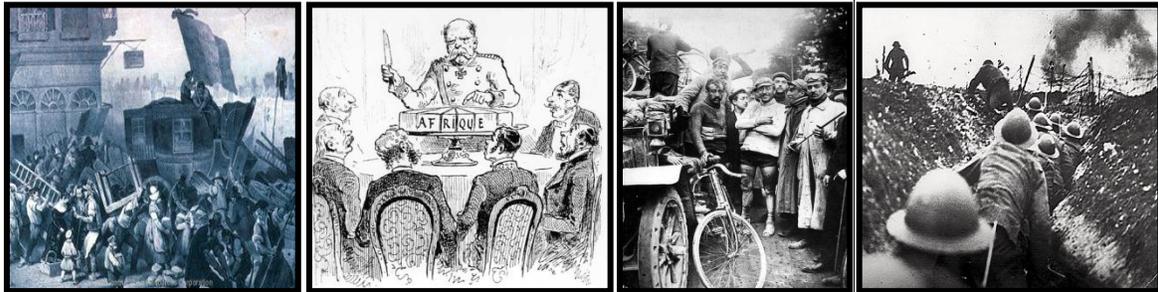


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History 2P51 – Fall 2012 (Section 1)  
**EUROPE, 1815-1914**  
Meets: Wednesdays 5-7 PM, TH257



**COURSE DESCRIPTION:**

The nineteenth century in Europe falls between two tumultuous and violent historical events. The defeat of Napoleon, the heir of the French Revolution, ushers in our period, while the cataclysmic bloodletting of World War I signifies its end. Yet the nineteenth century in Europe was not merely a peaceable lull between these two tectonic events. It would witness the global dominance of European or “Western” power and its institutions. The nineteenth century introduced and popularized many ideas and historical processes whose impacts persist in our present world such as industrialization, urbanization, mass migration, the scientific worldview as well as the persistent “isms” of our times - nationalism, feminism, socialism, communism, secularism, liberalism and imperialism. Yet for all of its smug assessments of “progress”, the nineteenth century was also marked by racism, social inequality and the seeds of twentieth century totalitarian ideologies.

While political and economic continuities and changes will form the backbone of our survey, intellectual, cultural and social history will help give it life as we explore secondary-source scholarship, primary source documents, as well as literature, visual art and moving images. History 2P51 does not wish to bore you by tediously enumerating the accomplishments of “Great Man” history. We will also be exploring the day-to-day life of ordinary people - men and women - those who until recently were not deemed “significant” enough to have histories written about them. Finally, the course will sharpen your skills in assessing historical evidence and familiarize you with the various techniques in researching and writing history papers.

**COURSE ORGANIZATION:**

The course consists of a weekly two-hour lecture and one-hour tutorials. Lectures will be presented on Wednesdays from 5-7pm. I strongly encourage consistent attendance at

lectures as they will be critical in providing a summative framework for your readings and tutorial discussions. Tutorials will be your chance to participate, ask questions and investigate in-depth the themes and ideas extracted from your weekly readings and lectures. They will also be instrumental in honing your skills in researching and writing history papers.

**TEXTS:**

The following text is required reading and can be purchased at the campus bookstore:

**Winks, Robin and Joan Neuberger. *Europe and the Making of Modernity: 1815-1914*. New York/Oxford: Oxford University Press, 2005.**

All other readings will be available on Isaak/Sakai. Please let me know if you do not have access to a computer/internet.

**COURSE BIBLIOGRAPHY:**

A course bibliography will be available on our course website. While not an exhaustive list, it does highlight a number of significant works dealing with various topics of nineteenth century European history. Please feel free to discuss additional sources and readings with me.

**FILM SCREENINGS:**

Will be added as necessary and as the course progresses.

**GRADING FORMAT, ASSIGNMENTS and ATTENDANCE:**

Two Response Papers	2 X 10%
Mid-Term Quiz	10%
Tutorial Participation	15%
Research Paper	25%
Final Exam	30%

**Grade Scale:** All written assignments will be marked on a 100-point scale:

A: 100-90	B+: 79-77	C+: 69-67	D+: 59-57	F: 49 or less
A-: 84-80	B: 76-74	C: 66-64	D: 56-54	
	B-: 73-70	C-: 63-60	D-: 53-50	

**A =Outstanding; A- =Excellent; B =Good; C =Average; D =Marginal; F =Unsatisfactory**

**NOTE: All assignments listed below are to be submitted in stapled, hard-copy format. The teaching assistants and I will not accept e-mailed submissions.**

### **Response Papers:**

**Two response papers** will be written that respond to the weekly **Response Paper Question** (see Course Schedule). The ‘material’ for your response paper will be a week’s primary source documentation (that is, the readings in Isaak/Sakai marked with a “●” on the Course Schedule). **Your first response paper must be chosen from one week’s readings between Week 2 and Week 6. Your second response paper must be chosen from one week’s readings between Week 7 and Week 11.**

The purpose of the response paper is to dive head-first into primary documents – the ‘stuff’ of history. Your reading and interpretation of the documents will probably vary from that of your classmates. That is not a problem for a *response* paper provided you back up your interpretation with textual references to the documents and to the general historical narrative as presented in lectures and extracted from your textbook readings. Some additional guidelines:

- The response paper is to be a maximum of three double-spaced pages in length using Times New Roman 12-point font.
- The response paper is due in your tutorial *the week after the week you have chosen*. For example, if you chose to respond to Week 2’s (September 18-19) question, and your tutorial is on Wednesday, the response paper will be due in your tutorial on Wednesday September 26.
- The response paper should **reference** as necessary the textbook/documents in question using **MLA parenthetical format** with a **Works Cited** listing at the end of the paper. Please see our course website for additional tips on using MLA citation style.
- A sample response paper is posted on our course website under Assignments and Response Paper

### **Mid-Term Quiz: .....Held during second hour of lecture: October 17, 2012**

A mid-term quiz to be held in-class is designed to test you on the course material thus far and serve as a ‘warm-up’ for the final exam. The quiz will involve four term identifications (from a choice of eight) and two document identifications (from a choice of four). It will cover material from Weeks 1 through 5.

**NOTE:** The list of historical terms that you may be tested on, are available on our course website. The list of documents that you may be tested on, are marked with a “✓” symbol in the Course Schedule.

### **Tutorial Participation:**

A university education is at its heart an experience of learning through conversation, debate and interaction. Tutorials are thus a crucial part of the course. Their informal atmosphere is designed to allow students to discuss the main problems and ideas of the course and to raise any questions of their own. Tutorial topics will be based on (although not necessarily limited to) the assigned weekly readings (see **Course Schedule**). Your tutorial participation grade will be assessed by combining your overall attendance in tutorials (which is required), with your energy and inquisitiveness in tutorial discussions.

### **Research Paper:.....Due in tutorials on Week 11: November 20-21, 2012**

The research paper is the bread-and-butter of historical inquiry. Research papers in history also take time as they involve a great deal of reading and examination of historical documents, and it is for this reason that the due date is placed near the end of the semester. The research paper should use an adequate number of sources (books, scholarly articles, memoirs and/or other primary sources) to answer and support your thesis. Last-minute writing of your papers will not only leave you stressed, but it will also not convey the depth of your research. Striking a balance between adequate research and adequate time to clearly express this research in writing will be invaluable for future courses. Some guidelines for the research paper:

- You may choose any topic on the list of suggested essay topics, which is located on the course website. Students wishing to write a paper not on the suggested list must seek the prior approval of their TA.
- Length of the research paper should be approximately 10-12 double-spaced pages (2,500-3,000 words) including an unnumbered title page, all footnotes/endnotes and a bibliography.
- Use Times New Roman 12-point font.
- Chicago-style endnotes OR footnotes must be used to reference sources.
- A bibliography listing your sources in alphabetical order must appear at the end of your papers. A bibliography of **less than at least seven sources is considered suspect**. At **least one** of these sources must be a **primary source**.
- Only a maximum of two sources can be peer-reviewed / reliable “internet sources” (this does not include e-versions of scholarly articles or books, or e-versions of primary documents.) Internet web-sites ending with .com/.ca are unacceptable (that includes Wikipedia or About.com), unless you can give a written explanation as to why the web-site can be considered reliable and peer-reviewed. This justification must be attached to the end of your research paper. Websites ending with .edu, .gov, or .org are generally acceptable.
- See the course website for sample endnotes, footnotes, bibliography and tips on research paper methodology/organization

### **Final Exam held during December Examination Period**

A three-hour final examination is scheduled during the December examination period covering the length and breadth of our course. The final examination will involve six identifications (from a choice of twelve), two document identifications (from a choice of four) and two essay questions (from a choice of four).

**NOTE:** The list of historical terms that you may be tested on, are available on our course website. The list of documents that you may be tested on, are marked with a “✓” symbol in the Course Schedule.

### **Attendance:**

Attendance is required for tutorials and strongly suggested for lectures. Your tutorial participation grade will partly reflect your attendance record in tutorials.

## **POLICIES AND PROCEDURES:**

### **Course Withdrawal without Academic Penalty / Mid-Term Grade**

November 2, 2012 is the last day for withdrawal without academic penalty and the last day to change from credit to audit status for duration 2 courses without academic penalty. I will aim to have at least 17.5% of your final grade communicated to you no later than Friday October 26.

### **Late Papers:**

Late papers will be accepted but will have a mark of 3% deducted for each day beyond the due date. (**Note on weekends:** Papers due on Friday but handed in on Monday will have 9% deducted). Short-term extensions are handled on a case-by-case basis, but you must contact me or your TA a minimum of 48-hours before the deadline. To be fair to the students who do hand their papers in on time, extensions will only be granted for serious reasons, such as *documented* illness or family emergency. Late written work will be accepted *only until the date of our final examination in the fall term.*

### **Plagiarism / Turnitin.com:**

Academic integrity is a core value of the academic mission of Brock University. It is our goal to ensure that every student adheres to the highest standards of scholarly integrity.

Plagiarism, as defined in Sub-Section 15.2.3 of Section 3 of the Brock University Faculty Handbook, involves:

*[...] presenting work done (in whole or in part) by someone else as if it were one's own and applies to all forms of student work. The work of others can include, but is not limited to, written work, ideas, music, performance pieces, designs, artwork, computer codes and Internet resources. Associate dishonest practices include faking or falsification of data, cheating, or the uttering of false statements by a student in order to obtain unjustified concessions.*

Further information on academic misconduct at Brock University can be found at:

[http://www.brocku.ca/university-secretariat/facultyhandbook/section3#\\_genIndex97](http://www.brocku.ca/university-secretariat/facultyhandbook/section3#_genIndex97)

Our course will not use Turnitin.com. I trust that all of you will respond to my confidence in your academic integrity with uprightness and honesty in all of your assignments.

### **Students with disabilities:**

Students with disabilities requiring accommodation are urged to contact Services for Students with Disabilities (SSWD): <http://www.brocku.ca/services-students-disabilities>

### **Assistance in Writing:**

For additional assistance in writing/researching skills, please do take advantage of additional resources provided by Brock University, including the Drop-In Learning Centre <http://www.brocku.ca/learning-skills/drop-in-learning-centre> and Drop-In Consultation Hours <http://www.brocku.ca/learning-skills/drop-in-consultation-hours-lea>

## COURSE SCHEDULE

**NOTE: All readings marked with “●” can be found on our course website**

**NOTE: All documents marked with “✓” may appear on the “document identification” section of the mid-term quiz and final exam**

Week 1 (September 12, 2012)

### **FRAMING THE EUROPEAN NINETEENTH CENTURY: THE FRENCH REVOLUTION & THE NAPOLEONIC ERA**

**No Tutorials**

Winks & Neuberger, *Europe and the Making of Modernity*: Preface (pp. xi-xvii), Introduction (pp. 1-9)

- *Declaration of the Rights of Man* (1789) ✓
- Robespierre, “On Political Morality” (1794) ✓
- Napoleon’s Speech at Austerlitz (1805) ✓
- The Letters of Napoleon to Josephine (1805)

Week 2 (September 18-19, 2012)

### **MUZZLING REVOLUTION?: RESTORATION (1815-1830)**

**Tutorials begin**

**First potential week to write a response paper**

Winks & Neuberger, *Europe and the Making of Modernity*: Chapter 1 (pp. 11-40)

- Edmund Burke, *Reflections on the Revolution in France* (1791) ✓
- Joseph de Maistre, *Essay on the Generative Principle of Political Constitutions* (1810)
- The Text of the Holy Alliance (1815)
- Metternich’s Political Confession of Faith (1820) ✓

**Response Paper Question:** Almost 30 years separates Burke’s writings from that of Metternich. What political views and concepts are shared in the four documents? Are there any variations in their political perspectives?

Week 3 (September 25-26, 2012)

### **THE SPIRIT OF THE AGE: ROMANTICISM**

Winks & Neuberger, *Europe and the Making of Modernity*: Chapter 2 (pp. 41-63)

- William Wordsworth, “Lines Composed a Few Miles above Tintern Abbey”, (1798) ✓
- John Martin, “The Bard” (1817 - painting)
- Thomas de Quincey, *Confessions of an English Opium Eater* (1821) ✓

- Adam Mickiewicz, *The Books and The Pilgrimage of the Polish Nation* (1833)
- Joseph Mazzini, *An Essay On the Duties of Man Addressed to Workingmen*, (1844-1858) ✓

**Response Paper Question:** In what way do these various sources (poetry, painting and essay) which originate in three different countries (England, Poland and Italy) encapsulate shared Romantic ideals?

Week 4 (October 2-3, 2012)

### PROGRESS OR MANUFACTURING MORDOR?: THE INDUSTRIAL AGE

Winks & Neuberger, *Europe and the Making of Modernity*: Chapter 3 (pp. 64-92)

- Richard Guest, *Compendious History of the Cotton Manufacture* (1823)
- Friedrich Engels, *Industrial Manchester* (1844) ✓
- Charles Dickens, *Dombey and Son* (1848)
- Samuel Smiles, *The Story of The Life of George Stephenson* (1859)

**Response Paper Question:** The advent of industrialization and its associated technological innovations was met with varying degrees of acceptance. How do the voices in these documents view this “change”? Are these tensions relevant to today’s world?

Week 5 (October 9-10, 2012)

### GLASS CEILINGS: CLASS IDENTITIES AND SOCIAL CHANGE

Winks & Neuberger, *Europe and the Making of Modernity*: Chapter 4 (pp. 93-124)

- John Grimshaw, “Hand-Loom v. Power-Loom” (1820s)
- Honoré de Balzac, *The Physiology of Marriage* (1829) ✓
- Excerpts from Testimony Gathered by Ashley’s Mines Commission (1842) ✓
- Factory Rules in Berlin (1844)
- Cross-section of a Typical Parisian Apartment (1845 – print)
- Jan Slomka, *From Serfdom to Self-Government: Memoirs of a Polish Village Mayor, 1842-1927* ✓

**Response Paper Question:** How does social class inform the various experiences in these documents? Besides class, are there any other “markers” that define social interaction?

Week 6 (October 16-17, 2012)

### THE BIRTH OF THE GREAT “ISMS”

In-class mid-term quiz

Last week from which to choose your 1<sup>st</sup> response paper

Winks & Neuberger, *Europe and the Making of Modernity*: Chapter 5 (pp. 125-152)

- Pamphlet, “In Defense of Laissez Faire” (c. 1840)
- Louis Blanc, *The Organisation of Labour* (1840)
- Mikhail Bakunin, *The Reaction in Germany* (1842) ✓
- Karl Marx and Friedrich Engels, *Manifesto of the Communist Party* (1848) ✓

**Response Paper Question:** The goal of most (if not all of these “isms”) appears to be improving the lives of the working masses, however differently each of them may define them. How do the writers/activists compare on the question of *the role of the state/national government* in achieving their particular versions of social justice?

Week 7 (October 23-24, 2012)

### THE EUROPEAN SPRING: THE REVOLUTIONS OF 1848 (1830-1849)

Winks & Neuberger, *Europe and the Making of Modernity*: Chapter 6 (pp. 153-182)

- “State of the West Riding of Cork”, *The Times*, (11 January 1847)
- Documents of the Revolution of 1848 in France ✓
- Gustav von Struve, “Motion in the German Pre-Parliament” (1848)
- František Palacky, “Letter to Frankfurt Parliament Committee of Fifty” (April 1848) ✓
- Alexis de Tocqueville, “The June Uprising” (June 1848)
- Hungarian Declaration of Independence (14 April 1849) ✓

**Response Paper Question:** What underlying causes for the Revolutions of 1848 are evident in these documents? Do you also see the seeds of their eventual failure in these writings?

Week 8 (October 30-31, 2012)

### THE RELIGION OF THE NATION: NATION-BUILDING AND NATIONALISM (1850-1878)

Winks & Neuberger, *Europe and the Making of Modernity*: Chapter 7 (pp. 183-228)

- Ernst Moritz Arndt, “The German Fatherland” (1813) ✓
- Cavour Plans a War - Italian Unification (1858)
- Benjamin Disraeli on the German Revolution (February 9, 1871) ✓
- Theodor Herzl, *The Jewish State* (1896) ✓
- Mark Twain, “Stirring Times in Austria” (1898) ✓
- Nationality Statistics of the Habsburg Monarchy

**Response Paper Question:** In examining these documents, do you see a difference or distinction between “nationalism” and “nation-building”?

Week 9 (November 6-7, 2012)

**A NEW PROSPERITY AND A NEW SOBRIETY: THE SECOND INDUSTRIAL  
REVOLUTION AND REALISM**

Winks & Neuberger, *Europe and the Making of Modernity*: Chapter 8 (229-256)

- “Underground Railways in London, Our Need for Them in New York”, *New York Times* (December 29, 1868)
- “The Immigration Problem”, *New York Times* (April 15, 1887)
- Edwin Redslob, “Telephones and Electric Light” (c. 1890)
- Sergei Witte on the Economic Challenge to Russia, (1899) ✓
- W.B. Phillips, *How Department Stores are Carried On* (1901)
- Harold Baron, *The Chemical Industry on the Continent* (1909)

**Response Paper Question:** Should the Second Industrial Revolution deserve to be called *the Second Industrial Revolution*? Do these various documents support the distinctive designation attached to the economic changes of the second half of the nineteenth century?

Week 10 (November 13-14, 2012)

**THE APOGEE OF EUROPE’S GLOBAL DOMINANCE: EUROPEAN  
IMPERIALISM (1878-1914)**

Winks & Neuberger, *Europe and the Making of Modernity*: Chapter 9 (pp. 257-288)

- Friedrich Fabri, *Does Germany Need Colonies?* (1879) ✓
- Karl Pearson, *National Life from the Standpoint of Science* (1900) ✓
- Vladimir Illyich Lenin, *Imperialism, The Highest Stage of Capitalism* (1916) ✓

**Response Paper Question:** What are some of the motives put forth to explain imperialism in these articles? What do you think – which are the more persuasive?

Week 11 (November 20-21, 2012)

**AN AGE OF ANXIETY: SOCIAL, CULTURAL & SCIENTIFIC CHALLENGES  
TO MODERNITY (1890-1914)**

**Research papers due in tutorials**

**Last week from which to choose your 2<sup>nd</sup> response paper**

Winks & Neuberger, *Europe and the Making of Modernity*: Chapter 10 (pp. 289-318)

- Encyclical of Pope Leo XIII, *On Capital and Labour* (1891) ✓
- Clara Zetkin, “Only in Conjunction with the Proletarian Woman will Socialism be Victorious” (1896) ✓
- Edouard Drumont, *The Jews against France* (1899) ✓
- German Emperor Wilhelm II, “True Art” (1901) ✓

- Edward Carpenter, *The Intermediate Sex, A Study of Some Transitional Types of Men and Women* (1908) ✓
- Emmeline Pankhurst, “Speech on Women's Suffrage” (13 November 1913) ✓
- Pablo Picasso, “Portrait of Ambroise Vollard” (1909 - painting) and Wassily Kandinsky, “Black Lines” (1913 - painting)

**Response Paper Question:** The last few decades before the outbreak of World War I were a paradoxical era. Yes, it was marked by European global power, confidence and “progress,” but it was also accompanied by an *anxiety* of what modernity had wrought. From our documents, how would you characterize the tensions and uncertainties of this period?

Week 12 (November 27-28, 2012)

**COUNTDOWN TO CATAclysm: INTERNATIONAL POLITICAL TENSIONS  
AND THE ROAD TO WORLD WAR (1870-1914)**

**Tutorials will be dedicated to end-of-term reviews**

Winks & Neuberger, *Europe and the Making of Modernity*: Chapter 11 (pp. 319-358)