This course is a survey of Europe from the collapse of the Napoleonic Empire to the outbreak of World War I in 1914. Although it is the second of a yearlong sequence in modern European history, it can also be taken as a stand-alone course. Our period opens with the immediate aftermath of the French Revolution with the issues that political developments in France raised for all European states. We end with the outbreak of a war that would destroy much of the social and political foundations of “old Europe.” In between we will take a look at social, political and economic developments in Europe, the changing place of Europe internationally, and the redefinition of the cultural expectations of many of the region’s inhabitants.

**Learning objectives**

1. To gain a fuller understanding of the history of nineteenth-century Europe, with a particular emphasis on political, social, and economic change in a period of rapid industrialization and political revolution.

2. To gain familiarity with some of the underlying concepts and techniques common to historical argument. These include but are not limited to the distinction between primary and secondary sources and the use of primary sources to support historical interpretations.

3. To work on and improve the basic critical skills necessary to recognize and assess historical arguments.

3. To work on and improve the basic writing and rhetorical skills necessary to all fields of academic inquiry.

**Assignments, grading and policies**

Attendance is expected. Students are also expected to be familiar with the course readings. Grades will be based on two assignments, two on-line “midterms”, and a final
exam. Unless I decide otherwise, the final exam will be cumulative and cover material from the entire quarter.

The assignments and midterms will be submitted on the course Blackboard site. The materials for them will be posted in the appropriate folder (e.g., “Assignment #1”) in the “Assignments and midterms” content area. All materials for the assignments will be found in the folders. **Read the assignment sheets before doing the assignments:** the assignments relate to specific documents that you must consult to complete the assignment.

Late submissions are accepted with a late-penalty (15% of total value for being late; an additional 10% per week up to the due date for the next paper or midterm – the idea is to be flexible but I much prefer that you not take advantage of the policy). Beyond a certain point (typically, the due date of the next assignment or midterm), if you wish to submit late, you will need to contact me.

Midterms may not be turned in late without a valid excuse.

The midterms will be “open-book” (and open web for that matter). However, anyone found to be plagiarizing written work (or by having someone else take the exam for you) will receive an automatic “F” for the class. By plagiarizing, I mean copying substantial parts of somebody else’s work (whether it is someone you know or an on-line source). That said, I do encourage collaborative work: you will do better on the midterm if you talk about the answers with other students in the class.

Finally: due to the structure of the course and the fact that the assignments and midterms are done on Blackboard, **YOU MUST PASS THE FINAL TO PASS THE COURSE.**

**How grades are calculated**

Out of a total 100 points possible. Each assignment and test is worth the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Assignments:</td>
<td>20 points each</td>
</tr>
<tr>
<td>Midterm:</td>
<td>20 points each</td>
</tr>
<tr>
<td>Final exam:</td>
<td>20 points</td>
</tr>
<tr>
<td>Total:</td>
<td>100 points</td>
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In percentage terms grades are calculated according to the following scale:

- A = 93 and up
- A- = 90-92.9
- B+ = 87-89.9
- B = 83-86.9
- And on down the scale to 60 = D-
- Anything below a 60 is a flunk.
But, again, YOU MUST PASS THE FINAL. A passing grade on the final is an 18/30.

**Schedule of assignments** (according to due date)

<table>
<thead>
<tr>
<th>Assignment #1:</th>
<th>Wed. Jan. 22 (11 pm)</th>
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<tbody>
<tr>
<td>Midterm #1:</td>
<td>Tues. Feb. 11 (11 pm)</td>
</tr>
<tr>
<td>Assignment #2:</td>
<td>Wed. Feb. 26 (2 pm)</td>
</tr>
<tr>
<td>Midterm #2:</td>
<td>Wed. March 5 (11 pm)</td>
</tr>
</tbody>
</table>

Final exam: Wednesday, March 19: 10:15 pm in classroom – bring blue/green book

**Assigned books** (available on reserve and at the UO Bookstore)


And a collection of documents and other readings on Blackboard (see under “Course Readings”)

**Readings and class schedule**

Readings are listed under the day for which they should be done: do the reading before class and class lecture will make a lot more sense.

**Pt. I: Restoration and revolution**

Jan. 6: Introduction to the course; the legacy of the French Revolution

  Reading: Winks and Neuberger, “Introduction,” 1-9

Jan. 8: Napoleon’s empire

  Reading: Censer and Hunt, *Liberty, Equality, Fraternity: Exploring the French Revolution*, ch. 5 (pages 140-59 – those of you who took HIST 301 might still have this book on hand, otherwise it is available on BB); and conclusion from Alexander Grab, *Napoleon and the Transformation of Europe*, 204-11.
Docs: Documents 10 and 11 (auditeurs and advice for family members) from Clive Emsley, *Napoleon*; Hardenberg’s Riga Memorandum (Breuilly doc. 3); and four documents regarding Napoleon and the Kingdom of Naples (from Blaufarb, 145-55).

Jan. 13: “Metternich’s Europe” I: the Congress of Vienna and the post-Napoleonic international system

Reading: Winks and Neuberger, 11-27; Second Peace of Paris and Quadruple Alliance (Kertesz, docs. 4-5); Gentz, “Considerations on the Political System”; an excerpt from Cardinal Ercole Consalvi’s report to Rome (Clark, doc. 1); and two dispatches from the Congress of Troppau, 1820 (Kertesz, docs. 7a and 7b).

Also see on Blackboard an information sheet regarding the Congress of Vienna and principal ruling houses of Europe: you should be able to identify each of the ruling houses of the “great powers” with their respective states.

Jan. 15: “Metternich’s Europe” II: Domestic politics in post-Napoleonic Europe and the new conservative order

Reading: Michael Broers, *Europe after Napoleon*, ch. 1 (9-18); Metternich, “Political Testament”; German Confederal Act and Vienna Final Act [Breuilly docs. 14-15]; Karlsbad Decrees (Winks and Neuberger, page 22); Gentz, “Introduction to the Karlsbad Measures”; Metternich on “Students, Professors, and the Press”; “Austrian Police in Venice, 1820.” And pointing forward to next week’s theme: an example of a student radical, the letter of Heinrich von Gagern to his father.

Jan. 20: No Class

Martin Luther King Day

Jan. 22: Political instability and revolution: the French revolution of 1830 and the politics of liberalism

Reading: the French Constitutions of 1814/1815 and 1830 (Winks and Neuberger, page 30 for part of 1830 constitution; see Blackboard for 1814/1815); proclamations and decrees of Charles X and the Duke Orleans (Kertesz docs. 17-20); Guizot, excerpt from his *Memoires* (from W.M. Simon, *French Liberalism, 1789-1848*, 111-116); Louis-Philippe on Louis XVIII (Broers, doc. 10); and an excerpt from Jill Harsin, *Barricades: The War of the Streets in Revolutionary Paris, 1830-1848* (Palgrave McMillan, 2002), 39-49. [Also recall the letter from Heinrich von Gagern]
Due (by 11:00 p.m.): first on-line assignment

Jan. 27: Romanticism – the Romantic artist and role of art

   Reading: Winks and Neuberger, 41-63; Stendhal on David (from Breckman, European Romanticism, 158-67); Hoffmann on Beethoven (Breckman, 126-131); and Beethoven-Brentano correspondence.

Jan. 29: The industrial revolution and changes in the world of work

   Reading: Winks and Neuberger, 64-92; statistical indices (tables and a powerpoint file); and Berlin factory rules.

Feb. 3: Social change and social life

   Reading: Winks and Neuberger, 93-124.

Feb. 5: New political ideologies: Nationalism and radicalism/socialism


Feb. 10: The revolutions of 1848

   Reading: Winks and Neuberger, 153-182 (esp. document on page. 175: The Slavic Congress, Prague); and documents on the revolutions in Paris, Sicily, and Germany posted to Blackboard under “Revolutions of 1848.”

First midterm: due on-line Feb. 11, 11 p.m.

Pt. II: Nation-building, imperialism, and the stress of “modernity”

Feb. 12: The Modern Nation-State (or the diverse responses to the revolutions of 1848)
Reading: Winks and Neuberger, 183-209; and documents from Napoleon III, Bismarck and Cavour.

Feb. 17: Economic developments in the second half of the century

Reading: Winks and Neuberger, 229-38; Stearns, “Mature Industrial Society,” from European Society in Upheaval, 179-99; J. Swift, "Engineering" (excerpted from Maxine Berg, Technology and Toil); Williams, Made in Germany (1896) (excerpted from Eugene C. Black, Posture of Europe).

Feb. 19: The new cultural tone: Reason, Realism, and Respectability

Reading: Winks and Neuberger, 238-56; documents on Courbet.

Feb. 24: Problems of nationalism in late-19th century Europe – the example of Austria-Hungary

Reading: Winks and Neuberger, 209-228

Assignment #2: due on-line Feb. 26, 11:00 pm

Feb. 26: Imperialism

Reading: Winks and Neuberger, 257-288; a speech by Jules Ferry; Carl Peters on his expeditions; Louis Vignon on economics of empire; and Vollenhoven on educational planning in French West Africa (the last three from Curtin, Imperialism, 74-84; 171-6, 228-234)

March 3: Challenges of modernity: modernism as an expression of social crisis?

Reading: Winks and Neuberger, 289-318; Hesse, "The Brothers Karamzoff or the Downfall of Europe"; and Kandinsky, "Concerning the Spiritual in Art"

Midterm #2: due March 5, 11 p.m.

March 5: Political polarization and conflict: women's rights
Reading: Winks and Neuberger, 319-350; documents on late-nineteenth-century feminism

March 10: Political polarization and conflict: mass politics

Reading: Winks and Neuberger, 319-350; documents on late-nineteenth-century French politics and Joseph Chamberlain, Speech at Hull, August 5, 1885.

March 12: The road to war

Reading: Winks and Neuberger, 350-358

**Final:** Wednesday, March 19: 10:15 pm in classroom – bring blue/green book