In this course we will examine the history of Europe during the long 19th Century – roughly the period between the start of the French Revolution (1789) and the start of the First World War (1914). While the course is primarily designed to provide a survey or overview of the most important events and terms during this timeframe (the French Revolution, the Industrial Revolution, the 1848 revolutions, nationalism, new imperialism, etc.), we will also look closely at some events not usually covered in an undergraduate survey, including Chartism, anarchism, and apparitions of the Virgin Mary in the years leading up to the Great War. You will also have the opportunity to become an expert on a topic of your choice as you write a 5-6 page research paper.

Course Objectives:

By the end of the course, you should:

1. have the ability to read primary and secondary sources with a critical eye and express these ideas effectively in course assessments.

2. demonstrate basic literacy in the most important events and movements in the history of Europe between 1789 and 1914.

3. be able to craft a well-written, coherent research paper drawn from a variety of sources and containing a clear thesis statement.

Texts/Readings:

Online Sources:

“Declaration of the Rights of Man and Citizen”:
http://avalon.law.yale.edu/18th_century/rightsof.asp


“The People’s Petition” (1838): http://www.fordham.edu/halsall/mod/1838chartism.asp

“An Account of the Opening of the India Mutiny at Meerut” (1857):
http://www.fordham.edu/halsall/mod/1857Greathead.asp

Pierre-Joseph Proudhon, *What is Property?*, Chapter IV:
http://www.marxists.org/reference//subject/economics/proudhon/property/ch04.htm


Karl Marx, *The Communist Manifesto*, Preamble, Chapters I and II:
http://www.marxists.org/archive/marx/works/1848/communist-manifesto/

“1861 Emancipation Manifesto”:
http://academic.shu.edu/russianhistory/index.php/Alexander_II,_Emancipation_Manifesto,_1861

John Hobson, *Imperialism* (1902), excerpt:
http://www.fordham.edu/halsall/mod/1902hobson.asp

Frank Kafka, “In the Penal Colony”: http://records.viu.ca/~johnstoi/kafka/inthepenalcolony.htm

Journal Articles Available via JSTOR:


Documents Available via Electronic Reserve:

“Testimonies before Parliamentary Committees on Working Conditions in England”


Course Reserve Access: Password: and306
Link: http://docutek.lib.byu.edu/eres/coursepage.aspx?cid=5071&page=docs

Expectations:
Attend: Attendance is not required, but it is strongly encouraged. You will miss quizzes if you habitually skip class (see below), and your test grade will almost certainly suffer if you don’t engage with the course lectures and discussions.

Be Punctual: I expect you to be to class on time. Also, if you need to leave early, let me know ahead of time. Violators will be subject to my evil eye.

Participate: You should always come to class prepared to ask and field questions. Your contributions do not need to be flawless or perfect. But I do expect each class member to participate in our seminar-style discussions.

Read: This syllabus contains a detailed reading schedule which maps out a set of common readings for each of our sessions. I expect you to read the assigned material for each session BEFORE you come to class and to bring assigned readings to each discussion period. I also encourage you to take notes as you read. Write down, in your own words, what you see as the author’s most important points. Formulate questions you would like to ask the author, were he or she present in our discussions. Writing down these questions and summaries forces you to actively engage with the text and will be extremely beneficial as you prepare for class.

Assessments:

Quizzes: Periodically, I will administer unannounced in-class quizzes. Quizzes are graded pass/fail. They are designed to test your knowledge of that day’s reading assignment. You CANNOT make up a quiz under ANY circumstances. If you aren’t there, you automatically fail that quiz. At the end of the term, I will drop up to two failing quiz grades per student. Students who pass all administered quizzes will receive a 1% extra credit bonus.

Book Review: Synthesizing, summarizing, and critiquing other historians’ work is an important part of composing a solid research paper. To help you learn how to do this, each of you will write a 2-page review on a monograph of your choice (please use the same formatting guidelines given below for the research paper, i.e. double-spaced, Times New Roman font, 1-inch margins, etc.). Your choice must include at least 200 pages of reading material (a combined review of two shorter monographs is also acceptable). All selections must be approved by the instructor before October 12th. If you have not decided on a research paper topic by then, you may ask for a list of suggestions. If you do have a paper topic in mind, I encourage you to review a work relevant to your chosen theme. Reviews are due on November 2nd. A well-crafted review will adhere to the following guidelines:

   A) Concisely explain the monograph’s main theme and/or purpose.
   B) Give the book’s central thesis and its major supporting arguments.
   C) Explain the types of evidence the author uses to support his or her claims.
   D) Remark on the success or failure of the book, give a reason (or more than one reason) for that stance, and reflect on how or for whom the book might be useful.

Please note that this is NOT a book report, where a student merely gives information about what the book says. A book review includes an assessment of a work’s strengths and weaknesses, as well as its usefulness to other historians.
NOTE: Late reviews will be marked down one half-letter grade per day. Thus, if you submitted a final draft two days after the due date which merited a “B,” your final grade would be a “C+.”

*Primary Source Analysis:* Another important component of a research paper in history is familiarity with primary source evidence. The primary source analysis is designed to give you practice in reading, understanding, and explicating such sources. In this case, you will NOT have a free choice of material. Within the first two weeks of the course, I will circulate a list of 10-20 documents. You will choose one of these and then write a 2-page analysis (the same formatting rules as noted above apply) in which you provide the following information:

A) When and where the document was written.
B) What the document says, in your own words.
C) Why this document is significant in the context of 19th-Century European History.

Of all the assignments in this course, the primary source analysis may be the one most relevant to your future endeavors. People from all walks of life and in all professions must read and get to the bottom of documents, be they legal briefs or automobile repair summaries. Bear this in mind as you study and explicate your chosen document: you need to demonstrate, in your own words, an understanding of what it says, giving both context and significance. The Primary Source Analysis is due on October 1st.

NOTE: Late primary source analyses will be marked down one half-letter grade per day.

*Research Paper:* Learning to write well is an important part of any history course. Therefore, in addition to the two examinations, the book review, and the primary source analysis you will be expected to write a relatively short, condensed research paper (5-6 pages) on a topic of your choice. You may expand on a theme or question that comes up during our class discussions or you may seek out a different topic, so long as it touches on some aspect of European history between circa 1789 and 1914. Research papers will be graded according to four equally weighted criteria:

A) Argument (a coherent thesis statement, clear topic sentences, a strong sense of unity throughout the paper).
B) Organization (well-constructed transitions, an on-topic introduction (and conclusion), fully developed paragraphs).
C) Knowledge of the Material (relevant historical data, an appropriate number of sources, correct (and properly cited!) information).
D) Grammar and Spelling (appropriate word choices, correct spelling throughout, well-constructed sentences).

You are expected to use at least one primary source AND at least three secondary sources as you write your paper. All topics, whether unique or well-trodden, must be approved by the instructor. Please use 12-point Times New Roman font, 1-inch margins, and double spacing throughout. Do not leave an extra space between paragraphs. A title page is not necessary, but please number your pages and include your name, the submission date, and the course title at the top of the first page. Please consult the Chicago Manual of Style (or see me) for other questions on formatting and style. Papers are due on December 5th.

NOTE: Late research papers will be marked down one half-letter grade per day.

**NOTE 2:** FHSS Writing Lab: To get help with your paper’s organization, structure, focus, tone, and documentation style, you can go to the FHSS Writing Lab in 1049 JFSB to meet one-on-one with a peer advisor. All advisors are students from our college and are trained in APA, Turabian,
AMA, and MLA styles.

To prepare for a tutorial, take:
- A copy of the assignment.
- A hard copy of your draft, whatever stage it may be in.
- A list of questions and concerns you have about your paper.

Walk in Monday through Friday 9:00 a.m. – 5:00 p.m. or make an appointment online: http://fhsswriting.byu.edu

For more information, go to the website at https://fhsswriting.byu.edu/Pages/Home.aspx or email fhss-writinglab@byu.edu

Midterm Examination: The midterm examination will be administered in the testing center between October 15th and 19th. It will cover material from the first half of the course, comprising roughly the period between 1789 and 1848. The exam contains two sections.

Section I: IDs. In the first section of the exam, you will be required to choose and write on four identification (ID) terms from a list of six. Each response should:

A) Explain When (the term took place).
B) Explain Where (the term occurred).
C) Explain What (the term is).
D) Explain the significance of the term within the context of this course in at least TWO distinct ways.

Response lengths may vary, but should be no more than about 3 sentences. Please write in complete sentences; do NOT use bullet lists or a stream of consciousness. This first (ID) section will be worth 40% of the examination grade.

Section II: Essay. In the second section, you will be given two essay questions. You must respond to ONE of the two in a coherent, handwritten essay. Your essay will be graded on the following criteria:

A) Argument (a coherent thesis statement, clear topic sentences, a strong sense of unity throughout the paper) - 30% of the essay grade.
B) Knowledge of the Material (relevant historical data, correct information) - 50% of the essay grade.
C) Creativity (evidence of original thought and personal engagement with the course material) - 20% of the essay grade.

In short: demonstrate that you know the course material but also be sure to craft an original argument, complete with an introduction, thesis, supporting points, and a conclusion. The second (essay) section will be worth 60% of the examination grade. There is no time limit for this exam. I will distribute a study guide for this examination approximately three weeks before the test (on or around September 28th).

Final Examination: The final examination will take place on December 11th between 11 AM and 2 PM in our classroom (3716 HBLL). Like the midterm, the final will consist of an ID and an essay section. You will identify four terms drawn from a list of six (roughly 1848-1914). Likewise, the first pair of essay questions (as with the midterm, you will only be asked to write on one of the two choices) will be based on the second half of the class. A second essay, however, will ask you to apply knowledge from the course as a whole. The same grading criteria for the midterm also applies to the final. The IDs will be worth 20% of the total exam grade and each essay will count for 40%. You will have three hours in which to take the final exam. I will
distribute a study guide for this examination approximately three weeks before the test (on or around November 19th).

**Policies:**

*Late Policy:* Late primary source analyses, book reviews, and research papers will be marked down one half-letter grade per day. You *CANNOT* make up examinations unless you provide a compelling reason for your absence ahead of time. You cannot make up in-class quizzes under any circumstances.

*Academic Honesty:* Each student is expected to do his or her own work. If you use another person’s words, you *MUST* use quotation marks and give the original author credit. Instances of plagiarism, however small, will not be tolerated. If you get caught, you will fail the assignment or exam in question and I will refer the case to the Honor Code Office. Please consult the University Student Academic Honesty Code for a more detailed description of what constitutes plagiarism. And if you are still confused, please don’t hesitate to ask me before you hand in the assignment.

*Honor Code Dress and Grooming Standards:* All students are expected to comply with the University’s dress and grooming standards.

*Preventing Sexual Discrimination and Harassment:* Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or http://www.ethicspoint.com; or contact the Honor Code Office at 801-422-2847.

*Students with Disabilities:* Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

**Grading:**

I use the following percentages when calculating letter grades:

- A = 93 – 100
- A- = 90 – 92
- B+ = 87 – 90
B = 83 – 86
B- = 80 – 82
C+ = 77 – 80
C = 73 – 76
C- = 70 – 72
D = 65 – 69
D- = 60 – 64
F (E) = below 60

Grade Distribution:

Quizzes – 15%
Research Paper – 25%
Book Review – 10%
Primary Source Analysis – 10%
Midterm Examination – 15%
Final Examination – 25%

Other Notes about Grading:

If you feel that you have received an unfair grade on any assignment, you have the right to formally request a reassessment. To initiate this, you MUST first submit an official complaint in writing, together with the original copy of the assignment in question. Please keep your tone civil and professional, and do not try to send complaints via email. I do not treat grade complaints as a personal insult. They are a perfectly legitimate way for you to seek redress, and I will always treat your point of view with respect (even if I disagree).

Course Schedule:

Week 1: French Revolution
Aug. 27: Syllabus, Intro to Class
Aug. 29: Europe on the Eve of Revolution (Rapport: Chapter 1)
Aug. 31: The French Revolution (Rapport: Chapter 2; Online Document: “Declaration of the Rights of Man and Citizen”)

Week 2: Napoleonic Wars and Congress of Vienna
Sep. 3: LABOR DAY
Sep. 5: Napoleon (Rapport: Chapter 3; Online Document: The Code Napoleon, excerpts)
Sep. 7: The Congress of Vienna and the Conservative Order (Rapport: Chapter 4)

Week 3: Liberal Challenges to the Conservative Order
Sep. 10: Liberalism: An Overview (Rapport: Chapter 5)
Sep. 14: Chartism (Online Document: “The People’s Petition”)
Week 4: Classical Imperialism
Sep. 17: The European System of Empire (Rapport: Chapter 6)
Sep. 19: Revolutions and Uprisings
Sep. 21: British India (Online Document: “An Account of the Opening of the India Mutiny at Meerut”)

Week 5: Industrial Revolution

Week 6: Invented Traditions/Romanticism
Oct. 1: Romanticism – Primary Source Analysis Due
Oct. 5: NO CLASS (German Studies Association Conference)

Week 7: 1848 Revolutions
Oct. 8: Unrest in Europe: 1815-1848 (Rapport: Chapter 7)
Oct. 10: 1848 (Rapport: Chapter 8)
Oct. 12: Crushing 1848 – Book Review Approval

Week 8: Socialism and Communism
Oct. 15: The Origins of Socialist Thought; Utopian Socialism (Online Documents: Pierre-Joseph Proudhon, What is Property?, Chapter IV; Charles Fourier, “The Phalanstery”)
Oct. 17: Scientific Socialism (Online Document: Karl Marx, The Communist Manifesto, Preamble, Chapters I and II)
Midterm Examination (Oct. 15-19)

Week 9: Politics
Oct. 22: Politics after 1848 (Rapport: Chapter 9)
Oct. 24: Political Unification: Italy (Rapport: Chapter 10)
Oct. 26: Political Unification: Germany

Week 10: Society/Peasants
Oct. 29: Political Reform in late 19th-Century Europe (Rapport: Chapter 11)
Oct. 31: “Power” in late 19th-Century Europe (Rapport: Chapter 12)
Nov. 2: Russia: The Consequences of Emancipation (Online Document: “1861 Emancipation Manifesto”) - Book Review Due
Week 11: Invented Traditions for the Masses
Nov. 5: The Public Sphere (Rapport: Chapter 13)
Nov. 7: Nationalism (Rapport: Chapter 15)
Nov. 9: Responding to Nationalism (Rapport: Chapter 16)

Week 12: New Imperialism
Nov. 12: New Imperialism: Locations (Rapport: Chapter 17)
Nov. 14: New Imperialism: Strategies and Justifications
Nov. 16: Reactions to New Imperialism (Online Document: John Hobson, Imperialism, excerpt)

Week 13: Late Century Social Movements and Ideologies
Nov. 19: Anarchism and Socialism (Rapport: Chapter 14)
Nov. 21: THANKSGIVING BREAK
Nov. 23: THANKSGIVING BREAK

Week 14: Modernism and Culture
Nov. 26: Fin-de-Siecle Culture and Society (Rapport: Chapter 18)
Nov. 28: Modernism (Online Document: Frank Kafka, “In the Penal Colony”)
Nov. 30: The Road to World War I

Week 15: Religion and Secularization
Dec. 5: Conclusions – Research Paper Due

Final Examination: Tuesday, Dec. 11th, 11 AM – 2 PM