

RHODE ISLAND COLLEGE

Department of History

History 309:

Europe in the Age of Nationalism, Imperialism and Mass Politics, 1848-1914

Prof. Schuster
Office: Gaige 302 / 456-9723

Summer Session
2010

Course Topic

This course will investigate the political, social, cultural and economic history of Europe from the French and Industrial Revolutions to World War I. We will focus on the period between mid-century and 1918, when the gradual yet widespread emergence of mass politics and society fundamentally altered the political and cultural landscape of Europe. We will pay particular attention to the changing ways that social and political inclusion and exclusion, defined in terms of class, gender and "race," were constructed within and across the borders of Europe's emerging nation-states and throughout its expanding empires.

Teaching and Learning

We all have distinct ideas about how learning happens and what we expect from our time in the classroom. For many of us, the high school years have shaped our expectations about college and about what should and could go on in the classroom. The model I learned was that the student, who knew very little, was to absorb the wise and truthful words of the all-knowing teacher without any opportunity to question or make a contribution. My thoughts about how learning happens best have changed greatly since then. Here are some of the ideas that shape my work in the classroom.

* Every student brings something valuable to learning in the classroom. I don't believe that students are empty vessels who learn only when teachers fill you up with what we decide is important. That seems more like bowing to authority and adopting someone else's ideas. On the contrary, students come to the classroom with all kinds of valuable ideas, questions and experiences about the subject that should inform and direct your learning in the classroom. Your ideas are central to this course and a big part of our classroom time will be spent listening to and sharing your ideas and responses to the material.

* We learn by collaboration. We will work on getting to know one another so that we can comfortably share our ideas, questions and problems and assist one other.

* Part of learning is figuring out what the material means to us and how we can use it or understand it for ourselves and in our own lives. We will approach new ideas and concepts not with the idea of accepting or memorizing them but with a critical eye that involves questioning, rejecting, reformulating. We will do some reading and writing about these ideas and then adapt them for our own use - as historians, as writers, as readers, as people interested in understanding the world around us.

* My perspective about learning and classroom practices may introduce some uncertainty into the learning process. I welcome any and all questions at any point - before, after and during class - about expectations, assignments, practices as well as content.

Class Format

This course will operate as a mix of lecture and discussion of primary and secondary sources. The class will depend on student discussion and participation so you are expected to be prepared with the readings prior to each class meeting and be ready to participate in discussion. Each morning at the start of class you will hand in your reading log on the readings for the day.

Remember; ask questions, make comments and generally feel free to interrupt if you are lost, confused, in disagreement or ready to discuss. Feel free to talk to me if you have problems or questions.

Assignments

Your attendance and reading preparation are required and will be a major component of your grade for the course (20%). Attendance is particularly critical in an abbreviated course like this. Preparation means having read all assigned material and coming to class armed with the main themes, questions, ideas or uncertainties. *Although the reading assignments do not pose a heavy load for a 300-level course, they may seem more onerous because they will be concentrated. Please take this into consideration and schedule your time appropriately.* Since we are spending 6 hours in class it is expected that you will spend 6 hours per week in preparation. Please have a separate folder to keep all your writing assignments, formal and informal, for the course.

There will be two formal written assignments, two exams (study questions provided in advance) and lots of informal writing in class.

Evaluation

First critical review	20%
Second critical review	20%
Mid-Term	20%
Final exam	20%
Participation, attendance, informal writing	20%

Required Reading

Any Western Civilization text for your review and orientation.

Lots of handouts and material at Electronic Reserve on the Adams Library website.

Graduate Course

Graduate students will have additional assignments and be expected to produce work at a level appropriate to graduate coursework.

Assignments

There will be two writing assignments designed to develop critical reading and writing skills. The first paper will be a four-page critical review of a relevant article from a professional journal. To find a suitable article, you should begin by conducting a subject search using Article First or J-Stor on the Adams Library's homepage. Once you have found an article that interests you, you **MUST** have the article approved by me.

The second writing assignment will be a six-page critical review of a historical monograph that explores some aspect of nineteenth-century history. If you wish the subject (thought not the author) of the book may be the same as that of the article.

Once you have selected a book, you **MUST** discuss your choice with me prior to writing your review.

Class Participation

This part of your grade is based on the quality of your contributions to discussion and the caliber, not the frequency, of your engagement in class activities.

A You come to class prepared to discuss the materials, having read all the assigned readings, sometimes more than once, in order to understand the main thesis and arguments of the author. You energetically participate in class activities and share what you have learned from the readings as well as the problems or questions that they have raised for you. You frequently volunteer thoughtful and relevant ideas, respond during discussion and/or ask valuable questions during each class meeting. You are respectful of others and their ideas and make a concerted effort to improve the learning of all.

B You come to class prepared, having read most or all of the assigned materials for thesis and arguments. You occasionally volunteer information, respond during discussion, and/or ask questions during most or every class meeting. You participate in class activities and occasionally volunteer to share what you have learned from the readings as well as the problems they have raised for you. You personally respect others and make a concerted effort to improve the learning of some.

C You generally have read at least some, maybe most, of the assigned readings for class, although you do not offer much discussion about it. You may occasionally make a comment, ask a question, or respond during discussion. You participate in class activities and make an effort to improve your own learning.

D When you are present, you may occasionally make a comment, ask a question, or respond during discussion. You participate in class activities but show little effort in improving and neglect the learning experience of others.

F You are physically present. You rarely or never contribute to discussion. Your participation in class activities shows a lack of interest in the class and in your peers.

Writing and Speaking Considerations

Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students found guilty of academic misconduct are subject to disciplinary sanctions. The instructor can assign an F or a zero for the assignment and an F in the course. Examples of plagiarism – word-for-word, patchwork, and unacknowledged paraphrase – are available at the Adams Library web site.

http://www.ric.edu/adamslibrary/resources/faculty_resources/studenthandbk.html

Meaningful discussion is grounded in respect for others. We should all take care to avoid language that is sexist, racist, classist or ageist in writing and in speaking.

Accommodations

If you have any special needs or problems such as learning disabilities or physical impairments that may interfere with your ability to learn and to succeed in this course, please talk to me and we can arrange reasonable accommodations.

Outcomes Assessment

As outcomes of your education within the overall History major, students in this class will learn and be able to:

1. Understand how historians gather, interpret and analyze a wide range of primary and secondary source data/material (including literary, geographical, political and socio-economic material) and how historians construct a coherent narrative from this information. (NCSS standards 1.1–1.8 and 2.1 and RIBTS 1.1-1.3, 21.)
2. Demonstrate the skills of historical analysis and interpretation, such as compare and contrast, differentiate between historical facts and interpretation, consider multiple perspectives, analyze cause and effect relationships, compare competing historical narratives, recognize the tentative nature of historical interpretation and analyze the influence of the past. (NCSS standards 1.1-1.8 and RIBTS 1.1-1.3, 2.2.)
3. Think chronologically and comprehensively, identifying temporal structures of historical narratives and comprehending the meanings of historical C & Hs, monographs and documents, including their audiences, goals, perspectives and biases. (NCSS standards 1.1-1.8 and RIBTS 1.1-1.3, 2.2.)
4. Develop research capabilities that enable them to formulate historical questions and themes, obtain and question historical data, identify the gaps in available records, place sources in conC & H, and construct reliable historical interpretations. (NCSS 1.1, 1.2, 1.4, 2.1 and RIBTS 1.1-1-3, 2.3.)
5. Demonstrate their knowledge of the history, culture and values of diverse peoples and traditions throughout the world and compare patterns of continuity and change. (NCSS standards 1.1, 1.4-1.6, 1.9, 2.1 and RIBTS 1.1-1.3, 2.7.)
6. Understand the historical conC & H for the interaction and interdependence of politics, society, science and technology in a variety of cultural settings. (NCSS standards 1.1-1.3, 2.1, 2.3-2.4.)
7. Formulate and explain their own interpretations of the past by examining and communicating them with clarity and precision in a variety of oral and written assignments. (NCSS standards 1.2, 2.1 and RIBTS 1.1-1.3, 2.4.)
8. Demonstrate research skills utilizing the full-range of available materials including those found in libraries, archives, museums and electronic resources. (NCSS standards 1.1-1.3, 2.1, 2.4 and RIBTS 2.1, 2.4.)
9. Demonstrate the skills necessary to be an independent and lifelong learner. (NCSS standards 2.1-2.8 and RIBTS 10.2, 10.4, 10.5.)

COURSE SCHEDULE
(subject to frequent revision)

- Tu, May 25 Introductions
French Revolution - What do we know?
Europe at the end of the Old Regime
Origins & Results of French Revolution
- Th, May 27 Industrial Revolution - What do we know?
Causes and Significance of Industrial Revolution
Landes, Sewell, Clark [ER]
- Tu, June 1 Restoration and Reaction: 1815 - 1848
Sperber, 3 sections.
- Th, June 3 ?
First paper due
- Tu, June 8 Unification Germany and Italy
2nd Industrial Revolution
Reading; Gabaccia
- Th, June 10 Mid-term
- Tu, June 15 Migration and the "New Frontiers"
Reading; Lucassan [ER]
Liberal Reform and Utopian Socialism
- Th, June 17 The Emergence of Working-Class Politics
Marx, Ure
Postivism – Darwin,
Rose reading
- Tu, June 22 "High Imperialism"
I Imperialism: Representing the Empire in the Everyday
Reading; Lenin, Hobbes, Kipling, Hobsbawm, Hayes, Kaiser Wilhelm II,
Pearson, Morel, Fabri, Zimmerman, Booth, gobineau
- Th, June 24 Imperialism: Resistance and Response
- Tu, June 29 Tensions in Europe and the Coming of War
- Th, July 1st Final

Rectifying the Worker's World:

“Progress” on Display”: Fairs, Festivals and Middle Class Lifestyles
 Mass Culture
 Mass Politics and the State: Social Democrats, Communards and Labour
 Positivism and its critics

World War I: The Trenches and the “Home Front”
 World War I: Revolution and Recovery

hompson, Tilly and Scott, Rose, Lucassan (ER)

Week 5 **Second critical essay due on Monday / Discussion**
 Political and Cultural Responses / Comparisons
 Malthus, Smiles, Marx. 2 Stearns articles (ER)

1848: What do we know? What do we want to learn?
Society and Politics 1815-1848
 Sperber, pp. 5-65

Revolutions of 1848: Origins
 Sperber, pp. 109-124; Degroat (ER)

Week 6 *Revolutionary Political Culture / Process*
 Sperber; pp. 157-207
 2nd Paper Due

End of the Revolutionary Era
 Sperber pp 258-283