

History 2404E
Europe, 1789-1918: An Era of Revolutionary Change
(Tuesdays and Thursdays, 3:30-4:20, Somerville House 2316)

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"Each age has its task, through the fulfillment of which humanity progresses. And what is the great task of our age? It is emancipation. Not just of the Irish, the Greeks, the Frankfurt Jews, West Indian blacks and other oppressed nations, but the emancipation of the whole world, especially Europe, which has become mature and now tears itself from the iron bonds of its rulers, the aristocracy." Heinrich Heine, German poet, 1828.

"The lamps are going out all over Europe. We shall not see them lit again in our lifetime . . . " Sir Edward Grey, Foreign Secretary of the United Kingdom, August 3, 1914.

Course Description

European history in the period between the French revolution and the First World War was marked by cataclysmic change, political, economic, social, and cultural. History 2404E analyzes the causes and consequences of these changes, and the relationships among them.

The course begins by seeking to explain the causes of the French and industrial revolutions, events and processes that transformed Europe. We examine the social and economic characteristics of the Old Regime as well the political institutions of Absolutism and parliamentary monarchy. We seek to explain why a critical spirit regarding many Old Regime institutions developed in France and, in a more moderate form, elsewhere as well. We then turn to the immediate causes of the French revolution, to the debates it provoked and to the wars that followed in its wake. Novels provide one lens through which to study the spirit and social forms of the period. We examine the social world portrayed in one of the classics of age, Jane Austen's Pride and Prejudice.

The period following the defeat of Napoleon was dominated by the conflict between the partisans of liberalism and nationalism and the defenders of traditional state forms and social and economic structures. We examine the course taken by this conflict in the leading European nations. We read selections from Alexis de

Tocqueville's Democracy in America, an examination of what Tocqueville thought were the principal issues raised by the democratization of European society and politics. This section of the class ends with an analysis of the revolutions of 1848.

The next part of the course begins with an analysis of the reasons for the breakdown of the European balance of power in the 1850s and 1860s, a change that led directly to the creation of the new nation-states of Germany and Italy. The last half of the nineteenth century saw the spread of parliamentary institutions and also the extension of the franchise where parliamentary government existed. We examine the reasons for and consequences of these changes, as well as a series of related developments, including the spread of literacy and the development of a large, for the most part urban, working class. The experiences of workers and the different life chances of children from different class backgrounds is explored through selections from several memoirs. We examine arguments made for and against the emancipation of women, and more generally efforts to improve society, as expressed in John Stuart Mill's essay on this subject and Leo Tolstoy's romantic and reactionary novel, Anna Karenina.

The last section of the course is devoted to an examination of imperialism, international conflicts within Europe, and the immediate causes of the First World War. We also examine the effects of that war on the societies engaged in it.

Learning Outcomes:

Students who pass this class will be able to:

explain the significance of key characteristics and institutions of European societies during the long nineteenth century, such as the ways in which mortality and birth rates influenced family forms; the roles of the aristocracy in different European states and how these changed in the course of the nineteenth century; and how the development of an industrial working class altered the lives of those whose ancestors had worked on farms or been artisans;

explain the causes, consequences, and relationships between key events and processes in the history of Europe during the long nineteenth century, including the French Revolution, the industrial revolution, the spread of parliamentary government, imperialism, the major wars of the period, changes in the status and rights of women, and key intellectual trends and arguments;

interpret and evaluate primary sources, by demonstrating through class discussions and in periodic written in-class exercises that they understand the arguments made, the goals particular claims were meant to achieve, how these goals reflected the positions and experiences of the authors and the historical contexts in

which documents were composed, and the larger historical significance of the sources;

construct an analytic, logical, and clear historical argument in two interpretive essays; and

actively engage in discussions in tutorials and in class, demonstrating the ability to formulate concepts and ideas orally and to respond in clear and constructive ways to questions posed by teachers in both tutorials and lectures.

Requirements and Grading:

Examinations (45% of class grade):

The course will have both a mid-term and a final examination. The mid-term examination will count for 20% of the class grade, and the final examination will count for 25% of the class grade. The mid-term examination will be given in class on Thursday, November 24th; the final examination will be given during the examination period at a date set by the Registrar's office. The mid-term will test the material covered in the course before November 24th, while the final will cover material covered since the mid-term. Both mid-term and final will consist of essay questions and identifications. The examinations will be based both on assigned readings and on class discussions. Both examinations must be taken without books or notes.

Essays (40% of class grade):

Each student will also be required to write two essays, each five to eight pages in length, or approximately 1,500 to 2,000 words. One essay must be completed in the fall term and one essay in the winter term. Essays will not be accepted after the end of class on the due date, since the due dates for the essays are linked to class discussions on the subject in question. Students who do not meet the deadline for an essay should write on a different question. Students who do not turn in a fall term essay by Tuesday, November 15th, or a winter term essay by Tuesday, February 28th, will suffer a penalty of 10 points on the make-up essay assigned by the instructor, unless the academic counseling office of the student's home faculty supports a request for an extension as provided elsewhere in this syllabus. The essays will be graded for both form and substance. The grade on each essay will constitute 20% of the grade for the class.

The following are the set questions, with due dates, for the essays due in each semester. Students who prefer to write on a subject not included among the essays set below may be permitted to do so, but must first speak with the instructor. Students who wish to write on alternative subjects must notify the instructor of their preferences by the end of September, in the case of the first essay, and by the end of January, in the case

of the second essay. The willingness of the instructor to assign an alternative essay topic will depend on the existence of an adequate source base and the centrality of the subject to European history in the nineteenth century.

Unless otherwise indicated, the essays are to be written based on the assignments on the relevant author or subject contained in the syllabus. If students wish to read further in the assigned sources, or to do further research in secondary works, they are welcome to do so. Footnotes and bibliography should be prepared following the guidelines contained in Mary Lynn Rampallo's A Pocket Guide to Writing in History (any edition).

All essays are due in class on the date indicated.

Fall Term Essay Topics

1. Edmund Burke's Reflections on the Revolution in France (due Tuesday, October 11)

Burke argues that society and government are both based on "a partnership . . . between those who are living, those who are dead, and those who are to be born." (p. 96) What does he mean by this claim, why does he make it, and what role does it play in his attack on the French revolution and his defense of English political institutions?

2. Jane Austen's Pride and Prejudice (due on Tuesday, October 18)

In what ways are the personalities of Jane Austen's characters formed by the class, or status group, to which they belong, and also their gender? How much freedom does each individual possess to determine his or her own values, personality, and conduct within these constraints? In your discussion please consider Darcy, Bingley, (Mr.) Gardiner, Elizabeth, and either Wickham or Collins. You may discuss other characters as well. In answering this question you may wish to consider, for example, the extent to which the different characters display the capacity to make informed and independent judgments regarding the character and conduct of others and key decisions in their own lives; their capacities for feeling emotion and displaying courage and generosity; and the extent to which they are able to change and improve in the course of the novel. This list is not meant to be exhaustive, but to provide a sense of some of the characteristics you may wish to consider.

3. Alexis de Tocqueville's Democracy in America (due on Tuesday, November 15)

What does Tocqueville believe are the most important dangers posed by democracy? How have American circumstances, institutions, and morés tended to lessen these dangers? Please include in your essay a discussion of the claims Tocqueville makes in the assigned sections from both volumes of Tocqueville's study.

Winter Term Essay Topics

1. Essay on the Dreyfus Affair (due on Tuesday, January 17)

What tensions and anxieties in French state and society made the Dreyfus affair such a significant focus of controversy at the end of the 19th and start of the 20th centuries?

Students responding to this question should utilize the entirety of Michael Burns' France and the Dreyfus Affair: A Documentary History (Bedford/St. Martin's, 1999), available in the one day reserve shelving at Weldon Library and at the two hour reserve collection at the Weldon reference desk, as well as at least two other books on the Dreyfus affair.

2. Leo Tolstoy's Anna Karenina (due on Tuesday, February 28)

Why is Tolstoy for the most part critical of the project of improvement so central to writers as different as Kant, Austen, and even Burke? Please illustrate your answer with examples from Anna Karenina. You may wish to consider, for example, why Levin is critical of contemporary efforts to educate the peasantry, why Kitty finds her efforts to engage in charitable work a failure, and why the influence of modernity is at least in part responsible for the flaws depicted in characters as various as Oblonsky, Vronsky, and Anna.

All required papers must be submitted for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin (<http://www.turnitin.com>).

Students can access Turnitin through the course WebCT OWL website. Please go to webct.uwo.ca. Click on the top purple bar, "The University of Western Ontario." You will then be asked to log in using your Western user name (from your email account) and password. Once you log in, you will see a list of courses. Click on History 2404E. You should then be taken to a page with icons for "First Essay" and "Second Essay." Please submit each essay under the appropriate icon.

Participation in tutorials and class discussion (15% of class grade):

The remaining 15% of the class grade will be based on participation in class discussions and all other assignments, such as response papers and essay outlines, that will be required during the course. Of this 15%, 10% will be based on performance

during tutorial sessions, and 5% will be based on participation in discussions and writing assignments during lectures. With respect to both the lecture and tutorial portions of the participation grade, the grade will reflect both frequency of participation in class discussions and, most importantly, the extent to which comments made in class and responses to writing assignments reflect thoughtful analyses of the assigned readings. To prepare for class discussions and in-class written assignments students should attempt to answer the questions posed in the syllabus when doing the reading. Any document assigned for the week may be discussed in tutorial. Students should expect between ten and fifteen brief in-class writing assignments based on the materials assigned for each class, as well as one class exercise on essay writing. There may also be in-class writing assignments in tutorials.

Required Books

Jane Austen, Pride and Prejudice (Penguin Classics, 2002).

C.B.A. Behrens, The Ancien Regime (Norton, 1989). This book need not be purchased. Multiple copies are available on the one-day loan shelf in Weldon library. One copy is also available at the Weldon reference desk for a two hour loan.

Charles Breunig and Matthew Levinger, The Revolutionary Era, 1789-1850 (Norton, third edition, 2002).

Edmund Burke, Reflections on the Revolution in France (Oxford World's Classics, 2009).

Michael Burns, France and the Dreyfus Affair: A Documentary History (Bedford/St. Martin's, 1999). This book need not be purchased. Multiple copies are available on the one-day loan shelf in Weldon library. One copy is also available at the Weldon reference desk for a two hour loan.

Winston Churchill, My Early Life. A Roving Commission (Scribner, 1996).

Adam Hochschild, King Leopold's Ghost. A Story of Greed, Terror, and Heroism in Colonial Africa (Houghton Mifflin, 1998).

Paul Mantoux, The Industrial Revolution in the Eighteenth Century, trans. by Marjorie Vernon (Jonathan Cape, 1961). This book need not be purchased. Multiple copies are available on the one-day loan shelf in Weldon library. One copy is also available at the Weldon reference desk for a two hour loan.

Robert Paxton, Europe in the Twentieth Century (Harcourt Brace, 1985) This book need not be purchased. Multiple copies are available on the one-day loan shelf in

Weldon library. One copy is also available at the Weldon reference desk for a two hour loan.

Norman Rich, The Age of Nationalism and Reform 1850-1890 (Norton, second edition, 1977).

Leo Tolstoy, Anna Karenina (Signet Classics, 2002).

There also is a coursepack for this course, available at Inprint. Please bring the coursepack with the readings assigned for a particular date to class. We will usually examine the assigned texts in the course of discussions. Materials that are in the coursepack or provided by the instructor are marked in the syllabus with a star. In several instances, indicated in the syllabus, documents from the nineteenth century are available on-line, but not in the coursepack. Weblinks and the assigned pages are indicated in the syllabus.

Assignments:

INTRODUCTION

Week of September 5

No tutorial meetings this week.

Thursday: Discussion of the goals of the class; The demographics of pre-modern European society. *Prussian census of 1817 (excerpts). Popular piety.

What was the size of the communities in which most Prussians lived, according to the Prussian census of 1817? What correlation does the census show between population density in the various districts of Prussia and marriage rates per thousand? What correlations exist between population density and illegitimacy rates? How might one account for these correlations? What seems to have been the average age in this society? At what ages did people most commonly die? Is there a difference between the mortality patterns displayed by men and women? What might be the effects of this age structure and pattern of mortality on individual behavior, social structures, and beliefs?

I. ECONOMIC, SOCIAL, AND POLITICAL STRUCTURES OF 18TH CENTURY EUROPE

Week of September 12

Tuesday: Economic and social structures of the Old Regime. C.B.A. Behrens, The Ancien Regime (Harcourt, Brace & World, 1967), 9-84. [book available in

the one day reserve shelving at Weldon Library as well as the two hour reserve collection at the Weldon reference desk] "The Day Laborer in Brittany," "The Russian Serf," and "English Social Structure, 1688-1803" in European Society in the Eighteenth Century, Robert and Elborg Forster, eds. (Harper & Rowe, 1969), 133-6, 238-42; *Peter Kropotkin, Memoirs of a Revolutionist (Houghton Mifflin, 1899), 48-53; Tina Jolas and Françoise Zonabend, "Tillers of the Fields and Woodspeople," in Rural Society in France. Selections from the Annales, Robert Forster and Orest Ranum, eds., Elborg Forster and Patricia Ranum, translators (Johns Hopkins University Press, 1977), 126-51.

Compare the lives of the day-laborers described in the study of Brittany in 1804 and the Russian serfs as described by Kropotkin, and the woodspeople of Minot. What were the most important similarities and differences in their relationships to each other and to their employers? What changes in the social structure of England are suggested by the charts from 1688 and 1803?

What circumstances condemned much of the French countryside to poverty in the period before the revolution, especially if compared with the circumstances of England, according to Behrens? (Behrens, 34) The article by Jolas and Zonabend focuses on a French village in the north of Burgundy. While the main focus of the article is on the period from the mid-19th to the early 20th century, it clearly attempts to characterize relationships that extended far back in time, certainly well into the 18th century. To what extent does the article confirm Tocqueville's observation that "the sense of family and kinship in [Old Regime] France . . . could elicit a degree of individual self-sacrifice rarely found" in modern societies? (Behrens, 41) What aspects of village life seemed to ensure the preservation of the social status quo, hindering both rising and falling in wealth and status? (Behrens, 42) What are the most important similarities and differences in the family structures and marriage patterns of the "tillers of fields" and the "woodspeople," as described in the article by Jolas and Zonabend, and how do they account for these differences?

Thursday: Political structures. The European norm of absolutism. The British parliamentary monarchy as an alternative model. Behrens, The Ancien Regime, 85-118.

What powers did the absolutist monarch have? What were the limitations on these powers? In what respects did the British parliamentary monarchy differ from the French absolutist model?

Week of September 19

Tuesday: Innovation in commerce, agriculture and textile manufacture. Charles Breunig and Matthew Levinger, Revolutionary Era, 1789-1850, 125-36; Paul

Mantoux, The Industrial Revolution in the Eighteenth Century, trans. by Marjorie Vernon (Jonathan Cape, 1961), 156-80, 189-219, 311-38. [book available in the one day reserve shelving at Weldon Library as well as the two hour reserve collection at the Weldon reference desk]

In what ways did innovation, enclosure, and engrossment (Mantoux, 155f, 162f, 172f) change the methods employed by farmers, the productivity of farming, and the structure of land ownership in the countryside in England in the 18th century? How were these three changes related to each other? What were the consequences for the lives of those engaged in agriculture? Who gained most, and who lost most, from the changes in the countryside? Why did similar changes for the most part not take place in France in this period, according to Behrens? (Behrens, 34, 79-84, 172-6) What factors led to innovations in the manufacturing of textiles of various kinds in England in the course of the 18th century? (Mantoux, 189-219) To what extent were similar causes at work in the development of the steam engine? (Mantoux, 311-38)

Thursday. Competition and conflict between European states. The rivalry between France and Britain. Behrens, The Ancien Regime, 138-62.

What were the most important causes of military conflict in Europe during the 18th century? Why did Great Britain ultimately win (for the most part) the century-long conflict with France in the period before the French revolution?

Week of September 26

Tuesday: Enlightenment critiques of religious practices and social institutions. Behrens, The Ancien Regime, 119-37. *Immanuel Kant, "An Answer to the Question: What is Enlightenment?" in Hans Reiss, Kant's Political Writings (Cambridge, 1970), 54-60 (originally published in 1784); *Aleksandr Nikolaevich Radishchev, A Journey from St. Petersburg to Moscow, translated by Leo Weiner (Harvard University Press, 1958), 1-19, 151-6, 239-41, 248-9 (originally published in 1790).

What aspects of the Old Regime did French literary figures of the Enlightenment criticize? In what ways, according to Behrens, were they revolutionary? In what sense does she consider them utopian? (Behrens, 126) How does she account for their increasing influence? How did Kant propose, in his 1784 essay, that Enlightenment should take place? What are his views of religion? Why did he argue that an absolutist monarchy was the form of government best suited to the enlightenment of a society, at least if it were ruled by a king like Frederick the Great, and that revolution was to be avoided at all costs? Did Kant's work pose a threat to the existing order? What aspects of serfdom does Radishchev criticize? On what grounds does Catherine II criticize Radishchev's book, which she clearly read with care? (Note that Catherine II had maintained a friendly correspondence with Voltaire that had lasted for some 15

year (1763-1775))

Thursday: The history of the enslavement of Africans by Europeans and first efforts at abolition of the slave trade. *William Wilberforce, Speeches advocating abolition of the slave trade of May 12 and May 21, 1789, from English Historical Documents, 1783-1832, Vol. XI, 795-802.

What are the principal arguments against the abolition of the slave trade which Wilberforce took issue? How did he attempt to counter each of them?

II. THE FRENCH REVOLUTION AND THE NAPOLEONIC ERA

Week of October 3

Tuesday: Short-term causes of the French revolution, and the history of the revolution until September 1792. Breunig and Levinger, Revolutionary Era, 1-32; Behrens, Ancien Regime, 163-84; *Grievances described in cahiers de doléances, 1789, from John Boyer and Julius Kirshner, The Old Regime and the French Revolution, vol. 7 (Chicago, 1987), 208-217; *Arthur Young's Travels in France during the Years 1787, 1788, 1789 (George Bell, 1909), 150-6, 163-6, 170-2, 176-9; *"Declaration of the Rights of Man and Citizen," in A Documentary History of the French Revolution, edited by J. Stewart (Macmillan, 1965), 113-115; *The Marseillaise.

Why was the French state nearly bankrupt in 1789? Why had previous efforts at fiscal reform failed? Why were the Estates General called into session? What aspects of the Old Regime did peasants and a member of the lower clergy attack in the assigned cahiers de doléances? What aspects of the circumstances of Paris in early June 1789 does Arthur Young find especially dangerous? On what grounds does he criticize the positions taken both by the Louis XVI, the aristocracy, and the Third Estate? (151-6) Why does he criticize the Third Estate for designating itself the National Assembly on June 20th? (pp. 171-2) What role was played by Louis XVI's actions in undermining the position of those who wished for moderate, instead of radical, reform, according to Young? What institutions of the Old Regime did the Declaration of the Rights of Man overturn?

Thursday: The execution of Louis XVI, the Terror, interregnum, and the rise of Napoleon. Breunig and Levinger, Revolutionary Era, 32-67.

Why did the Jacobins demand the execution of Louis XVI and also many aristocrats? Why did the terror then spread, leading to the execution of many former revolutionaries whose ardor was not sufficiently pure for Robespierre? How did the revolutionaries seek to transform French society between 1792 and 1794? Why were the Jacobins ultimately suppressed? Why was Napoleon able to gain control of the state?

Week of October 10

Tuesday: Edmund Burke attacks the French Revolution and defends monarchy, aristocracy, and religion. Breunig and Levinger, Revolutionary Era, 199-203; Edmund Burke, Reflections on the Revolution in France (Oxford, 1993), pp. 3-70, 75-116. Burke's book was first published in 1790.

How does Burke defend the institution of monarchy? Why does he term the "hereditary principle of succession in our government" sacred (although he is also quick to note that society also retained "a power of change in its application in cases of extreme emergency")? (p. 21) Why does he object so strongly to the claim that the people have the right to "[cashier] their governors for misconduct" and to form a new government in a purely democratic fashion? (p. 27)? Why is Burke so skeptical of enthusiasm in politics? Why is he leery of too much emphasis on the rights of man, although he does not deny that men indeed have rights? Why does he claim that "man is by his constitution a religious animal; that atheism is against not only our reason but our instincts"? (pp. 90-1) In what sense does he consider society a contract? (p. 96) On what grounds does Burke condemn the French seizures of church property? He writes that "a disposition to preserve, and an ability to improve, taken together, would be my standard of a statesman." (pp. 157-8) How does he apply this maxim to France?

Essay on Edmund Burke's Reflections on the Revolution in France due in class on Tuesday, October 11.

Thursday: Discussion of Burke, continued.

Week of October 17

Tuesday: Romanticism. The emergence of the novel as a literary form. Authors and audiences. Women as authors. Breunig and Levinger, Revolutionary Era, 190-8. Austen, Pride and Prejudice, 1-339. Austen's first draft of the novel dates to 1796 and 1797; it was published in a revised version in 1813.

What different levels of society does Austen describe in her novel? How are the personalities of her characters formed by their social roles? What seem to be the particular vices and virtues of each stratum of society, and of each gender? What qualities does Austen especially admire, and which does she deprecate? To what extent is it desirable, and possible, for individuals to move beyond the roles and personalities prescribed for them by their places in society? In what ways does Austen's novel support, or fail to support, the claim that European societies were becoming more democratic in their customs and values? Is Austen a romantic? To

what extent should (and does) love play a role in marriage, in her view? Does she believe that inequality has made English society selfish and corrupt? To what extent are the values expressed in Pride and Prejudice similar to those found in Burke?

Essays on Jane Austen's Pride and Prejudice due in class on Tuesday, October 18.

Thursday: Discussion of Pride and Prejudice, continued.

Week of October 24

Tuesday: The Napoleonic Era. Breunig and Levinger, Revolutionary Era, 68-124, 203-10; *Johann Gottlieb Fichte, Addresses to the German Nation (Open Court Publishing, 1922) 1-5, 52-7, 91-107; * Memoirs of Prince Metternich (Scribner's, 1880), 184-93; 269-79; *Jakob Walter, The Diary of a Napoleonic Foot Soldier (Doubleday, 1991), 76-81.

Why does Fichte claim, in talks delivered in the winter of 1807-8, after Prussia's defeat at the hands of France, that Germany had reached a new stage in its history? What are the special characteristics of this new phase? What is it that unites Germans, according to Fichte? What does Fichte advocate?

What characteristics does Metternich ascribe to Napoleon, in his memoirs published in the 1830s? Why does he write that he concluded in 1813 that leaving Napoleon in power inevitably would lead to war? What political conclusions does he draw? Why, despite Metternich's emphasis on traditional authority as the best form of legitimacy, did the states that defeated Napoleon choose not to reestablish the Holy Roman Empire? In what ways can one consider Metternich's description of Napoleon propaganda, a partial truth designed to promote Metternich's own political aims?

The excerpt from Jakob Walter's diary describes the retreat of the French army from Russia in 1813. What determined feelings of solidarity between soldiers at this point in the conflict? How much solidarity was there?

III. REACTION, REFORM, AND REVOLUTION BETWEEN 1815 AND 1850

Thursday: Congress of Vienna and European great power relations. Breunig and Levinger, Revolutionary Era, 173-90. *Friedrich Gentz, "Considerations on the Political System now in Europe," from Mack Walker, Metternich's Europe (Harper & Row, 1968), 69-84.

In this memorandum from 1818, Friedrich Gentz, a close adviser of Metternich, argues

that the European order established at Vienna was likely to endure for decades. On what grounds does he make this argument? What dangers to the Vienna settlement does he foresee?

Week of October 31

Tuesday: The social impact of the industrial revolution in the United Kingdom and on the continent. Breunig and Levinger, Revolutionary Era, 136-62; Mantoux, The Industrial Revolution in the Eighteenth Century, 399-417.

In what ways did the industrial revolution transform the lives of the individuals who became members of the new working class? Consider conditions at work, relationships with non-working class groups in society, and common aspects of life outside of work, such as housing conditions, family life, access (or lack of access) to education, etc. What were the key characteristics of the new middle class, to the extent one can speak of common characteristics?

Thursday: Catholic Emancipation and the Reform Act of 1832. Chartism. Famine in Ireland and in Europe. Mass emigration to North America from Ireland and the German states. *Walter D. Kamphoefner, Wolfgang Helbich, Ulrike Sommer, News from the Land of Freedom; German Immigrants Write Home, translated by Susan Vogel (Cornell, 1991), 62-70, 149-162, 523-531, 589-603.

What reasons for emigration are described in the assigned letters from German immigrants to the United States? What characteristics helped an emigrant succeed? What contrasts did the emigrants draw between their old and new lives?

Week of November 7

Tuesday: The conflict between reaction and reform from 1815 to 1848. Breunig and Levinger, Revolutionary Era, 162-69, 211-65. *Anatole Mazour, The First Russian Revolution 1825. The Decembrist Movement (University of California Press, 1937), 274-9; *Poems of Heinrich Heine, 1830s and 1840s; *Deutschlandlied.

What were the goals of European liberals during the first half of the nineteenth century? Which existing institutions did they challenge? What successes did they achieve in the period before 1848? What methods were used by those who opposed change to prevent reform?

Thursday: New imperial conquests. The campaign against the slave trade. *Ira Lapidus, A History of Islamic Societies (Cambridge, 2002, 2nd ed.), 586-90.

What methods did France employ in its conquest of Algeria?

Week of November 14

Tuesday: An aristocratic interpretation of the democratic revolution. *Alexis de Tocqueville, Democracy in America, Vol. 1 (Colonial Press, 1900), 3-16, 191-199, 258-274; Vol. 2, 36-41, 99-160, 202-27.

To permit students to use other editions of the de Tocqueville, of which the UWO libraries have numerous copies, I also identify the assignments by chapter. They are: from Volume I, the Introduction; Chapter XII (Political Associations in the United States) and Chapter XV (Unlimited Power of the Majority in the United States, and Its Consequences); from Volume II, First Book, Chapter IX (The Example of the Americans Does Not Prove That a Democratic People Can Have No Aptitude and No Taste for Science Literature and Art); Second Book, Chapters I through and including Chapter XVII; Third Book, Chapters VIII through and including Chapter XIII.

The 1876 version of this text is available on-line through the Weldon catalogue, at <http://quod.lib.umich.edu/cgi/t/text/text-idx?c=moa;idno=AHM4083>

What are the dangers created for Europe by what de Tocqueville describes as the inevitable progress of democracy? Why is tyranny of the majority, for de Tocqueville, an inherent danger of democracy? In what ways have Americans habits and institutions diminished this danger? Why are Americans dominated by individualism? What problems does this cause? How do American institutions and American circumstances reduce the dangers associated with individualism? How has democracy changed the institution of the family and the place of women? Why have democratic habits threatened the legitimacy of the family, according to de Tocqueville? What new forms of legitimacy have the Americans found for the family? Why does de Tocqueville claim that "if I were asked, now that I am drawing to the close of this work, in which I have spoken of so many important things done by the Americans, to what the singular prosperity and growing strength of that people ought mainly be attributed, I should reply - to the superiority of their women"? (p. 224)

Essays on Alexis de Tocqueville's Democracy in America due in class on Tuesday, November 15.

Thursday: Discussion of Democracy in America, continued.

Week of November 21

No tutorial meetings this week.

Tuesday: 1848 in France, the German states and Austria. Breunig and Levinger, Revolutionary Era, 266-96. *Carl Schurz on the 1848 revolution. Jonathan Scott, Readings in European History since 1814 (Crofts, 1930), 156-63; *Elmar Hucko, The Democratic Tradition: Four German Constitutions (Berg, 1987), 110-114.

Why did the existing regimes initially give way so quickly before the tide of revolution? What were the goals of reformers and revolutionaries? To what extent were they able to accomplish these goals?

Thursday: **Mid-term examination, in class.**

IV. THE END OF THE HOLY ALLIANCE AND THE CREATION OF THE GERMAN AND ITALIAN NATIONAL STATES

Week of November 28

Tuesday: The aftermath of 1848 in France and the German states. Louis Napoleon crushes the parliament, and Austria and Prussia attempt to restore the old order. The Crimean War alters the balance of power in Europe. Norman Rich, The Age of Nationalism and Reform, 77-100.

Why were advocates of change able initially to force very significant reforms on existing institutions, but in the end were unable to retain their grip on power? What were the causes of the Crimean War? Why was it a revolutionary event, transforming the balance of power in Europe, making possible the unification of both Italy and Germany?

Thursday: The unification of Italy. Rich, Age of Nationalism and Reform, 110-119, 198-202. Louis Napoleon plots with Cavour, from Mack Walker, Plombieres: Secret Diplomacy and the Rebirth of Italy (Oxford University Press, 1968), 27-37.

With what motives did Louis Napoleon undertake to promote the partial unification of Italy? Why were Cavour's diplomacy and military initiatives successful? What challenges faced the new nation-state?

Week of December 5

No tutorial meetings this week.

Tuesday: Bismarck and the unification of Germany. Rich, Age of Nationalism and Reform, 119-144. *Bismarck's views of Austria and the German federation, from Theodore Hamerow, The Age of Bismarck, 43-52.

With respect to Bismarck's memorandum of early 1858, the first document in this series: What are the "multifarious dangers" that surround Austria to which Bismarck refers in the memorandum of early 1858? Why might Austria call on Prussian support? Why should Prussia limit its assistance to Austria to occasions when "German frontiers" should be attacked? Which non-German frontiers are in danger of attack? Why is Prussia the natural leader of Germany, in Bismarck's view? What might be the larger dangers threatening the entire German confederation? In his memorandum does Bismarck seek to destroy the German Bund, or still to work within it?

Why does Bismarck state, in the letter of May 1859, the second document, that "in Austria, France, Russia, we shall not easily find the conditions again so favorable for allowing us an improvement of our position in Germany"? To what conditions is he referring? What exactly is Bismarck advocating in this letter? In what respect does the letter of 1861 represent a further radicalization of Bismarck's position? What position does he take with respect to the legitimacy of the smaller states of the German Bund? Why does he welcome the creation of a union parliament? To what extent did the methods he employed follow the plans he outlined in his letters from the period before he became the Minister President of Prussia in 1862?

Winter Break

V. NATIONALISM AND REFORM, 1850-1914

Week of January 9

Tuesday: Great Britain and Ireland. Rich, The Age of Nationalism and Reform, 145-68. Winston Churchill, My Early Life. A Roving Commission, chapters 1-3. *George Orwell, "Such, Such were the Joys."

Orwell's essay can be accessed on the web at http://orwell.ru/library/essays/joys/english/e_joys

Both Churchill and Orwell describe childhoods and schooling in Britain in the decades before the First World War. The years covered by the assigned excerpts from Churchill's memoirs are roughly 1875 to 1890. The Orwell memoirs focus on his early schooling, between 1910 and 1915. Churchill's perspective is that of someone belonging to the elite, while Orwell - the pseudonym adopted by Eric Blair - was from what he at one point termed the upper lower middle class.

What aspects of their educations does each author criticize and what aspects - if any - does each praise? To what extent did the public schools each attended reward merit, and to what extent was success a matter of class background? What role was played by sports in each school? What was the role of corporal punishment? What advantages did children from upper class backgrounds enjoy, according to both accounts? How did the class origins of each author influence how they were treated in school? How did it influence their personalities and their expectations for their own lives?

Thursday: Russia. Reform and Reaction. Rich, The Age of Nationalism and Reform, 168-83.

Week of January 16

Tuesday: France and Italy. The Dreyfus Affair. Rich, The Age of Nationalism and Reform, 184-202. Michael Burns, France and the Dreyfus Affair: A Documentary History (Bedford/St. Martin's, 1999), 1-29, 40-45, 50-53, 61-66, 87-112, 118-29, 138-139, 148-152, 163. [book available in the one day reserve shelving at Weldon Library as well as the two hour reserve collection at the Weldon reference desk]

Essay on the Dreyfus Affair due in class on Tuesday, January 17.

Thursday: Austria-Hungary. Rich, The Age of Nationalism and Reform, 101-10, 202-216.

Week of January 23

Tuesday: Germany. Rich, The Age of Nationalism and Reform, 216-27. *William II's speech to new recruits in Potsdam, 1891; *Margaret Anderson, Practicing Democracy: Elections and Political Culture in Imperial Germany (Princeton, 2000), 45-50, 152-161. *Chart showing Reichstag election results in the Kaiserreich.

What methods did those who controlled the German states, and especially the Reich and Prussia, employ to steer elections? How successful were they? What role did William II play in the government of Germany after 1888?

Thursday: The Ottoman Empire and the Balkans.

VI. SOCIAL AND CULTURAL DIVISIONS AND CONFLICTS, 1850-1914.

Week of January 30

Tuesday: Change and continuities in working class lives. *Biographies of Adelheid Popp and Max Lotz, from Alfred Kelly, The German Worker: Working Class Autobiographies from the Age of Industrialization (University of California, 1987), 121-134, 320-350; *Carole Adams, Women Clerks in Wilhelmine Germany (Cambridge University Press, 1988), 6-30.

How do the Popp and Lotz memoirs characterize the key features of lives of members of the working class? In what ways is the working class oppressed? According to the memoirs, what are the common prejudices about the working class? To what extent are they true, and to what extent false? In what respects do the experiences of each author suggest that the different genders experienced the effects of the industrial revolution in somewhat different ways? Why is it that clerking became an especially female economic niche, according to Adams? In what ways do the women who are the subjects of Carole Adams' study experience problems similar to those described in the Popp and Lotz memoirs?

Thursday: Responses to the plight of the proletariat. Breunig and Levinger, Revolutionary Era, 169-72; Rich, The Age of Nationalism and Reform, 27-31, 36-43. *Manifesto of the Communist Party; *The International; *Encyclical of Pope Leo XIII on Socialism (Quod Apostolici Muneris, 1878); *Encyclical of Pope Leo XIII on Capital and Labor (Rerum Novarum, 1891), paragraph 1-24, 33-50, 57-59.

What are the key characteristics of capitalist society, according to Marx and Engels? Why did they believe it destined to collapse? Why might Popp and Lotz have found the Communist Manifesto appealing?

The Papal encyclicals are found at: www.papalencyclicals.net/Leo13/13apost.htm (On Socialism)

www.papalencyclicals.net/Leo13/13rerum.htm (On Capital and Labor)

On what grounds does the Church, in the 1878 encyclical, condemn socialism? How does it explain the attraction of socialism to workers? What advice does it offer societies confronted with the challenge of socialism?

How does the encyclical on capital and labor seek to counter the arguments of the Communist Manifesto? How, for example, does it defend the institution of private property? To what extent to the encyclical concede that certain claims made in the Manifesto have some truth? What position does it take on the right of workers to associate and to strike? Under what circumstances are such activities permitted and even encouraged?

Week of February 6

Tuesday: Organized efforts to emancipate women. Rich, The Age of Nationalism and Reform, 19-23. *Harriet Taylor Mill, 1851 Statement, from Susan Bell and Karen Offen, Women, the Family, and Freedom: The debate in documents (Stanford, 1983), 290-6; *John Stuart Mill, The Subjection of Women (Henry Holt, 1898), pp. 207-273, 297-305, 352-394. Mill's essay was first published in 1869. Chapter 1 (entire), Chapter II (first 14 pages), Chapter III (first 12 pages), Chapter IV (entire).

Mill's essay can be found on the Web at:

http://books.google.com/books?id=IEovAAAAYAAJ&printsec=frontcover&dq=intitle:the+intitle:subjection+intitle:of+intitle:women&hl=en&ei=8Q_dTZ7RMMPFgAf764QS&sa=X&oi=book_result&ct=result&resnum=2&ved=0CDgQ6AEwAQ#v=onepage&q&f=false

How does Harriet Taylor Mill her claim that "the proper sphere for all human beings is the largest and highest which they are able to attain to"? (p. 292) On what grounds does John Stuart Mill attack legal restrictions placed on the activities of women? What evils are caused by the restriction of men and women to distinct roles, according to Mill? Why is it that he does not consider the republican method of legitimizing gender roles in marriage, as described and praised by Tocqueville, an adequate response to the problems he describes? What would Burke and Austen have thought of Mill's argument? What would his response have been? What are the main similarities and differences in emphasis between the 1851 statement written by Harriet Taylor Mill, who from 1851 until her death in 1858 was married to Mill, and that of Mill?

Thursday: Mandatory public schooling, class distinctions, and national feeling. Rich, The Age of Nationalism and Reform, 68-9; *Thomas Nipperdey, Germany from Napoleon to Bismarck (Princeton, 1996), 398-417.

In what ways did the Prussian educational reforms that Nipperdey describes promote liberal goals? To what extent did they tend to preserve the status quo?

February 13

Tuesday: The partial emancipation of the Jewish minority. Anti-Semitism. Werner Mosse, "From 'Schutzjuden' to 'Deutsche Staatsbürger jüdischen Glaubens': The Long and Bumpy Road of Jewish Emancipation in Germany," in Paths of Emancipation: Jews, States, and Citizenship, Pierre Birnbaum and Ira Katznelson, eds., (Princeton, 1995), 59-85; Marion Kaplan, The Making of the Jewish Middle Class: Women, Family, and Identity in Imperial Germany (Oxford University Press, 1991), 85-

116.

In what ways did Jews experience emancipation in the German states in the course of the nineteenth century, and in what respects were their efforts to achieve full equality and integration into German society unsuccessful? How did middle class German Jewish families in the late nineteenth century attempt to accommodate the desire of many young people to marry for love and more traditional economic goals, and also to find a balance between freedom of choice for the young and the desire of parents to maintain some control over the choice of their children's (and especially their daughters') spouse?

Thursday: The Development of Zionism. Benny Morris, Righteous Victims. A History of the Zionist-Arab Conflict, 1881-1999 (Knopf, 1999), 14-26, 37-59.

What factors led to the development of Zionism among the Jews of Europe? How did early Zionist leaders respond to the reality that the territory to which they desired to promote Jewish migration was already settled?

Week of February 20 No Classes: Reading Week

Week of February 27

Tuesday: A reactionary romantic. Leo Tolstoy, Anna Karenina, first published 1874-6, 5-325.

In what ways does Tolstoy, like Austen, work with a cast of characters whose personalities are molded by their positions in the social hierarchy? Compare, for example, the personalities of Darcy with those of both Levin and Vronsky; of Bingley with the personality of Karenin; and Elizabeth and Jane with that of Kitty. What are the most important similarities and differences? In what ways are the individuals described by Tolstoy's novel confronted with challenges, in dealing with changing practices in entering into marriage, that are similar to those described in Kaplan's study of the German-Jewish middle class? In what ways were their solutions similar, and in what respects different? Does Tolstoy appear to believe in the possibility of education and improvement? In what ways is his romantic ideal similar to, or different from, that of Austen? Why does Tolstoy suggest, in the first sentence of the novel, that all happy marriages alike, and all unhappy marriages unhappy in their own way?

Essays on Leo Tolstoy's Anna Karenina due in class on Tuesday, February 28.

Thursday: Tolstoy discussion, continued.

Week of March 5

Tuesday: Darwinism and its intellectual influence. Nietzsche's critiques of modern society and culture. Rich, The Age of Nationalism and Reform, 31-36, 47-49. *Friedrich Nietzsche, Beyond Good and Evil (excerpts). Darwin's The Origin of the Species appeared in 1859. Beyond Good and Evil was published in 1886.

In what respects did scientific theories in general, and Darwinism in particular, pose a challenge for the beliefs of many Europeans in the mid-19th century, including religious beliefs? In what ways did it seem to provide a way of explaining, and, perhaps, justifying, changes in their own societies since the late eighteenth and earlier nineteenth centuries? On what grounds did Nietzsche attack modern societies and Christianity? What did he propose as an alternative? To what extent do Nietzsche's arguments reflect the influence of Darwin, and to what extent do they seem to go beyond Darwin or point in different directions? In what ways does Nietzsche's critique of European society parallel, and differ from, Tolstoy's arguments in Anna Karenina?

Thursday: The continuing power of religion. Realism, Symbolism, and Impressionism in art and literature. Rich, The Age of Nationalism and Reform, 49-65.

What was the relationship between the various currents in art and literature in the late 19th and early 20th centuries and social and political conditions in Europe?

VII. COMPETITION AND CONFLICT WITHIN EUROPE AND AROUND THE WORLD, 1870-1914

Week of March 12

Tuesday: Imperialism. Rich, The Age of Nationalism and Reform, 70-76. Winston Churchill, My Early Life. A Roving Commission, chapters 8, 9, 21, 28, 29; Adam Hochschild, King Leopold's Ghost. A Story of Greed, Terror, and Heroism in Colonial Africa (Houghton Mifflin, 1998), 115-49, 158-66, 172-208.

Why does Churchill write that his years as a junior officer in the British army made him "return my sincere thanks to the high gods for the gift of existence"? (last paragraph of chapter 4) What did he find so attractive in the role of the imperialist? What did he learn from the experience? What traits of character did this role help develop and reward?

By what methods did King Leopold of Belgium rule the Congo? How did he seek to suppress knowledge of the cruelties of his government there? What individuals and

institutions played the leading role in undermining his propaganda and his claim to rule?

Thursday: The European system of alliances, 1870-1900. Rich, The Age of Nationalism and Reform, 216-27. *Gordon Martel, The Origins of the First World War (Longman), 92-99.

Week of March 19

Tuesday: Imperialism, continued. German Weltpolitik and the British Response. *Norman Rich, Great Power Diplomacy, 1814-1914, 370-390; *Memorandum of Sir Eyre Crowe of the British Foreign Office, British Documents on the Origins of the War, 1898-1914, vol. III, The Testing of the Entente, 1904-6 (His Majesty's Stationery Office, 1928), 397-420.

Why does Crowe blame Germany the increase in international tensions during the previous fifteen years? What does he think German objectives are? On what does he base his conclusions? How does he propose responding to what he describes as Germany's aggressive actions? To what extent do you find Crowe's interpretation convincing?

Thursday: Hardening of the diplomatic fronts, 1904-1914. *Rich, Great Power Diplomacy, 1814-1914, 391-439.

VIII. THE FIRST WORLD WAR

Week of March 26

Tuesday: July 1914. *Rich, Great Power Diplomacy, 1814-1914, 440-51. Germany and Austria-Hungary plan a small war. *Immanuel Geiss, July 1914 The Outbreak of the First World War: Selected Documents (Charles Scribner's Sons, 1967), 76-87, 110-111, 113, 118, 122-124.

Why did Austria-Hungary decide to make war on Serbia? Why did the William II and the leaders of the German government so vociferously support an aggressive response to Serbia?

Thursday: The small war becomes a European war. *Rich, Great Power Diplomacy, 1814-1914, 451-65. Geiss, July 1914 The Outbreak of the First World War: Selected Documents, 127-131, 142-146, 170-5, 183-7, 196-9, 282-4, 292-5, 300-1.

Week of April 2

Tuesday: The conduct of the war. War aims and home fronts. Robert Paxton, Europe in the Twentieth Century (Harcourt Brace, 1985), chapters 3 and 4. *Gerald Feldman, German Imperialism 1914-1918: The Development of a Historical Debate (John Wiley & Sons), 9-24, 123-126, 133-137. Book available in the one day reserve shelving at Weldon Library as well as the two hour reserve collection at the Weldon reference desk.

Thursday: The Russian and German Revolutions. Paxton, Europe in the Twentieth Century, chapter 5.

Week of April 9

No tutorial meetings this week.

Tuesday: Open.

The Final Examination will be held during the Exam Period, April 14-30, at a date to be set by the Registrar's office.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

THE UNIVERSITY OF WESTERN ONTARIO
FACULTY OF SOCIAL SCIENCE

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All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

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A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

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In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca