

History 2404E

Europe, 1789-1918: An Era of Revolutionary Change
Lecture Tuesdays and Thursdays, 9:30-10:20, in SSC 2032
Tutorial 2, 3:30-4:30 pm on Wednesdays, STVH 1119
Tutorial 3, 10:30-11:30 am on Thursdays, STVH 1155

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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 analyzing the causes of the industrial and French revolutions. We seek to explain the series of very significant improvements in the agricultural and manufacturing methods that took place, especially in England, during the eighteenth century. We compare continental absolutism and the British variant of parliamentary monarchy, and 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 analyze the immediate causes of the French Revolution, the key events of the Revolution, the debates it

provoked, and the wars that followed in its wake. Novels provide one lens through which to study the spirit and the social forms of the period. We examine one of the greatest novels of the 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 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 de Tocqueville thought were the principal dangers posed by the democratization of European society and politics and how European societies might respond to these dangers. This section of the class ends with an examination of the revolutions of 1848.

The last decades of the nineteenth century saw both the realization of a range of liberal goals, including the spread of parliamentary institutions and the abolition of serfdom in Russia, and the development of new kinds of conflicts within states and between them. We examine the reasons for the breakdown of the European balance of power in the 1850s and 1860s, and how this and other causes led to the creation of the new nation-states of Germany and Italy. Through selections from memoirs written by individuals from a range of family backgrounds we examine the role of class in determining the life chances and choices of the increasingly industrialized societies of Western Europe. We analyze the reasons for the development of working class political parties in different European nations and of movements promoting the emancipation of a range of ethnic groups. We examine the Dreyfus Affair in France and the beginnings of Zionism, read John Stuart Mill's attack on the subjection of women, and consider the critiques of contemporary ideals and practices found in sources ranging from the works of Friedrich Nietzsche and Papal Encyclicals to Leo Tolstoy's romantic and reactionary novel Anna Karenina.

The last section of the course is devoted to an examination of imperialism, the tensions and decisions that caused the First World War, and the effects of that catastrophe on the societies that engaged in it.

Learning Outcomes:

Students who pass this class will be able to:

explain the causes and consequences of changes that took place in European social, cultural, and political institutions and practices during the nineteenth century, and how leading European observers understood and debated these changes at the time;

interpret and evaluate challenging primary and secondary sources;

construct analytic, logical, and clear historical arguments in interpretive essays; and

formulate complex positions with clarity in oral discussions.

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 Tuesday, December 1st; the final examination will be given during the examination period in April. The mid-term will test the material covered in the course before December 1st, 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 or the use of electronic devices of any kind.

Essays (40% of class grade):

Each student will also be required to write two essays, each eight to ten pages in length, or approximately 2,500 to 3,000 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 essay. Students who do not turn in a fall term essay by Thursday, November 19th, or a winter term essay by Tuesday, February 23rd, 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) or the Chicago Manual of Style, also any edition.

All essays are due in lecture on the date indicated.

Fall Term Essay Topics

1. Jane Austen's Pride and Prejudice (due in lecture on Tuesday, October 20)

In what ways are the personalities of Jane Austen's characters formed by the roles society assigns them on the basis of 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? In your discussion please consider Darcy, Bingley, (Mr.) Gardner, Elizabeth, and either Wickham or Collins. You may consider other characters as well.

2. Alexis de Tocqueville's Democracy in America (due in

lecture on Thursday, November 19)

What does de 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 in lecture on Tuesday, January 12th)

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 as the two hour reserve collection at the Weldon reference desk, as well as the entirety of at least two other books on the Dreyfus affair. Several leadings books on the Dreyfus Affair are on three day reserve in Weldon.

2. Leo Tolstoy's Anna Karenina (due in lecture on Tuesday, February 23rd)

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, at the icons for "First Essay" and "Second Essay."

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 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 (i.e., in the lecture) writing assignments based on the materials assigned for each lecture, as well as one class exercise on essay writing.

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

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.

Michael Rapport, Nineteenth Century Europe (New York: Palgrave Macmillan: 2005).

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

All other assigned texts are available on the course OWL site on the web (found at owl.uwo.ca), in the Resources section on the website. These items are starred in this syllabus. Each student is permitted to print one copy of these documents for his or her own use. The copy shop located in the Creative Services Centre in UCC 265/267, on the second floor of UCC, is prepared to copy the assigned readings from the secure class website. For an additional fee the copy shop will also bind this document.

Tutorials will meet every week in which there are lectures, except as indicated in this syllabus.

Assignments:

INTRODUCTION

Week of September 7

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 14

Tuesday: Economic and social structures of the Old Regime. Rapport, Nineteenth Century Europe, 1-6; C.B.A. Behrens, The Ancien Regime (Harcourt, Brace & World, 1967), 9-84. [book available in the seven day reserve shelving at Weldon Library as well as the two hour reserve collection at the Weldon reference desk] *"English Social Structure, 1688-1803"; "The Day Laborer in Brittany," 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, 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 the 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 21

Tuesday: Innovation in commerce, agriculture and textile manufacture. Paul Mantoux, The Industrial Revolution in the Eighteenth Century, trans. by Marjorie Vernon (Jonathan Cape, 1961), 156-180, 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 28

Tuesday: Enlightenment critiques of religious practices and social institutions. Rapport, Nineteenth Century Europe, 7-9; 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 Niolaevich 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? On what grounds does Radishchev criticize serfdom? What conclusions can one draw regarding Catherine II's approach to Enlightenment critiques of society from her response to Radishchev's book? (Note that Catherine II had maintained a friendly correspondence with Voltaire that had lasted for some 15 years (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, 793-802.

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 5

Tuesday: Short-term causes of the French revolution, and the history of the revolution until September 1792. Rapport, Nineteenth Century Europe, 10-16; Behrens, Ancien Regime, 163-84; *Grievances described in cahiers de doléance, 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), 151-6, 163-6, 170-2, 176-85; *"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 doléance? Why were leaders of the Third Estate able to achieve their demand that the Estates meet as one assembly, effectively giving the representatives of the Third Estate control over decision-making, according to Young's description of the revolution in June 1789? How does the Declaration of the Rights of Man of August 1789 seek to satisfy the demands found in the cahiers?

Thursday: The execution of Louis XVI, the Terror, interregnum, and the rise of Napoleon. Rapport, Nineteenth Century Europe, 17-30.

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 12

Tuesday: Edmund Burke attacks the French Revolution and

defends monarchy, aristocracy, and religion. 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 the 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" or to "form a government for [itself]," 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 instinct"? (p. 91) 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) What does he mean, and how does he apply this maxim to France?

Thursday: Discussion of Burke, continued.

Week of October 19

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 20.

Thursday: Discussion of Pride and Prejudice, continued.

Week of October 26

No Tutorials this week

Tuesday: The Napoleonic Era. Rapport, Nineteenth Century Europe, 31-52; *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. How did soldiers respond to the desperate conditions created by the retreat?

Thursday: **No class: Fall Study Break**

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

Week of November 2

Tuesday: Congress of Vienna and European great power relations. Rapport, Nineteenth Century Europe, 55-58.

*Friedrich Gentz, "Considerations on the Political System now in Europe," from Mack Walker, Metternich's Europe (Harper & Row, 1968), 69-84.

In his 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?

Thursday: The conflict between reaction and reform from 1815 to 1848. Rapport, Nineteenth Century Europe, 58-77, 109-21; *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?

Week of November 9

Tuesday: The social impact of the industrial revolution in the United Kingdom and on the continent. Rapport, Nineteenth Century Europe, 78-98; 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, 148-162, 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 16

Tuesday: New imperial conquests. The campaign against the slave trade. Rapport, Nineteenth Century Europe, 99-109; *Ira Lapidus, A History of Islamic Societies (Cambridge, 2002, 2nd ed.), 586-90.

What methods did France employ in its conquest of Algeria?

Thursday: 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.

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 Thursday, November 19.

Week of November 23

Tuesday: Discussion of Democracy in America, continued.

Thursday: 1848 in France, the German states and Austria. Rapport, Nineteenth Century Europe, 121-58. *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), 110-115.

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?

Week of November 30

No tutorials this week

Tuesday: **Mid-term examination, in lecture.**

IV. THE END OF THE HOLY ALLIANCE AND THE CREATION OF THE GERMAN AND ITALIAN NATIONAL STATES, 1850-1871

Thursday: 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. The Unification of Italy Rapport, Nineteenth Century Europe, 161-79. Louis Napoleon plots with Cavour, from Mack Walker, Plombieres: Secret Diplomacy and the Rebirth of Italy (Oxford University Press, 1968), 27-37.

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?

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 7

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: 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, 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. The Spread of Parliamentary Government and Challenges to Existing Institutions, 1871-1914

Week of January 4

Tuesday: Great Britain and Ireland. Rapport, Nineteenth Century Europe, 213-16, 320-30. Winston Churchill, My Early Life. A Roving Commission, chapters 1-3. *George Orwell, "Such, Such were the Joys." *Emilie Carles, A Life of Her Own. The Transformation of a Countrywoman in Twentieth Century France, translated by Avriel Goldberger (New York: Penguin Books, 1992), 5-11, 42-45, 73-84.

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?

The excerpts from Carles' memoir focuses on roughly the same period. How did her experiences in school influence Carles' life? To what extent did her background as a peasant girl color her experiences and her expectations?

Thursday: Russia. Reform and Reaction. Rapport, Nineteenth Century Europe, 200-8, 291-6, 334-7.

Week of January 11

Tuesday: France, Italy, and Spain. The Dreyfus Affair. Rapport, Nineteenth Century Europe, 216-24, 322-9. 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, 119-21, 124-129, 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 12.

Thursday: Austria-Hungary. Rapport, Nineteenth Century Europe, 208-13.

Week of January 18

Tuesday: Germany. Rapport, Nineteenth Century Europe, 330-4; *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, 206-211. *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. Rapport, Nineteenth Century Europe, 192-9.

VI. THE PURSUIT OF GREATER RIGHTS AND OPPORTUNITIES BY MEMBERS OF THE WORKING CLASS, WOMEN, AND MINORITIES, 1870-1914.

Week of January 25

Tuesday: Working class lives. Rapport, Nineteenth Century History, 225-45. *Memoirs 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. Rapport, Nineteenth Century Europe, 276-90. *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?

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 1

Tuesday: Organized efforts to emancipate women. Rapport, Nineteenth Century Europe, 171-5. *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).

On what grounds does 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 de 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.

Thursday: Mandatory public schooling, class distinctions, popular literacy, and national feeling. Rapport, Nineteenth Century Europe, 253-67; *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 8

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 15 **No Classes: Reading Week**

Week of February 22

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

In what ways does Tolstoy, like Austen, work with a caste of characters whose personalities are molded by their position 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 23.

Thursday: Tolstoy discussion, continued.

Week of February 29

Tuesday: Darwinism and its intellectual influence. Nietzsche's critiques of modern society and culture. Rapport, Nineteenth Century Europe, 246-53. *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.

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 7

Tuesday: Imperialism. Rapport, Nineteenth Century Europe, 338-52. 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. Rapport, Nineteenth Century Europe, 353-63. *Gordon Martel, The Origins of the First World War (Longman), 92-99.

Week of March 14

Tuesday: 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.

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

VIII. THE FIRST WORLD WAR

Week of March 21

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 March 28

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 4

Tuesday: Open.

The Final Examination will be held during Exam Period, April 9-30

ADDITIONAL STATEMENTS

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

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>).

The following rules pertain to the acknowledgements necessary in academic papers.

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.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

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 Issues:

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. This site provides links to the necessary forms. 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 should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

SUPPORT SERVICES:

Students who are in emotional/mental distress should refer to [Mental Health@Western](mailto:MentalHealth@Western), <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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.

If you have any further questions or concerns please contact, Morgan Sheriff, Undergraduate Program Advisor, Department of History, 519-661-2111 x84999 or msherif5@uwo.ca