This course is a survey of European history from the period of the Napoleonic Empire to the outbreak of World War I in 1914. Although it is the second of a year-long sequence in modern European history, it can be comfortably taken as a stand-alone course.

Our period opens in the immediate aftermath of the French Revolution with the issues political developments in France and the Napoleonic Empire 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 social and cultural horizons and 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 six "worksheets" to be turned on the specified class days; one on-line quiz; an on-line midterm; and an on-line final.

Late submissions are accepted with a late-penalty (15% of the total value of the given assignment for being late; an additional 20% per week thereafter– the idea is to be flexible but I much prefer that you not take advantage of the policy. Any "worksheets" submitted by email will be counted as late.

The midterm and final 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.

Because the midterm and final are on-line, they are designed to be more conceptually more challenging than an in-class exam. The exams will be accessible well in advance of the due date. They will involve a substantial written component (please note that the "papers" that would ordinarily be part of a history course are part of the midterm and final). You are strongly advised to begin the midterm and final well before they are due.

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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</thead>
<tbody>
<tr>
<td>Worksheets and quiz</td>
<td>seven worksheets and one on-line quiz, five points each</td>
</tr>
<tr>
<td>Midterm</td>
<td>30 points</td>
</tr>
<tr>
<td>Final exam</td>
<td>30 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.
Schedule of assignments (according to due date)

Worksheet #1: January 8, in class
Worksheet #2: January 15, in class
On-line quiz: January 20, on-line before class (11:30 am)
Worksheet #3: January 27, in class
Worksheet #4: February 3, in class
Midterm: Friday, Feb. 6, on-line at 11 pm
Worksheet #5: February 12, in class
Worksheet #6: February 24, in class
Worksheet #7: March 3, in class

Final exam: The final exam is due on-line at 10 a.m., Thursday, March 19.
   (This time corresponds to the end of our schedule final exam time - the difference
   is that we won't be doing it in class).

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

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

And a collection of documents and other readings on Blackboard (see under “Course
   Readings”): readings are organized by day under a heading similar to the one used
   in the syllabus.

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).

Worksheet #1 due.

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, Congress of Aix-la-Chapelle, and Quadruple Alliance (Kertesz, docs. 4-6); 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.

Worksheet #2 due.

Jan. 20: 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); James Fenimore Cooper's description of the French political system; 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]

**On-line quiz on French Constitutions of 1814/15 due at 11:30 a.m..**

Jan. 22: 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. 27: The industrial revolution and changes in the world of work

Reading: Winks and Neuberger, 64-92; statistical indices (tables and a powerpoint file); Berlin factory rules; and excerpt from Kanachikov's autobiography in Neuberger, p. 110.

**Worksheet #3 due.**

Jan. 29: Social change and social life

Reading: Winks and Neuberger, 93-124.

Feb. 3: New political ideologies: Nationalism and radicalism/socialism


**Worksheet #4 due.**

Feb. 5: 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.”

**Midterm: due on-line Feb. 6, 11 p.m.**
Pt. II: Nation-building, imperialism, and the stress of “modernity”

Feb. 10: 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. 12: Economic developments in the second half of the century

Reading: Winks and Neuberger, 229-38; (but I will be talking about) Stearns, “Mature Industrial Society,” from European Society in Upheaval, 179-99; and take a look at.

Worksheet #5 due

Feb. 17: The new cultural tone: Reason, Realism, and Respectability

Reading: Winks and Neuberger, 238-56; Preface from the Goncourt brothers, Germinie; and Masson on science.

Feb. 19: The problem of ethnicity in an age of nationalism – the example of Austria-Hungary

Reading: Winks and Neuberger, 209-228

Feb. 24: 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)

Worksheet #6 due

Feb. 26: 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"
March 3: Political polarization and conflict: women's rights

   Reading: Winks and Neuberger, 319-350; documents on late-nineteenth-century feminism from Bell and Offen

   **Worksheet #7 due**

March 5: Political polarization and conflict: mass politics, "integral" nationalism, and socialism

   Reading: Winks and Neuberger, 319-37-344-50; Joseph Chamberlain, Speech at Hull, August 5, 1885 Maurice Barrès, Nancy Program, 1898; Radical Socialist programs, 1901 and 1907; Keir Hardie denouncing resolution; and Bernstein-Kautsky debate.

March 10: Crisis of modernity: the example of Russia

   Reading: Winks and Neuberger, 337-44; and **TBA**

March 12: The road to war

   Reading: Winks and Neuberger, 350-358

**Final**: The final exam is **due on-line at 10 a.m., Thursday, March 19.**

   (This time corresponds to the end of our schedule final exam time - the difference is that we won't be doing it in class).