

Rhodes College Digital Archives - DLynx

HIST 216-01, Industrialism, Nationalism, and Imperialism: Europe, 1815 - 1914, Spring 2007

Item Type	Syllabus
Authors	Buscher, Frank M.
Publisher	Memphis, Tenn. : Rhodes College
Rights	Rhodes College owns the rights to the archival digital objects in this collection. Objects are made available for educational use only and may not be used for any non-educational or commercial purpose. Approved educational uses include private research and scholarship, teaching, and student projects. For additional information please contact archives@rhodes.edu . Fees may apply.
Download date	2026-03-05 07:51:14
Link to Item	http://hdl.handle.net/10267/3325

SYLLABUS

HIST 216; Industrialism, Nationalism, and Imperialism: Europe, 1815-1914 (4 credit hours)

Spring 2007

MWF 8-8:50 a.m.

Instructor: Buscher

Office: Clough 401B

Office Phone: 843-3554

E-Mail: buscherf@rhodes.edu

Office Hours: MWF 10-11; T,Th 3:30-4:30

The instructor reserves the right to make changes to the syllabus.

Required Readings: Rapport, *Nineteenth Century Europe*
Zimmer, *Nationalism in Europe 1890-1940*
Stevenson, *The Outbreak of the First World War*
Conklin/Fletcher, *European Imperialism*
Beaudoin, *The Industrial Revolution*
Additional readings are posted on the academic server (Click on
“Documents” and “Additional Readings”).

Course description:

The 19th century was one of the most exciting and fascinating periods in the history of western civilization. Europe was remarkably peaceful during the roughly one hundred years from the end of the Napoleonic era to the outbreak of the First World War. To be sure, there were a number of armed conflicts such as the Crimean and the Franco-Prussian Wars. European troops were also active on other continents such as Asia and Africa, where they fought indigenous peoples and, at times, one another. Nonetheless, the Europeans enjoyed considerably more peace between 1815 and 1914 than in earlier centuries.

Although military history buffs might be disappointed, the 19th century provided great excitement in other areas. Due to industrialization and rapid technological change, European society experienced unprecedented and irreversible social and economic transformations. Numerous ideologies, philosophies, beliefs, and intellectual movements emerged and became powerful forces in their own right: nationalism, liberalism, socialism, Social Darwinism, feminism, anti-Semitism, racism, imperialism, to name a few. Countless revolutions swept the continent in waves until 1848-9. Two countries – Italy and Germany – became nation-states, a development that quickly upset the existing balance of power. Artists, authors, and poets were remarkably productive. Many of the giants of the western literary tradition – Dostoyevsky, Tolstoy, Austin, Mann, Elliot, Zola, Hugo – lived and worked during the 19th century. New movements such as impressionism, expressionism, and cubism enriched the visual arts. The century’s last decades witnessed – for better or worse – the emergence of the mass media. Major advances in literacy provided an expanding market for a vibrant press and escapist literature. Audiophiles were increasingly able to listen to the works of 19th century giants such as Beethoven, Wagner, Berlioz, Clara and Robert Schuman, Schubert, Bruckner, and to other music

on the phonograph and even the radio. Darwin, Freud, Einstein, Nietzsche, Pavlov, and others made invaluable contributions to the body of knowledge.

This course intends to introduce the student to the political, economic, social, cultural, and intellectual history of 19th century Europe. The focus will be on industrialization, nationalism, and imperialism.

In order to maximize student interest and learning, the course will rely largely although not exclusively on a discussion format. Hence, it is vital that students come to class prepared and eager to participate.

Course Goals and Assessment:

- To familiarize students with the history of 19th century Europe (readings, discussions, presentations)
- To assist students in their efforts to improve their written and oral communication skills (papers, discussions, presentations, newspaper project)
- To help students frame persuasive arguments (papers, discussions, exams)
- To encourage students to think historically (readings, discussions, papers, exams)

Presentation:

Each student will give one 15-minute high-quality, professional presentation (the time limit will be strictly enforced). The topic must be cleared with the instructor, and it should focus on an aspect of 19th century European history that the student finds particularly fascinating and that matches the student's interests (e.g. music, literature, the visual arts, virtues and vices, crime and punishment, the media, technology, education, popular culture, fashion, chess, sports etc). Ideally, the presentation will lead to questions, comments, and discussion.

Participation:

To make this a successful course, consistent and enthusiastic student participation is of the essence. Students are expected to complete the appropriate reading assignments prior to class meetings and be ready to contribute.

With respect to participation, the instructor will apply the following point system: ** = very active; * = active or somewhat active. The instructor will convert the accumulated points to letter grades at the end of the semester.

Papers:

Option 1: Students will write two essays. Each must be typed (font: Times New Roman; font size: 12 pts., page numbers lower right), double-spaced, excluding endnotes and bibliography. Endnotes and bibliography must conform to professional standards, preferably the style found in Kate Turabian, *A Manual for Writers of Term Papers*. Please submit your essays as attachments to emails addressed to buscherf@rhodes.edu.

The essays will be based on the students' reading, analysis, and interpretation of primary source documents located in the instructor's account on the academic server. For the first paper, students may choose the documents in one of the four folders with the Roman numeral I (Conservatism, Industrial Revolution, Liberalism, Nationalism). For the second paper, students may choose the documents in one of the five folders with the Roman numeral II (Feminism, Imperialism, Science, Socialism and Marxism, The Second Industrial Revolution).

Option 2: Students will engage in service learning by working a minimum of eight hours for Souper Contact, a meal program run by Rhodes students at St. John's United Methodist Church (1207 Peabody). The hours are 4 p.m. to 6 p.m. on Tuesdays. Students who choose this option will produce a final paper in which they explore the elements of continuity and discontinuity on the issues of poverty, attitudes towards, and programs for the poor from the 19th century to the present. The final essay will be 3-5 pages long, typed (font: Times New Roman; font size: 12 pts., page numbers lower right), double-spaced, excluding endnotes and bibliography. Endnotes and bibliography must conform to professional standards, preferably the style found in Kate Turabian, *A Manual for Writers of Term Papers*. Please submit your essay as an attachment to an email addressed to buscherf@rhodes.edu.

Students must inform the instructor as to the option they have chosen.

Exams:

There will be two examinations: a midterm and a final. Both will be essay examinations.

Class Newspaper:

Working in teams as reporters and editors that mirror, at least to some extent, the desks in contemporary news media students will produce a newspaper written in 1914 that serves as a retrospective of the past century. The newspaper will be in electronic form and should cover areas such as politics, economics, culture, education, sports, advice columns, obituaries, op-ed etc. This should be a fun project offering students myriad opportunities to express their creativity.

Final Grade:

Participation – 20%
Paper 1 – 15%
Paper 2 – 15%
Presentation – 10%
Newspaper – 10%
Midterm – 10%
Final – 20%

Plagiarism:

Cases of deliberate plagiarism must and will be referred to the Rhodes College Honor Council. Article III, Section 2 of the Honor Council Constitution states the following:

B. The term “cheating” is defined as the attempt or act of willfully giving or receiving unauthorized aid from any source on academic course work.

C. “Cheating” includes plagiarism. Plagiarism is an act of academic dishonesty. A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:

1. Quotes another person’s actual words, either oral or written.
2. Paraphrases another person’s actual words, either oral or written.
3. Uses another person’s idea, opinion, or theory.
4. Borrows facts, statistics, or other illustrative material unless the information is common knowledge.

It is the student’s responsibility to consult the professor, an Honor Council member, or writing handbooks for procedure for properly acknowledging sources.¹

Students may also wish to consult “What is plagiarism?” on the Honor Council FAQ site.²

Carelessness in documenting sources, even if not technically plagiarism, will be penalized as the instructor deems appropriate.

Attendance:

Students are expected to attend every class session. Students who miss four classes will receive a grade of F for the course. Further, students must be on time for all class sessions. Tardiness is disruptive, and repeated tardiness is bound to leave a bad impression with the instructor and fellow students.

¹<http://www.rhodes.edu/CampusCommunity/PoliciesandProcedures/StudentHandbook/Constitutions/loader.cfm?url=/commonspot/security/getfile.cfm&PageID=22477>

² <http://www.rhodes.edu/CampusCommunity/Students/StudentJudiciaries/Honor-Council-FAQs.cfm>

Schedule of Classes

January

- 10 Introduction to the course
- 12 The Old Regime: European society on the eve of the French Revolution; Rapport, Ch. 1
- 15 Martin Luther King Day
- 17 The French Revolution and the end of the Old Regime in France; Rapport, Ch. 2
- 19 From radical republic to empire: revolutionary France under the Jacobins and Napoleon; Rapport, Ch. 2
- 22 Primary source discussion (documents located in folder named “French Revolution and Napoleon” on the academic server)
- 24 Defending and “exporting” the revolution: the French Revolutionary and Napoleonic Wars, 1792-1815; Rapport, Ch. 3
- 26 Europe under French occupation; Rapport, Ch. 3
- 29 Student presentations
- 31 The conservative backlash; Rapport, Ch. 4

February

- 02 Liberal challenges to the conservative order; Rapport, Ch. 4
- 05 Student presentations
- 07 Rural overcrowding and the Industrial Revolution; Rapport, Ch. 5
- 09 Poverty and its consequences; Rapport, Ch. 5
- 12 Primary source discussion (documents located in folders named “The Industrial Revolution” and “Liberalism” on the academic server)
- 14 Secondary source discussion; Beaudoin, Ch. 4 and 5

- 16 Student presentations
- 19 The Revolutions of 1830; Rapport, Ch. 7
- 21 The liberal, radical, and nationalist responses to the Revolutions of 1830; Rapport, Ch. 7
- 23 The Revolutions of 1848; Rapport, Ch. 8
- 26 Primary source discussion (documents located in folder named “Nationalism” and “Socialism and Marxism” on the academic server)
- 28 The triumph of the conservatives and the Crimean War; Rapport, Ch.8 and 9

March

- 02 **Midterm Examination**
- 05 Unification and its aftermath: The emergence of the Italian and German nation-states; Rapport, Ch. 10
First Paper Due
- 07 Nation-building in the Balkans; Rapport, Ch. 10
- 09 Military defeats and the fate of domestic reform in Russia and Austria-Hungary in the mid-19th century; Rapport, Ch. 11
- 10-18 Spring Recess
- 19 Domestic reform in western and southern Europe; Rapport, Ch. 11
- 21 Student presentations
- 23 The benefits and costs of continued industrialization; Rapport, Ch. 12
- 26 Primary source discussion (documents located in folder named “The Second Industrial Revolution” on the academic server)
- 28 The emergence of a modern culture; Rapport, Ch. 13
- 30 The fight for women’s rights; Rapport, Ch. 14, and the documents located in folder “Feminism” on the academic server

April

- 02 Anarchism and socialism; Rapport, Ch. 14

- 04 The growth of nationalism; Rapport, Ch. 15
- 06 Easter Recess
- 09 The growth of nationalism cont'd; Rapport, Ch. 15
- 11 Secondary source discussion; Zimmer, pp. 1-59
- 13 The right and the new authoritarianism; Rapport, Ch. 16
- 16 The scramble for overseas empires; Rapport, Ch. 17
- 18 Primary source discussion; Conklin/Fletcher, Ch. 1 and 2
- 20 The Road to the First World War; Rapport, Ch. 18
- 23 Secondary source discussion; Stevenson
- 25 Student presentations
Second Paper Due
- 27 Presentation and celebration of class newspaper