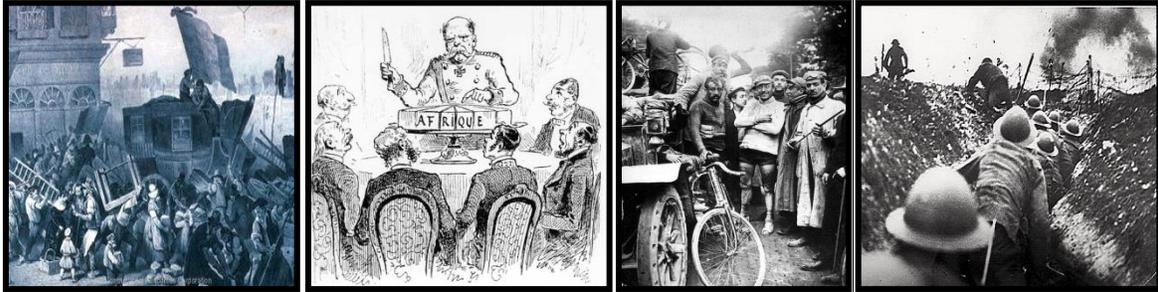


**Dr. Gregor Kranjc**  
Department of History  
Brock University  
Room GL 245

Office Hours: Tues. 11-12 / Wed. 3-4  
Telephone: Extension 6161  
E-mail: [gkranjc@brocku.ca](mailto:gkranjc@brocku.ca)

---

History 2P51 – Fall 2013 (Section 1)  
**EUROPE, 1815-1914**  
Meets: Wednesdays 5-7 PM, GL164



**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 seminars. 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 seminar discussions. Seminars 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 & ATTENDANCE:**

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

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

A: 100-85	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.**

## **2 X Response Papers:**

► **1<sup>st</sup> Response Paper: Chosen from any one week's readings between Weeks 2-6**

► **2<sup>nd</sup> Response Paper: Chosen from any one week's readings between Weeks 7-11**

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). 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 seminar *the week after the week you have chosen*. For example, if you chose to respond to Week 2's question, the response paper would be due in your seminar on Week 3.
- The response paper should reference as necessary the textbook/documents 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 first hour of lecture in Week 6: Wednesday, 7 October**

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 on the Course Schedule.

## **Seminar Participation:**

A university education is at its heart an experience of learning through conversation, debate and interaction. Seminars 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. Seminar topics will be based on (although not necessarily limited to) the assigned weekly readings (see Course Schedule). Your seminar participation grade will be assessed by combining your overall attendance in seminars (which is required), with your energy and inquisitiveness in seminar discussions.

## **Research Paper:**

### **► Due in lecture on Week 11**

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 sufficient 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, which you can use as many as you wish.) 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 the 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). Three-quarters (75%) of the exam’s content will come from the second-half of the course (Weeks 7-12).

**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 on the Course Schedule.

## **Attendance:**

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

## **POLICIES AND PROCEDURES:**

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

Wednesday, 6 November 2013 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.

### **Late Papers:**

Late papers will be accepted but will have a mark of 5% deducted for each day beyond the due date. (**Note on weekends:** Papers due on Friday but handed in on Monday will have 15% 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 Sakai 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 4, 2013)

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

**No Seminars**

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 9, 2013)

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

**Seminars 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:** Three long and violent decades separated Burke’s writings from that of Metternich. What political views and fears are shared in the four documents? Are there any variations in their political perspectives? How do the texts respond to the novel concept of “Revolution”?

Week 3 (September 16, 2013)

### **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 the ideals of Romanticism? How do these sources respond to the concept of “Revolution”?

Week 4 (September 23, 2013)

### 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 or rejection. How do the voices in these documents view the changes associated with industrialization? Can you recognize the “making of modernity” in the tensions highlighted in these conflicting sources?

Week 5 (September 30, 2013)

### 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:** Group identification along class lines is an important tool that historians use to recreate social interactions in the past. How does social class inform the various experiences in these documents? However, is there not a danger of exaggerating the strength of social cohesion along class lines? If so, how else did people “group” themselves?

Week 6 (October 7, 2013)  
**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 – or at the very least the “people”. How do these writers/philosophers compare on the role that *the state/national government* should play in achieving their particular versions of social justice? Do any of their prescriptions for the future resemble present-day debates on alleviating inequality?



**Happy Thanksgiving & enjoy your Fall Break (October 14-18, 2013)**

Week 7 (October 21, 2013)  
**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:** Were the revolutionaries in these documents responding to national concerns/grievances or were they animated by shared European-wide grievances? Was the Revolution of 1848 – at its core – a universal revolution or rather a series of coincidental national revolutions?

Week 8 (October 28, 2013)

**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 (1910)

**Response Paper Question:** In examining these documents, do you see nineteenth century nationalism as an emotional surge of collective-identification from below, or do you see it as a coldly calculated expansion of state power? Or is this an unsupportable distinction, because ultimately nationalism encapsulated both?

Week 9 (November 4, 2013)

**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 Redstob, “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:** *The Second Industrial Revolution is distinctive less for its technological innovations than for the fact that efficiency had now become idolized and worshipped.* Discuss this quote in relation to the week’s documents.

Week 10 (November 11, 2013)

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

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

- Herbert Spencer, “Progress: Its Law and Cause” (1857) ✓
- Friedrich Fabri, *Does Germany Need Colonies?* (1879) ✓
- British Missionary Letters: Urging the Annexation of The South Sea Islands (1883)

- Vladimir Illyich Lenin, *Imperialism, The Highest Stage of Capitalism* (1916) ✓

**Response Paper Question:** What motives/explanations do the authors identify to account for European control of much of the globe? As an historian, which of these are most persuasive in helping you to understand how imperialism occurred?

Week 11 (November 18, 2013)

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

**Research papers due in lecture**

**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 has been described by more than a few authors and historians as a “crisis of modernity”, as accepted values of the 19<sup>th</sup> century were questioned and attacked by a diverse group of thinkers, activists and artists. Do you see a “crisis of modernity” in these documents? How is the tension between order on the one hand, and change and uncertainty on the other, manifested in these documents?

Week 12 (November 25, 2013)

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

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

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