Europe 1815-1914

BOOKS AND READINGS
REQUIRED
Other readings available electronically. See individual assignments posted on course web page.

RECOMMENDED

COURSE REQUIREMENTS
1. Reading, preparation to discuss assigned material, and participation in class are essential requirements. In-class participation will be an informal factor in grading.
2. Attendance is required. A major part of the learning experience in this course occurs in class sessions.
   Three absences will be allowed for emergencies such as illness, accidents or illness of family members.
   Absences in excess of three will affect your final grade. Every absence above three will lower your final grade by 2%.
   This is designed as a means of relating the grade to the learning experience. Attendance will be taken.
3. Short weekly essays, written out of class and based on the relevant chapter of Winks will be due in class, usually on Wednesdays. Collectively they will be worth 25% of your grade. The lowest grade of the weekly essays will be dropped.
4. Two essays written out of class and based primarily on previously assigned material. You will select your own topic, and I will be available to consult with you. Guidelines are found at the end of the syllabus. The essays should be 1,000-1,500 words (four to six pages) in length, typed, double-spaced. Each will constitute 15% of the final grade. Paper proposals, due before the papers are due constitute 10%.
5. In-class map quizzes. The average of the map quizzes will constitute 15% of the final grade.
6. A final paper (2,000-2,500 words) will be due on the day scheduled for the final exam. The papers will be discussed in class. The final paper is worth 20% of the final grade.
7. Instructor letters. The letters will not be graded, but failure to turn one in will deduct one point from the final average; failure to turn in two will deduct two points. See p. 3 of syllabus.

WRITING INTENSIVE COURSE
This is a Writing Intensive Course in the History Major and History Minor curricula. It has a prerequisite of HIST 2900, Introduction to the Study of History. In order to succeed in the course, you will need to be able to use chronology and historical context as factors of analysis. You will need to understand how to use primary and secondary sources. You will need to have writing skills appropriate for a writing intensive course, including knowing how to properly document and cite sources according to the Chicago Manual of Style.

COURSE OBJECTIVES
At the end of the semester, students will be expected to
1. Understand and have the ability to discuss the profound changes that Europe experienced in the nineteenth century.
2. Use the tools of chronology and historical context to interpret historical situations.
3. Have ability to employ varieties of sources in the study of history.
4. Possess enhanced oral and written communication skills.
5. Comprehend and have the capacity to discuss ways in which the contemporary world is in part a product of the culture, society, politics, ideologies, and gender systems of nineteenth-century Europe.

CALENDAR OF ASSIGNMENTS
*Assignments marked with asterisk are primary sources. Check e-learning website.

**September**
W. 4 Introduction

W. 11 Winks, Ch. 1. “Restoration and Revolution 1815-1840”
M. 16 *Napoleonic Code (1804) and the *French Constitution of 1830
W. 18 Winks, Ch. 2. “Romanticism”
M. 23 *Images of Romanticism. Map Quiz I: Europe 1815
W 25 Winks, Ch. 3 “The Industrial Age Begins”
M. 30 *Chadwick's Report on Sanitary Conditions. Proposal for first paper due

**October**
W. 2 Winks, Ch. 4. “Social Change and Social Life”
M. 7 *Sources on Social Life: Mrs. Wrigley and Mrs. Beeton
W. 9 Winks, Ch. 5, “Ideas and Ideologies”
M. 14 *Friedrich Engels, Confessions of a Communist
W. 16 **FIRST PAPER DUE**
M. 21 Winks, Ch. 6 “Revolutions of 1848”
W. 23 Winks, Ch. 7 “The Modern Nation State”
M. 28 *Sources on State-building: Bismarck and the unification of Germany. First Instructor Letter due.
W. 30 Winks, Ch. 8, “Reason, Realism, Respectability” Map Quiz II: Nation States

**November**
M. 4 *Fontane, On Tangled Paths, Afterword (176-189) and pp. 7-54 Proposal for second paper due
W 6 *Fontane, On Tangled Paths, 54-113
M. 11 *Fontane, On Tangled Paths, 113-175
W. 13 **SECOND PAPER DUE**
M. 18 Winks, Ch. 9 “Imperialism
W. 20 Sources on Imperialism

[W. 27 Thanksgiving Recess. No class]

**December**
M. 2 Winks, Ch. 11, pp. 319-337: “Political Polarization and Conflict.” Germany, Britain, France, and Italy. Final Paper Topic Proposal Due.

W. 4 Winks, Ch. 11, pp. 337-358: “Political Polarization and Conflict.” Russia, Austria-Hungary; the Road to War

Mon, Dec. 9, 5:00-7:00 p.m. FINAL PAPERS DUE. Class will meet to discuss papers. = Final Exam.
**Academic Integrity**

A fundamental principle of university life is academic integrity. A university is “a purposeful community . . . a place where faculty and students share academic goals and work together to strengthen teaching and learning on the campus.” (WMU Student Code) This requires that every individual does his or her own work and that graded work is based on one’s own knowledge and skills. Academic dishonesty will not be tolerated. Any evidence of academic dishonesty will be reported to the Office of Student Conduct. The following constitute academic misconduct: cheating, fabrication, falsification, forgery, plagiarism, complicity, and computer misuse. Familiarize yourself with the definitions of these terms as used in the Student Code. See the Office of Student Conduct website: http://www.wmich.edu/conduct/, especially the pages under “Academic Honesty.”

**Grading Scale**

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<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94-100%</td>
<td>A (exceptional)</td>
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<tr>
<td>89-93%</td>
<td>BA (excellent)</td>
</tr>
<tr>
<td>83-88%</td>
<td>B (very good)</td>
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<tr>
<td>78-82%</td>
<td>CB (good)</td>
</tr>
<tr>
<td>72-77%</td>
<td>C (satisfactory)</td>
</tr>
<tr>
<td>67-71%</td>
<td>DC (acceptable)</td>
</tr>
<tr>
<td>60-66%</td>
<td>D (poor)</td>
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<tr>
<td>below 60%</td>
<td>E (failing)</td>
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</tbody>
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**Course Website, On-Line Assignments, and E-Mail**

It is your responsibility to check your WMU e-mail account and the course website (e-learning) regularly and read e-mails from me. Assignments for specific sessions will be posted on the website before the previous class meeting. Use your WMU e-mail account for all university correspondence. E-Mail is a professional form of communication. Please use complete sentences and correct spelling. To be professional, use a salutation in your e-mail correspondence.

**Religious Observances Policy**

I respect religious holidays. It is your responsibility to make arrangements with me in advance of any planned religious holidays. Approach me expeditiously and with sufficient notice and we will discuss alternative assignment options. Religious observance does not relieve you of course responsibilities. For more information see www.wmich.edu/policies/religious-observances-policy

**Academic Accommodation for Persons with Disabilities**

In compliance with, and in the spirit of, the Americans with Disabilities Act (ADA), I would like to work with you if you have a disability that is relevant to your work in this course. If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible. You may also contact the Office of Disability Services for Students at 269-387-2116 or http://www.wmich.edu/disabilityservices/.

**Instructor and Course Evaluation System (ICES)**

Near the end of the term you will be contacted by the Office of Institutional Effectiveness and asked to complete an evaluation form for this course, please do so. The form will be made available through GoWMU.

**Instructor Letters**

Twice during the semester (Oct 28 and Dec. 2) instructor letters are due. This is your opportunity to communicate with me about any topic that you wish to discuss. The instructor letters will not be graded. The only requirement is that you turn one in by the dates indicated. In your own words, evaluate the class and tell me your concerns.

**Maintaining Your Own Records**

It is your responsibility to keep and store carefully all graded material returned to you. In case you have questions about your grade, it will be necessary to bring in the material. Without this, questions cannot be considered.

**The Classroom: A Place for Learning**

Please respect your fellow students and your instructor by refraining from all distracting activity in class, including talking (except during class discussions), using cell phones, text-messaging, and reading on-line and print materials, except those being discussed in class. Arrive by the beginning of class and do not leave before class is over.
Guidelines for Out-Of-Class Essays

A. General criteria for historical writing

1. Development of an argument or interpretation. Good history does not merely tell "what happened." It interprets events of the past. Given the nature of your assignments, writing interpretive essays will not be difficult, but be sure that you convey clearly the argument or interpretation you wish to make. Do this by developing a descriptive title, a clear thesis sentence in an opening paragraph, and a conclusion. (25%)

2. Substantiation of your argument with historical data. While interpretation is the ultimate goal, every interpretation of a historical subject is meaningful only if it rests on concrete evidence. In writing history it is important to demonstrate your evidence, not only to support your argument, but also because the details of human activities give history its interest and bring readers into the historical situation. Merely restating the conclusions of historians is not a good way to substantiate your argument. Using the data you find in their work is what is important. The use of primary sources is also important. It is essential to identify your sources of information. (25%)

3. Utilizing historical perspective. History is characterized by a concern with change over time. Historians deal with all facets of human experience including economics, culture, religion, politics and social customs, but they always focus on how the issues they are investigating are shaped by the particular historical context. For example, historians know that they cannot explain the division of labor by gender in medieval Europe without particular attention to cultural, legal, political, religious and social factors unique to the Middle Ages. Moreover, historians always avoid judging historical situations by standards belonging to an era different from the one they are investigating. One would not, for example, judge a pre-industrial European practice on the grounds that it was undemocratic, since only by the eighteenth century did Europeans begin to value and strive for democratic institutions. (25%)

4. Clear communication. Use a precise, grammatical, well-organized writing style. Write your paper before the deadline so that you can revise, revise, revise. Write multiple drafts in order to make your paper readable and to make it say what you intend. (25%)

B. Techniques to use in these assignments.

1. Choice of topics. Essays are to be based primarily on assigned reading material and discussions. They are not research papers in which the object is to uncover new information. The essays should give you the opportunity to draw your own informed conclusion on a topic that personally interests you.

2. Using non-assigned material.

a. If, in order to substantiate your argument, you find that you need data not found in assigned readings, it is legitimate to use library resources. However, your major inquiry question should come from material you have read and discussed. Be extremely careful of sources found on the World Wide Web. Examine their origin and use them only if you can verify their reliability. Document them carefully.

b. One of your three essays may be on a topic not specifically covered in the syllabus, although it should be within the confines of the geographical and chronological material discussed during the unit of study. This will allow class members to pursue their own interests and will broaden the scope of the course. All topics of this type must be discussed with me prior to the writing of the paper.

3. Documenting sources. Footnotes and bibliography are required. It is essential that you identify the sources of your information in order to convey your method of utilizing information and to avoid the fact or appearance of plagiarism. Give complete bibliographical information.
4. **Print your name at the end of the paper**, not on a title page. **Print a word count on the paper.** The first two essays should be 1000-1500 words (four to six pages) in length. The final essay should be 2,500-3,000 words.

5. The final essay should be built around a theme that transcends the last part of the course in order to demonstrate change over time during the long nineteenth century. Such themes might include citizenship, the nation state, work, gender, or technology.