HISTORY 2370 W A01

Europe 1789 to the present (6 credit hours)

Part A (Fall 2010) 1789- ca. 1890

Dr. K. B. Koth
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Class schedule: M, W, F. 9:30-10:20 a.m.
Location: 244 University College

Office Hours: Wed: 10:45 -12:00 p.m. or by appointment

Course Description (First Half): This course will first examine the events leading to the French Revolution and its effects on Europe. By elucidating how the Restoration under the Concert of Europe managed to keep the peace in the first half of the century we shall attempt to understand how it failed to stem forces such as liberalism and nationalism. These eventually resulted in German and Italian unification. The impact of the former, especially, destabilized the balance of power in Europe culminating in the First World War. Throughout, we shall explore the march of the Industrial Revolution with its material and ideological expressions, and the subsequent imperialist explosion of Europe onto the world.

Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Research Paper</td>
<td>25%</td>
<td>Oct. 18, 2010</td>
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<tr>
<td>(6-8 pages, 1500-2000 words)</td>
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<tr>
<td>Mid Term</td>
<td>20%</td>
<td>Dec. 3</td>
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<tr>
<td>in-class essay based on a document from the Sources Text which will be identified on Wednesday, 1st December.</td>
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<tr>
<td>Seminar Paper &amp; Presentation</td>
<td>15%</td>
<td>Winter Term</td>
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<tr>
<td>(6 pages, 1500 words)</td>
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<tr>
<td>Final Exam</td>
<td>40%</td>
<td>during April exam period</td>
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Research Paper: This will be approximately 6-8 pages, but with a minimum of 1500 words. This research essay will be analytical in nature, topics being supplied here. The Do’s and Don’ts of these assignments are included but will be also explained in class.

Late Papers: The grades for late papers will be discounted by 10% each day to a maximum of 3 days. Papers more than 3 days late will not be accepted, and will receive a grade of 0%.

Since this is a course that meets the University Senate's ‘W’ requirement, students must complete all essay assignments with a passing grade to pass the course.
Books
Other readings may also be assigned.

Optional: Mary Lynn Rampolla, A Pocket Guide to Writing History or William Strunk Jr. and E. B. White, The Elements of Style (You will find these two essential when writing essays.)

If you wish to read a thematic or chronological history, there are several excellent works on European history of the nineteenth century in the library. In addition, it is possible to order a very inexpensive book through Amazon.ca, Abebooks.com or Alibrisbooks.com.

Plagiarism: If you are not aware of the regulations concerning plagiarism, cheating and impersonation, please consult the U of M calendar, p. 28, sections 8.1 and 8.2, Academic Integrity.

The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (CW) (for Compulsory Withdrawal) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty. The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication. The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (CW) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.
See: http://umanitoba.ca/faculties/arts/media/Arts_Academic_Integrity_2009.pdf

Voluntary Withdrawal Date: March 18, 2011. Evaluative feedback will be given prior to this date.

Letter Grade equivalents:

A+ 90-100 B+ 74-80 C+ 61-67 D 50-54 F 0-49
A 80-89 B 68-73 C 55-60

Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them. Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.
Lecture/Reading Schedule:

The following topics will be considered. Each will be presented as a lecture, enhanced by your reading of the appropriate sections in the text. From time to time I will indicate the documents to be prepared for the next classes.

At the beginning of the course we shall work through some of the readings together, in order to assist you in developing skills in the appreciation and use of documents (see Guide below).

1. The French Revolution
2. The Napoleonic Era
3. The Industrial Revolution
4. Liberalism and Romanticism
5. Revolutions and Nationalism
6. The Dominant Powers
7. The Unifications of Germany and Italy
8. The Second Industrial Revolution
9. European Imperialism
10. Cultural Changes
11. The European State System to the fall of Bismarck

Essay #1

Topics

1. Was the French Revolution the outcome of one specific cause, or the culmination of different root causes?
2. Napoleon Bonaparte has been considered both a revolutionary and a counter-revolutionary statesman. Argue the case for either of these positions.
3. “By far the most potent revolutionary impulse in Europe in the first part of the nineteenth century was rapid industrialization.” Discuss.
4. To what degree was German unification a result of Prussian expansionism or the “natural” outcome of economic forces?
5. What were the reasons and objectives behind Bismarck’s initiation of the Kulturkampf?
6. Discuss the reasons for the European nations’ mad dash to acquire colonies after the 1880s.
7. Explain the development of nationalism by examining the desire for, and completion of, Italian unification.
8. How popular was European nationalism? (Your answer can be limited to an examination of any ONE country.)
9. Despite the fact that the century between 1815 and 1914 has been described as relatively progressive in many respects, by the end of the century there was an increase in spiritual malaise and despair, and a concomitant rise of routine violence. What might account for this change?

10. ANY other topic, but with prior approval.

Due Date: October 18.
**DOs**

1. In an essay of a minimum of 6-8 pages (minimum 1500 words), you may choose either to support the thesis enunciated in the topic statement (if there is one), take the opposite view, or construct a mix of ideas. You may, in other words, take any view you feel comfortable in arguing. In other words, you are **not being invited** to give necessarily a Yes or No answer. Regarding the other cases you must generate your own thesis.

2. It is essential that you choose and limit your theme carefully, both spatially and temporally, and present your point of view (**your thesis**) clearly to the reader (**me**) somewhere at the beginning of your essay. The rest of the essay will consist in your laying out an argument in support of your thesis. This essay fulfills part of your **University Writing Requirement**, and should be viewed as a very serious undertaking.

3. **In order to substantiate your argument you need to consult at least FIVE different sources, (primary sources, books, academic articles, newspapers, etc)**

These must be acknowledged in a **bibliography**, and properly footnoted throughout your paper, using the **Chicago style**. This may be most easily accessed in Rampolla, (see above), or Strunk (see above) or Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, (Chicago and London: The University of Chicago Press, 1973).

4. The format of the essay will include a title page, double-spaced and numbered pages, a bibliography, and a computer generated word count at the end of your essay.

**DON’Ts**

1. **It goes without saying that merely depending on the thesis of one of your sources will not be acceptable.** I would suggest that you use your sources first for gathering evidence, facts. From these you will construct your own thesis and argument, and avoid falling into the “dependency” trap.

2. **Do NOT use the Internet, especially sources such as WIKIPEDIA.** However, you may use the Internet to access and download journal articles through EPSCO or other such sites.

3. Do not leave spaces between paragraphs, and do not use sub-headings.
A Guide to Document Study

Evaluating sources is the stuff that the historical task is made of. There are two kinds of sources, Primary and Secondary.

Primary Sources:

Government documents, Court records, works of art, Diaries, Private letters, Railroad schedules and a host of others items are considered Primary Sources.

Evaluating primary sources may be a tricky task but there are a few basic guidelines. The evaluation may be either external, i.e. deciding on the authenticity of the source, or internal, engaged with the meaning of the document, for which the guiding concept should be skepticism. Few documents are absolutely factual.

In terms of the internal evaluation, here are some basic questions to keep in mind when reading a primary source:

1. What does the document mean? Is there a literal meaning as opposed to a real one? For example, diplomats are notorious for phrasing reports in a restrained manner. Likewise, words change meaning across time.
2. How well situated was the author in observing or recording the events in question? Was s/he an eyewitness? Did their social position impact their interpretation of events?
3. When, how, and to whom was the report made? In other words who was the intended audience? Is the author telling the recipient what s/he wants to hear?
4. Is there a recognizable bias in the report? Do personal beliefs condition the report? Personal values?
5. Do we need specialized information to understand the report? Technical terms?
6. Does the report pass the test of probability in common sense, although this still does not obviate the necessity for specialized knowledge?
7. Is the report credible?
8. What was the historical context in which the report was made?
9. Can the report be corroborated? Are there other documents which attest to the same facts?
Secondary Sources:

Basically these are the works of interpretation by historians, social scientists and others. But because one is an expert on a given issue does not mean that a source does not contain factual or other errors. Again, some basic questions:

1. Who is the author?
2. Why did s/he write the text?
3. Who is the intended audience?
4. What is its thesis and main arguments?
5. Does the text contain any recognizable and unspoken assumptions or biases?

Skills:

One particular skill that you should attempt to develop is called inferencing. This refers to drawing conclusions and meanings from information that is implied or inferred in a given text or document.

A good source containing examples which will help you in understanding inferencing may be found at http://academic.cuesta.edu/acasupp/as/309.HTM