

Syllabus

HISTORY 1402F SYLLABUS -

Modern Europe, 1715 to the 1918: An Era of Revolutionary Change

Fall 2024

Monday and Wednesday, 11:30-12:20, in-person

Instructor: Professor Bill Acres

Office Hours: Mondays, 1-2 (or by appointment)

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Course Description

Examines central events and themes of European history from the start of the Enlightenment through the First World War, including: origins and impact of the French and industrial revolutions; selected political thinkers from Montesquieu to Nietzsche; German and Italian unification; working-class movements; women's emancipation movements; imperialism; the First World War.

Course Syllabus:

History 1402F examines events and forces that shaped the lives of Europeans over the years 1715-1918. Societies that were largely rural, illiterate, and ruled by traditional elites became mostly urban, with mandatory school attendance, mass political parties, and new forms of political loyalty. Ethnic and religious minorities and women were, in varying degrees, emancipated. In the eastern part of the continent serfdom was abolished. But this history is also one of class and ethnic hatreds and conflicts, of global imperialism, of disastrous attempts to remake political and social structures through the use of force, of war and genocide. We will examine all of these subjects.

The class begins with an analysis of the origins and consequences of the French and industrial revolutions, both of which influenced European history in fundamental ways. Conflicts between those who wished to change and improve European societies and political structures and those who longed to preserve existing institutions dominated the politics of the nineteenth century.

The age of empires and their colonies will be addressed thematically in this course as well. The relation of cultures at the center and peripheries of economic, social, intellectual, and artistic relating to empire and colonization will be discussed in primary documents. As it is essential to deal with topics such as these with a sure grasp of the domestic and international events under examination, the transimperial, and transcolonial nature of European life as it extended 1750-1918, in particular, will be of interest. Aspects of Indigenous, scientific, cultural, religious, and knowledge exchanges across the borders and borderlands of Europe in an age of Empire will be looked at through textual and cultural sources, including music, art, film, architecture, photography, and the creation of mass media.

Learning Outcomes. Students who pass this class will be able to:

Explain the causes and consequences of, and relationships between, key events and processes in modern European history, such as the French Revolution, the industrial revolution, the development of new forms of parliamentary and also authoritarian governments, changes in the rights of women, and major European wars;

Evaluate primary sources, by showing 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, 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 an essay that demonstrates an ability to conduct independent library research, evaluate a range of primary and secondary sources, and correctly cite the sources used; and

Actively engage in discussions in tutorials, demonstrating the ability to formulate concepts and ideas orally, and to respond in clear and constructive ways to comments made and questions posed by the leader of the tutorial and by other students.

Methods of Evaluation

Students must attend at least half (5 out of 9) of the tutorial meetings in order to pass the course, regardless of grades received for other assignments.

Students must submit all course assignments in order to pass the course.

The final grade will be determined as follows:

Weekly postings on tutorial readings.	20%
Tutorial participation:	20%
One take home on-line quiz, the first to be given to students on Tuesday, October 29 th , due Wednesday 30 th at 12:20pm	10%
Book review, November 7 th , submitted through the Assignment Tab under Assignments:	20%
Take Home Final Examination, to be given to students on-line 48 hours before the time scheduled by the Registrar for the class Final Examination in the Fall term exam drawn. A model final exam is provided at the end of this syllabus:	30%

Final Examination. The examination will be based on subjects examined during the fall term of the course. A model final examinations are reproduced following the schedule of lectures and reading assignments in this syllabus. The examination will be taken on-line. Please see below under Assignments for a full description and model examination.*

On-line quizzes to be sent out on October 29th. As indicated by the questions found below in this syllabus, this quiz will be based on the material studied in the first half of the semester. Due date is October 30th at 12:20pm. Assignments submitted through the assignment tab.

Weekly Postings on Tutorial Readings. Students are required to post responses to these questions to set questions for the eight units of the Tutorial section of the course. You will find a) lecture powerpoints for each unit; b) lecture notes for each unit; c) questions, outcomes, and purposes of each unit. These are found under Resources tab: in the main website and under the individual OWL websites for their tutorial. These postings help provide a basis for discussion in tutorials. If no response was received for one week, that week's grade will, under this provision, receive a grade of 0, unless a request for an accommodation from an Academic Counselor is sent to the course director or an accommodation is provided for other reasons by the course director. No questions will be posted with respect to the materials assigned in the first week of tutorials in September. The first week of tutorials are for questions and answers about the background chapters for the first two weeks of lecture, how to post, what to post, and the focus in in-person tutorial meetings. Your TA will go over this material.

Tutorial Participation. In tutorial the TA will lead discussions that will focus primarily on the interpretation of the assigned sources, all listed in the syllabus. **Please note that in tutorials discussions may focus both on the sources assigned for the tutorial and also those assigned for the lecture during the week during which the tutorial meets.** The TA will assess your participation and grade all written assignments. A passing grade for each meeting of the tutorial will require active participation in the tutorial; mere presence in a tutorial is not sufficient for a passing grade. All other weeks in which a student is absent from a meeting of the tutorial will be assigned a zero, unless a request for an accommodation from an Academic Counselor was sent to the course instructor or an accommodation is granted for other reasons by the course instructor.

Absences, illnesses, and tardy submissions of assignments. Absences from the mid-term and final examinations, or from the two quizzes, can only be based on a request for accommodation from an Academic Counselor to the instructor.

A late paper should be emailed to your TA and also submitted to the Assignments section of the course website. A late penalty will be applied starting at the time the essay is due. **Late submissions of responses to questions posed by the TAs before tutorials based on the assigned tutorial reading, or of the various tutorial assignments connected with the slave trade abolition essay assignment and other written materials, will not be accepted without an accommodation request approved by the instructor. This is because the forum questions and responses are designed in part to prepare students for the discussions during the tutorial.**

Tests, midterms, or exams: Make-up tests, midterms, and exams can only be approved by Academic Counselling. Please see https://history.uwo.ca/undergraduate/program_module_information/policies.html for department procedures and requirements involving make-up tests and exams.

Absences and Late Assignments:

A late penalty of 2% per day will apply to the novel discussion paper. After seven days, without accommodation, assignments will not be received. If you require Accommodation for this or any

other assignment please see your faculty's Academic Counseling. No more than four tutorial absences are allowed (and even this would result in a very marginal grade).

It is very important that personal difficulties, illness, or other reasons for absence or lateness be known to the University. This helps all of us in your progress in the course. The online quiz and final examination must be completed on time. Failure to do so will result in a grade of 0. Therefore, it is in your best interest to discuss any difficulties you may have. See the following links.

- Social Science Academic Counselling on [Absence & Academic Consideration](#),
- The University's policies on [Academic Consideration for Medical Illness](#),
- The Department of History's own [Undergraduate Policies and Statements](#)).

Course-specific conditions

Students must attend at least five of nine seminar meetings in order to pass the course, regardless of grades received for other assignments.

Students must complete all course assignments in order to pass the course. You must get a grade of 50% or higher on the final examination to pass the course.

***Final Examination and October Quiz, sample questions and format:**

Quiz October 29th-30th sample questions

In what respects did British social forms, and economic and political institutions and practices, serve as an alternative, a counter-model, to those of France in the period between 1688 and the French Revolution?

On what grounds did Rousseau attack existing societies?

FINAL EXAMINATION: The model examinations give students a sense of the format of the final examination and examples of the kinds of essay questions and identifications they should expect. Students will be given a list of essay questions in advance of the exam from which the questions that appear on the exam will be drawn. Students are encouraged to prepare answers to questions before each exam. Students are permitted to make use of the assigned primary and secondary sources and their notes when writing their answers, both before and during the exams. Formal footnote form is not required when citing or quoting from a source. While students are permitted to discuss with other students in the class how they propose to respond to each question, answers must be written independently. Please do not share copies of your answers with any other students, or read other students' answers. The Assignment feature of the course website, to which answers will be uploaded, checks responses for the use of identical phrases.

The final examinations that will be set in this class may contain some or none of the material found below:

Model Final Examination

The examination grade will be based on the essay questions:

1. Essay Questions. Answer any two of the following seven questions

Grading of the essays will be based on the clarity, breadth, and logical development of the answer, and the extent to which claims are supported by references to the texts assigned for the class.

The take-home answers should be 500-800 words, in 12-font, and if you use outside sources or quotations from course texts kindly format these using Chicago Style. If you use only course materials—e.g. on the OWL site—format your sourcing to reflect this. Examples might include certain forum answers, audio-zooms. These can be done by simply calling attention to the source in a footnote.

Provide a clear topic sentence and argument for each answer. The quality of an answer depends entirely on the clarity of the writing and the understanding of the argument. Points will be given for the use of short quotations. Provide a clear conclusion for each answer.

All answers should be clear without reference to the question itself.

The Questions:

1. Why was the French Revolution, especially in the phases between 1792 and 1794, so hostile to religion? Consider not only the immediate aims of the revolutionaries but also the influence of Enlightenment thinkers and the dynamics of the Revolution.
2. What were the most significant forms of oppression from which members of the European working classes suffered in the second half of the nineteenth and in the early twentieth centuries?
3. Russia provides an example of a state which could not reform itself. In many ways it retained absolutist characteristics which collapsed in the stress of modern state-building and nationhood by its allies and enemies. Discuss the nature of the conflicts and transformation of the Russian elites and the radical ideas of their opponents, 1864-1917.
4. What were the most important institutions and practices of the Old Regime challenged by Enlightenment thinkers? The answer may consider political, economic, religious, legal, penal, and/or social institutions and practices.
5. The French Revolution has been described as a crisis in politics and a long-term decline in a financial and legal system called Absolutism. Discuss with reference to both the Absolutist state and events in the French Revolution, 1789-95.
6. The imperial race for power produced a European sense of superiority and cultural dominance in which the ideals of society, race, and gender were imposed across the global reach of colonial societies. Some historians would argue that this form of superiority masked a deep suspicion within European culture that degeneration and decay were very close to European societies themselves. Discuss.
7. The causes of World War One can be said to have both immediate and close connections with the outbreak of hostilities. At the same time, there are longer-term imperial and nationalist

concerns which had been a long time in play. Discuss the causes of World War One in terms of both long-term and short-term social elements.

Course Materials

https://bookstore.uwo.ca/textbook-search?campus=UWO&term=W2022A&courses%5B0%5D=001_UW/HIS1402F

PALMER R. R., Joel COLTON, and Lloyd KRAMER, *A History of Europe in the Modern World*, 12th ed. (New York: McGraw-Hill, 2019). Students may use the paper edition of the book or the ebook. Please note that the 11th edition is also perfectly acceptable; page numbers for assignments are also given for the 11th edition. While the page numbering differs, the numbering of the sections has not changed; the section numbers referred to in the syllabus are the same in the 11th and 12th editions of the book.

The weekly assignments from primary and secondary sources can be found on-line on the course website (owl.uwo.ca) in the weekly readings section labeled "Weekly assignments and readings, lecture notes and Power Point presentations." Other materials are found in the Resources section of the course website.

There will be a second textbook, Perry's *Sources of the West*, volume II. From these materials students will be able to read a variety of primary works for Tutorial discussion and forum postings.

Course Schedule and Readings

SCHEDULE of LECTURES, TUTORIALS, and READINGS

FALL TERM

Please note that some readings may start or end in the middle of a page. Often only parts of sections are assigned; just because a section number is listed does not mean that you need to read the entirety of a section. Together the page numbers and the section assignments should make clear both which pages and which parts of each page are assigned. The assignments given are from the twelfth edition of the Palmer. The page numbers of the eleventh edition are then given in brackets. Please note that the section numbering is the same for both editions. Readings for lecture-specific materials are found below. Readings for general background and tutorials are found in Readings in History 1402F under Resources. Please consult this list of readings and sources regularly as these correspond with your postings in Tutorials and the powerpoints and lecture notes.

WEEK 1:

1. Monday Sept. 9 Introduction to History 1402F

No tutorials meet this week.

2. Wed. Sept 1 Sept. Geography, Demographic Realities, Social Structures, and Gender Roles, See Unit 1 for powerpoint and lecture notes under Course Resources

WEEK 2:

3. Mon. 16 Sept. Britain and France at the start of the Eighteenth Century

Tutorials (19-23 Sept.): Reading primary historical documents, see Readings in History 1402F under Resources, Perry, *Sources of the West*, volume II.

Tutorials begin.

4. Wed. 18 Sept. The Legacies of the Reformation: Europe and Religion at the start of the Eighteenth Century

Continuing materials in Unit 1. Please see Unit 1 for specific questions relating to the tutorial discussions, 21-4 September.

Orientation in tutorial methods and readings.

WEEK 3

5. Mon. 23 Sept. Technology, Farming and Innovation

See Unit 2 for lecture ppts and background notes.

6. Wed. 25 Sept The Global Contest between France and Britain, 1740-1783; Slavery and the Slave Trade

Palmer et al., pp. 282-315 (sections 32, 33, and 34) [Eleventh edition, 275-308];

WEEK 4: Unit 2-3

7. Mon. 30 Sept. The Enlightenment (readings only, no Tutorials: National Indigenous Day, national holiday, no classes).

8. Wed. 2 Oct. The Enlightenment, Enlightened Absolutism, Romanticism

Unit 2—readings, powerpoints and background lectures under Resources

WEEK 5 Unit 3

9. Mon. 7 Oct. The French Revolution, 1789-1792

11 Wed. 9 October Revolution, Romanticism, and Culture, 1790-1832

WEEK 6: Reading Week 12-20th**WEEK 7 Unit 4**

10. Monday 21 Oct. European reactions to the first years of the French Revolution

Tutorials: primary documents on the French Revolution

A list of books will be discussed for the Book Review due November 7th, 20%

11. Wed. 23 Oct. **The French Revolution, 1792-1799; War, Terror, and Interregnum; Napoleon.** Take-home midterm will be discussed (given 29th October at Noon, due 30^h of October at 12:20 pm.

WEEK 8: Unit 5

12. Mon. 28 Oct. **Napoleonic Rule in France and Europe; Congress of Vienna; Review for the Quiz due on October 30th, sent out by message in OWL and posted in Assignments and in an Announcement Noon 27th October**

Palmer et al., pp. 416-420, 429-457 (sections 46, 48-51) [Eleventh edition, 405-410, 420-447]

No Tutorials this week

13. **On-line quiz due on Wednesday, October 30th, at 12:20pm. in the Assignments section of the course OWL website. Students will be given one question taken from the following three questions by an email sent to their Western email addresses on Tuesday, October 29th, at Noon:**

Sample questions:

In what respects did British social forms, and economic and political institutions and practices, serve as an alternative, a counter-model, to those of France in the period between 1688 and the French Revolution?

On what grounds did Rousseau attack existing societies in his *Discourse on the Origin and Foundations of Inequality among Men*?

WEEK 9: Unit 6

14. Mon. 4 Nov. **Reaction and Reform in Europe, 1815-1848**

Palmer et al., pp. 471, 473-478, 487-507 (sections 53-56) [Eleventh edition, 460-461, 463-467, 475-495] TBA primary readings

15. Wed 6 Nov. **Revolutions of 1848 and aftermath; The Crimean War and Italian and German Unification**

Palmer et al., pp. 513-533, 537-542, 547-567 (sections 58-61, 63-65) [Eleventh edition, 501-520, 523-530, 535-555]; Book Discussion Paper due, through Assignments under tab, 11pm November 7th.

WEEK 10 Unit 7

16. Mon. 11 Nov. **Europe's Economic and Political Ascendancy, 1871-1914: Britain and France**

Palmer et al., pp. 583-597, 607-618 (sections 68, 69, 71) [Eleventh edition, 569-583, 593-606]

Tutorials: Primary Documents in Perry, Vol. II for Unit 7.

17. Wed. 13 Nov. Europe's Economic and Political Ascendancy, 1871-1914: Germany and Austria-Hungary

Palmer et al., pp. 618-23 (section 71) [Eleventh edition, 606-609]

WEEK 11: Unit 8

18. Mon. 18 Nov. Attempts at Reform in Russia and the Ottoman Empire

Palmer et al., pp. 567-575, 667-676 (skip the historical interpretations and debates on pages 668-669) (sections 66 and 76) [Eleventh edition, 555-563, 653-662]

Tutorials: John Stuart Mill, *The Subjection of Women* (New York: Henry Holt, 1898), 207-45. The essay was first published in 1869.

19. Wed. Nov. 20 Religious and Cultural Changes in Europe; Responses to Darwin's discoveries; the start of movements advocating the emancipation of women; Friedrich Nietzsche, *Beyond Good and Evil*, trans. by Helen Zimmern (New York: Boni and Liveright, 1917), aphorisms 201, 203, 259, 260. Nietzsche's book appeared in 1886.

Palmer et al., pp. 479-481, 625-656 (sections 53, 72-74) [Eleventh edition, 467-469, 611-642]

WEEK 12:

20. Mon. 25 Nov. Partial Emancipation of European Jews and the Revival of Anti-Semitism

Tutorials : TBA

21. Wed. 27 Nov. European Imperialism; Adam Hochschild, *King Leopold's Ghost. A Story of Greed, Terror, and Heroism in Colonial Africa* (Boston: Houghton Mifflin, 1998), 115-26.

Palmer et al., pp. 597-607, 657-667, 676-701 (sections 70, 75, 77, 78-80) [Eleventh edition, 583-593, 643-653, 602-687]

WEEK 13 First World War and Review

22. Mon. 2 Dec. Origins of the First World War

Palmer et. al., pp. 703-713 (section 81) [Eleventh edition, 689-699]

Tutorials: TBA

23. Wed. 4 Dec. The First World War

Palmer et al., pp. 713-738 (skip the Historical Interpretations and Debates at p. 737) (sections 82-85) [Eleventh edition, 699-723]

24. TBA Review for the Final Examination

No tutorials this week; classes end on December 6.

Additional Statements

Communication policies: The best way to get ahold of me is by email at wacres@uwo.ca. Each week I will be available on Monday afternoons 230-330 for consultation. If you require another time with myself or the TAs kindly ask by email.

Classroom behavior: At all times respect for each other, the materials, and the often difficult subjects under discussion, will be handled with tact and understanding by all members of 1402F.

Use of generative AI tools:

All work submitted in this course must be your own. You may not make use of generative AI tools like ChatGPT for any assignments in this course.

Please review the Department of History's shared policies and statements for all undergraduate courses at: https://history.uwo.ca/undergraduate/program_module_information/policies.html for important information regarding accessibility options, make-up exams, medical accommodations, health and wellness, academic integrity, plagiarism, and more.