

History 421 Europe: Enlightenment to 1890

Fall 2011

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Office Hours: Monday, Wednesday, 9:00-9:45 a.m.

or by appointment.

TEXTBOOKS:

Robert Darnton. The Great Cat Massacre And Other Episodes in French Cultural History. Basic Books, 1984.

Robin W. Winks and Thomas E. Kaiser. Europe From the Old Regime to the Age of Revolution. Oxford University Press, 2004.

Robin W. Winks and Joan Neuberger. Europe and the Making of Modernity, 1815-1914. Oxford University Press, 2005.

REQUIREMENTS:

1. Weekly Readings. Readings from the texts are noted in the class schedule below. Students are expected to come to class having read them and prepared to discuss them on the days they are listed in the schedule. Occasional specific discussion topics are noted in the course schedule. Students will be graded on their participation in these discussions. Grades will be based on preparedness, integration of course materials, and insights into the work being discussed.

2. Attendance and Quizzes. Attendance at each class session is expected. On Monday of each week there will be a brief quiz related to the reading from Winks and Kaiser or Winks and Neuberger for that week. (The first quiz will be on Wednesday, August 31.) Quizzes are worth five points each to a maximum of 60 points. Generally, missed quizzes due to absences may not be made up.

3. Development of Resources for the Study of Europe. Each student will select one of the nations of Europe during the period being studied and develop the following materials to support the study of that nation. These materials will be beneficial to individual students and the class in general.

A. Chronology. Students will develop a chronology of the key events occurring in his or her selected nation from 1648-1890. These events should include major political, economic, cultural, intellectual, and religious developments. The first draft is due in class September 5. An updated

chronology is due December 5. Students should prepare a copy for each member of the class.

B. Bibliography. Students will develop a bibliography that reflects major works, interpretations, and historians that relate to his or her selected nation. Students will benefit most from this project by working on it as the semester unfolds. The final bibliography, with a minimum of 30 entries, is due on December 5. Entries should be prepared according to the guidelines of Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations. Students should prepare a copy for each member of the class.

4. Discussion/Research Essays. Each student will develop two essays based on one of the discussion essay questions in the class schedule. Essays should be four to five pages and include a bibliography. Students will discuss their essays in class. They are due on the day the question is listed in the class schedule. Selection of essays will be September 2. Additional guidelines for the essays will be distributed separately.

5. Book Review. Students will select one of the works from his or her bibliography and prepare a review essay based upon it. The selection of a book to review is due September 30. Students will share their work with the class in the form of an oral summary. The due dates for the reviews will be determined after students have selected their books. Additional guidelines for the review will be distributed separately.

EVALUATION:

Discussion/Research Essays	200 points (100 points each)
Book Review	100 points
Quizzes	60 points (5 points each)
Discussions	40 points (total for all discussions)
Chronologies	25 points (total for both)
Bibliography	25 points
Total	450 points

DISABILITY SERVICES:

If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services Office as early as possible so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to the Disability Services Office. For more information, go to ds.georgefox.edu or contact Rick Muthiah, Dean of Learning Support Services (ext. 2314 or rmuthiah@georgefox.edu).

CLASS SCHEDULE

August 29-September 2 Europe in 1648

Reading: Winks and Kaiser, Preface and Introduction, ix-xix; Chapter 1, 1-55.

September 2: Selection of Discussion Essays

DISCUSSION: September 2 Be prepared to discuss Robin Winks' comments regarding the importance of history in the preface and the nature of the themes for the course suggested by the Introduction to Winks and Kaiser.

September 5-9 The Old Regime

Reading: Winks and Kaiser, Chapter 2, 56-97;

Darnton, Introduction, Chapters 1-2, 3-104

September 5: Chronology due

SEPTEMBER 7 SERVE DAY

DISCUSSION: September 9 What do we learn about "doing" history from the reading from Darnton for this week?

September 12-16 The Enlightenment

Reading: Winks and Kaiser, Chapter 3, 98-137;

Darnton, Chapters 3-4, 107-189

DISCUSSION: September 16 Does the work of Darnton offer the historian any cautions about how he or she understands the Enlightenment?

September 19-23 The French Revolution

Reading: Winks and Kaiser, 138-166.

September 26-30 Napoleon

Reading: Winks and Kaiser, 166-184;

Darnton, Chapters 5-6, Conclusion, 191-263

September 30: Book Review selections due

DISCUSSION: September 30 Do we have an adequate understanding of the historical method called "Annales"? What are its strengths and weaknesses?

October 3-7 The Age of Reaction

Reading: Winks and Neuberger, Introduction, 1-9; Chapter 1, 11-40.

October 10-12 Romanticism

Reading: Winks and Neuberger, Chapter 2, 41-63.

OCTOBER 14 MID-SEMESTER HOLIDAY

DISCUSSION: October 12 Be prepared to discuss the nature of the themes for the course suggested by the Introduction to Winks and Neuberger.

October 17-21 Industrialization and Society

Reading: Winks and Neuberger, Chapters 3-4, 64-124.

October 24-28 Politics and the World of Ideas

Reading: Winks and Neuberger, Chapter 5, 125-152.

Discussion Essay: Develop an essay in which you evaluate the nature of liberalism in the nineteenth century. Were its ardent advocates or its numerous critics more correct in their judgment of its role in the nineteenth century?

October 31-November 4 1848

Reading: Winks and Neuberger, Chapter 6, 153-182.

Discussion Essay: November 4 What triggered the revolutions of 1848? Were the causes in the different nations essentially the same or were national circumstances more important?

November 7-11 The Age of Bismarck

Reading: Winks and Neuberger, Chapter 7, 183-228.

November 14-18 The Age of Bismarck, continued

Reading: Winks and Neuberger, Chapter 7, 183-228.

Discussion Essay: November 18 Analyze the political motives of Napoleon III. What were his goals and objectives upon assuming power in France? Was he successful?

November 21-23 Darwin and the Second Industrial Revolution

Reading: Winks and Neuberger, Chapter 8, 229-256.

NOVEMBER 25 THANKSGIVING HOLIDAY

Discussion Essay: November 23 Develop an essay on the nature of Catholicism and its response to modernity in the nineteenth century. Most historians view the church in this century through the lens of ultramontaniam. Is this the best way to understand the church and its relationship to modernity?

November 28-December 2 Imperialism

Reading: Winks and Neuberger, Chapter 9, 257-288.

December 5-9 The End of the Century

Reading: Winks and Neuberger, Chapters 10-11, 289-358.

December 5: Chronology due; Bibliography due

Discussion Essay: December 9 "For all their elegance, the foreign policies of Bismarck contained a fatal flaw: only Bismarck could make them work." Do you agree?

December 14 1:00 p.m. Final Examination Period