

Department: HIST

Course No.: 2401/W [228/W]

Title: Europe in the Nineteenth Century

Credits: 3

Contact: Nancy Shoemaker

Content Area: CA 1 Arts and Humanities

WQ: W

Catalog Copy: 2401 [228]. Europe in the Nineteenth Century First semester. Three credits. Open to sophomores or higher. Recommended preparation: HIST 101. This course examines the Restoration, the mid-century revolutions, and the forces of nationalism, liberalism and imperialism. New social and economic movements and currents of thought are described and explored. 2401W [228W]. Europe in the Nineteenth Century Open to sophomores or higher. Prerequisite: ENGL 105 or 110 or 111 or 250. Recommended preparation: HIST 101.

Meets Goals of Gen Ed: :

The study of Nineteenth Century European history embodies many of the goals of General Education. The history of Nineteenth Century Europe basically entails an exploration of the “great transformation” from traditional societies to modern mass societies and mass politics by means of tracing and analyzing the explosive democratic and industrial revolutions and resistance to both. Understanding the Nineteenth Century bridge between the way we were to the way we are adds intellectual breadth and versatility. The variety of historical interpretations expands critical judgment. Issues of class conflicts, gender, imperialistic exploitation, and others broaden moral sensitivity. The Nineteenth Century created our world and understanding change and the manner in which Nineteenth Century Europeans responded positively or negatively to change help us comprehend our own era and society. A rich historical literature studying women, gender, class, national identity, and other factors contributes to a

consciousness of the diversity of human culture and experience, as well as provides a foundation upon which the student can continue to acquire and use knowledge. Nineteenth Century thought and culture, science and technology, were exceptional, and their study is essential to understanding our own world.

CA1 Criteria:

The Nineteenth Century in Europe saw as rapid change as any other moment in human history. As such, its changes and resistance to change provide an extraordinary laboratory for the investigation of historical/critical analyses of human experience. Moreover, much of the political, philosophical and scientific theory of the century grappled with the issue of change; for example, Hegel's dialectic, Marx's dialectical materialism, and Darwin's theory of evolution by natural selection. A number of the major political ideologies of our times originated or underwent significant additional development during Nineteenth Century Europe (conservatism, liberalism, socialism, nationalism). Nineteenth Century culture, literature, art, music, dance reflected historical change. Thus, one of the great challenges of this course in Nineteenth Century Europe is to integrate (and find the inter-connections between) politics, economics, international rela

W Criteria: HIST 2401W [228W] requires an approximately 10 page research paper. The chronology of the course is the long Nineteenth Century from the outbreak of the French Revolution in 1789 until the outbreak of World War I in 1914 and in several instances into World War I.

First, the students will choose a research paper topic from a variety of suggested subjects: 1) Analyze the role of the main countries (Great Britain , Germany , Russia , France , Austria-Hungary , Italy , and Serbia) in the coming of World War I to include discussion of leaders, economic and social conditions, domestic politics, culture, and foreign policy. 2) Analyze one of the Nineteenth Century events or developments, their causes and/or significance; for example the French Revolutions of 1789, 1830, 1848, the Revolutions of 1848 all over Europe , the June Days 1848 and Paris Commune (1871) civil wars, the unifications of Italy and Germany , the Industrial Revolution, the Irish Famine of the 1840s, the Irish Easter Revolution of 1916, the Russian Revolutions of 1905, March 1917, or November 1917, the Dreyfus Affair, and many others. 3) Study changes in the roles of women , children, industrial workers, peasants , aristocrats, the middle classes, others. 4) Study changes in the histories of Catholicism, Protestantism, Judaism, Islam, or some other religion or belief in Europe during the Nineteenth Century, or study a significant religious leader. 5) Choose a Nineteenth Century (or a little earlier or later) thinker , writer, or artist and study what he or she liked or disliked about the Nineteenth Century; for example, Adam Smith, Malthus, Rousseau, Mary Wollstonecraft, Burke, Tocqueville, Darwin, John Stuart Mill, Marx, Flaubert, Kierkegaard, Herzen , Bakunin, Nietzsche, Wagner, Turgenev , Tolstoy, Dostoevsky, early Freud, Georges Sand, Mazzini , Ibsen, Zola, and many others. 6) An analysis of conservatism, liberalism, socialism, communism until November 1917, anarchism, nationalism, early fascism, anti-semitism , social Catholicism, others. 7) A biography: Mary Wollstonecraft, Robespierre, Napoleon I, Metternich, Georges Sand, Sarah Bernhardt, early Lenin (until 1917), pre-World War I Hitler, Pre-World

War I Mussolini, a painter, composer, writer, dancer , or choreographer, Diaghilev, the Pankhursts , Daniel O'Connell, Charles Parnell, Padraic Pearse , Disraeli, Gladstone, early Churchill until 1915, Mazzini , Cavour , Garibaldi, Bismarck, Helmuth von Moltke , Bleichroder , Napoleon III, Dreyfus, Jaurhs , Pope Pius IX, Pope Leo XIII, many others.

After choosing a topic, the next assignment is to hand in a paragraph containing the question or questions the students are asking , approximately five sentences with their main theses, and a bibliography of books and articles. Considerable attention will be devoted in class to elaborating how to construct good historical questions and historical theses or interpretations. A draft of the paper will be submitted worth ten percent of the course grade. After the draft is returned with corrections and editing , students are required to discuss the draft in a conference with the professor. Emphasis will be placed on clear organization and writing--of course in the students' own words. In some instances , more than one draft will be necessary. The completed paper with notes and bibliography will receive twenty-five percent of the course grade.

A second book review type of writing assignment will also be included. It will entail an analysis in depth of a chapter or two from one of the assigned books (for example, Bonnie Smith, "Changing Lives: Women in European History since 1700", or a comparison and contrast of two or more essays from an assigned book containing contrasting interpretations of the causes of World War I). This assignment will be approximately five pages and will be worth fifteen percent of the semester grade. On this assignment too, there will be a draft, a critique and revision. The assignment expands the depth of understanding of the assigned reading and the understanding of historical interpretation. Discussion of how to write a book review and practice in doing so will be included in the course.

As part of the ten percent of the grade for class participation , paragraphs will be assigned to answer questions relating to the assigned reading. In addition, a mid-term exam (20%) and a final exam (20%) will be composed of identification and essay questions, both of which are different forms of writing. Every written assignment and exam will be critiqued in writing.

In order to pass the course, students will have to fulfill two standards. They will have to achieve a passing grade in the entire course (papers and exams combined), and they will have to achieve a passing grade on each of the major writing projects (the research paper and the review assignment)