Chicago style, 12 point, double spaced**

This should be the first step of your research paper on a related theme. A list of books will be provided, you will work in a national group of your choice, (Germany, France, England or Habsburg lands), and we will discuss how to write a book review. You and your national group will give a brief presentation on your books in the final week of class. A one-page handout will be required from each group at that time.

- 3. Mid Term (October 13)**

- 4. Final exam will be held on THURSDAY 15 December at 10:30 am.** Bring your laptop to class for the objective portion. Another portion of the exam will be written. Any changes to your final exam schedule must be taken up with Dr. Michael Pitts.
- 5. FIVE Canvas assignments/discussions** will be submitted on line in an open discussion format for your peers’ and the professor’s comments. Take care to turn in thoughtful and complete assignments with proper grammar, citation, and textual references in parens (Smith, 22).

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Grading Standards for Upper-Division Writing

An **A** paper has:

A cohesive structure that includes: A well organized opening paragraph (or two) that states the thesis of the paper. It usually introduces key words or a mapping statement that outlines the flow of the paper. In most cases the thesis sentence appears before the end of the first page.

A strong thesis

A logical progression of paragraphs, each having a topic sentence (usually the lead sentence) and evidence to support the claim. Evidence is properly cited.

Demonstrates an ability to address the themes of the course

Demonstrates the ability to write in precise sentences. The passive voice should always be avoided.

Uses precise and professional vocabulary, avoiding clichés like the plague.

Demonstrates the ability to analyze and does not over-use narration.

Uses primary sources as first evidence, relying on scholarly monographs and journals for further evidence.

If divided into sections, each section ends with a summary/transition statement.

Proper spelling, punctuation and grammar

Demonstrates the ability to use the footnote both to document the source and to provide other information to the reader.

A **B** paper has

Coherent structure but some weakness in logic, vocabulary, or paragraph construction. Paragraphs might lack a controlling idea.

Inappropriate words, run-on sentences, or slang vocabulary

Tends to drift into narrative

Few lapses in footnote or citations.

A **C** paper

Lacks focus or fails to carry through its themes in a logical manner

Excessive narration, or is almost exclusively narrative

Consults too many general or reference sources.

Does not adequately engage the primary sources.

Items to watch that are peculiar to history:

1. When introducing a famous person for the first time, give full name and life dates. Such as: "Alois Riegl (1857-1905) was one of the most influential art historians of the late nineteenth century."
2. When referring to the same person the next time, use the last name. "Riegl attended the University of Vienna from 1875-1878."
3. Foreign words are always italicized. "Riegl's famous neologism, the *Kunstwollen* (will-to-art), has puzzled art historians for several decades."

Items that will prevent your paper from being graded at all, causing me to return it to you while it endures the 1/3 per grade daily penalty for lateness until you correct these deadly errors:

No page numbers

No name, date, and ID number in the upper right hand corner

No title, centered on the page

Failure to use the Chicago Style.