

HIST 430
EUROPE, 1815-1914: A REVOLUTION IN LIFE
Winter 2012
Professor Cheryl Koos

Time: MW 11:40am-1:20pm

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Place: KH-C4077

Office/phone: KH 4066C, 323.343.2020

Office hours: Mon. 1:20-2PM, Wed. 10:30-11:10am and by appt.

Course Description: This course will explore the first century of what historians now call "modern Europe." The nineteenth century ushered in dramatic changes that have indelibly shaped the world we in the early 21st century now inhabit; it truly was a "revolution in life." Conceptions of politics, nationalism, state formation, industrialization, domestic relations, gender relations, and imperialism that were invented, lived out, and that affected and continue to affect the lives of people across the world began here. This course will explore these issues and their relationship to the twenty-first century and beyond. This course fulfills part of the Group A Europe/Western Civilizations requirement for General Option History Majors and the European Periods requirement for History Teaching Preparation Majors/Social Science History option majors, and is a 400-level elective for graduate students.

Course Requirements: This course will involve both lecture and discussion. Students will be expected to prepare assignments carefully and thoughtfully and to participate actively. For a successful class, all must be present and ready to question, discuss, and debate the material and issues.

Required Texts:

Elizabeth Gaskell, Mary Barton

Emile Zola, Germinal

Henrik Ibsen, A Doll's House

Edward Berenson, The Trial of Madame Caillaux

Electronic Reserves (www.calstatela.edu/library)

Recommended Text: Winks, Neuberger, Europe and the Making of Modernity

Assignments: In addition to a midterm and final, there will be two essays. A 3-5 page essay on either Gaskell's Mary Barton or Emile Zola's Germinal is required for undergraduates. Graduate students are required to turn in both essays. There will also be a 1-2 page essay assignment from the Times of London Digital Archive for all students. At the end of week ten, a 4-6 page essay on Berenson's The Trial of Madame Caillaux will be due for all students. In addition, graduate students registered for HIST 430 must complete one book review on a scholarly monograph dealing with subject within this period mutually agreed upon by student and instructor. Pop quizzes may be given at the instructor's discretion.

Grading:

Midterm:	20%	A	= 93-100%	C+	= 77-79%
Final:	25%	A-	= 90-92%	C	= 73-76%
MB/Germ. Essay:	10%	B+	= 87-89%	C-	= 70-72%
Caillaux Essay:	20%	B	= 83-86%	D+	= 67-69%
In-Class/Quizzes:	10%	B-	= 80-82%	D	= 63-66%
Participation:	10%				
Digital Times	5%				

Late tests and papers: Late papers will be docked one-third of a letter grade for each day late (A to A-, for example. Exceptions will be made only in case of illness, verified by a doctor, or a verifiable death or illness in the immediate family. Exams may be taken late only under one of these two circumstances. In-class work or quizzes may not be made up.

Students with Disabilities: Students with Disabilities should be aware of the resources available at the Office for Students with Disabilities (Student Affairs 115, telephone: 323.343.3140). Students seeking such accommodations must be registered with OSD and have appropriate paperwork filed.

Attendance and Participation: Attendance will be taken at the beginning of each class. Please be aware that excessive absences (more than four classes (20%)) will place you in jeopardy of failing the participation portion of your class grade (10% of your overall grade). If you need to arrive late or leave early for a particular reason, please let me know before the class begins. You will be expected to sit near the door so as not to disturb other class participants. Class participants should not disrupt the class by not coming in and out of the class for any reason. If you have a physical condition that necessitates departures from class, please talk with me. All class participants are required to bring the day's readings (print them out!); your active engagement in class discussions and attentiveness will be factored into your participation grade. Not being prepared or on time, or contributing to a negative learning environment will impact this portion of your grade negatively. Please turn off cell phones when entering class; texting is prohibited and will negatively impact your participation grade. Laptop computers, including iPads, are allowed for note-taking purposes and accessing documents/e-books only. If computers are used for internet surfing (outside of class readings), note-taking privileges will be revoked. I reserve the right to ask for class notes from a given day if you utilize a laptop. Violations of this will also negatively impact your class participation grade.

E-Reserve/Course Reserves: The password for the E-Reserve Readings available through the CSULA library website (www.calstatela.edu/library) is HIST430. E-reserves include document Laura Frader's article, "Doing Capitalism's Work," John Ruskin's essay, "Of Queen's Garden" (from Bell and Offen, Women, the Family, and Freedom) and Zola, Brieux, and Roussel, under the title "Depopulation and Motherhood" in Bell and Offen, Women, the Family, and Freedom.

Course Schedule (subject to reasonable change and adjustment)

Week One

- M 1/9 Syllabus/Intro
- W 1/11 French Revolution and Napoleon: Concepts and Context for the 19th Century
Winks: 4-9
Online Readings:
Declaration of the Rights of Man and Citizen:
http://avalon.law.yale.edu/18th_century/rightsof.asp
De Gouges, Declaration of the Rights of Woman and Citizen:
<http://www.library.csi.cuny.edu/dept/americanstudies/lavender/decwom2.html>
The French Civil Code (1804):
<http://chnm.gmu.edu/revolution/searchfr.php?function=find&keyword=%22french+civil+code+1804%22&x=0&y=0>

Week Two

- M 1/16 Martin Luther King, Jr. Day Holiday (Begin Mary Barton)
- W 1/14 Restoration/Conservatism/Liberalism
Winks: pp. 11-23; 126-39
Online Readings:
Burke, Reflections on the Revolution in France:
<http://www.historyguide.org/intellect/reflections.html>
DeMaistre, Divine Origins: www.fordham.edu/halsall/mod/1810demaistre.html
Metternich, Confession: www.fordham.edu/halsall/mod/1820metternich.html
Carlsbad Resolutions: <http://history.hanover.edu/texts/carlsbad.htm>
J.S. Mill, "On Liberty":
http://public.wsu.edu/~wldciv/world_civ_reader/world_civ_reader_2/mill.html
Read Mary Barton

Week Three

- M 1/23 Industrial Revolution
Winks: pp. 64-87
Electronic Reserve/Online Readings:
Frader, "Doing Capitalism's Work" (electronic reserve)
Smith, Wealth of Nations: www.fordham.edu/halsall/mod/adamsmith-summary.html
Malthus: Population: www.fordham.edu/halsall/mod/1798malthus.html
Life of the Industrial Worker: <http://www.victorianweb.org/history/workers2.html>
Women Miners: www.fordham.edu/halsall/mod/1842womenminers.html
Continue Reading Mary Barton
- W 1/25 Industrial Revolution: Reactions and Responses
Winks: pp. 93-116
Online Readings:
Chartism: People's Petition, www.fordham.edu/halsall/mod/1838chartism.html
Blanc, Organisation of Labor: www.fordham.edu/halsall/mod/1840blanc.html
Discuss Mary Barton

Week Four

- M 1/30 Nationalism and the Reaction to Reaction --1830 and 1848
Winks: pp. 27-35; 153-182
Online Readings:
Guizot, July Monarchy, www.fordham.edu/halsall/mod/1848guizot.html
Revolution of 1848: <http://history.hanover.edu/texts/fr1848.htm>
Mary Barton Essay Due
- W 2/1 Nationalism and State Formation: Unification of Italy and Germany and the Paris Commune
Winks: pp. 188-209
Online Readings:
Italian Unification: www.fordham.edu/halsall/mod/1861italianunif.html
German Unification: www.fordham.edu/halsall/mod/germanunification.html
Leighton, Paris Commune: www.fordham.edu/halsall/mod/1871leighton-commune.html
Begin Reading Germinal

Week Five

- M 2/6 **MIDTERM**
- W 2/8 Second Phase of the Industrial Revolution: Marxism and Socialisms
Winks: pp. 139-52; 229-38
Online Readings:
Marx, Manifesto: <http://www.anu.edu.au/polsci/marx/classics/manifesto.html>
Crib Sheet: Socialism, Marxism:
<http://www.fordham.edu/Halsall/mod/SOCIALISM.asp>
Continue Reading Germinal

Week Six

- M 2/13 2nd Phase of the Industrial Revolution: Reality and Responses
Winks: pp. 219-224
Online Readings:
Lenin, What is to be Done?: www.fordham.edu/halsall/mod/1902lenin.html
Discussion: Germinal
- W 2/15 The Enculturation of the Middle Class: Domesticity and Fear of Falling
Winks: pp. 116-121; 238-41
Ibsen, A Doll's House
Electronic Reserve:
Ruskin, "Of Queen's Garden"
Essay Due: Germinal

Week Seven

- M 2/20 Rise of the Women's Movement: Reaction to living in a "Doll's House"
 Web Readings:
 Leigh Smith (Bodichon) "A Brief Summary..."
<http://womhist.alexanderstreet.com/awrm/doc17.htm>
 Wollstonecraft: Vindication of the Rights of Woman
<http://womhist.alexanderstreet.com/awrm/doc1.htm>
 Mill, On the Subjection of Women
<http://womhist.alexanderstreet.com/awrm/doc20.htm>
- W 2/22 Darwin, Science, and Religion
 Winks: pp. 241-43
 Online Readings:
 Darwin, "On the Origin of Species":
http://public.wsu.edu/~wldciv/world_civ_reader/world_civ_reader_2/darwin.html
 White, Warfare of Science with Theology:
<http://history.hanover.edu/courses/excerpts/111white.html>
 Gladstone: **Points of Supposed Collision Between the Scriptures and Natural Science**, <http://www.fordham.edu/halsall/mod/1872gladstone.html>
Essay Due: Germinal

Week Eight

- M 2/27 Social Darwinism
 Web Readings:
 Pearson, National Life: www.fordham.edu/halsall/mod/1900pearsonl.html
- W 2/29 Imperialism
 Winks: pp. 257-78; 287-88
 Online Readings:
 Lugard, www.fordham.edu/halsall/mod/1893lugard.html
 Ferry, www.fordham.edu/halsall/mod/1884ferry.html
 Hobson, Imperialism: www.fordham.edu/halsall/mod/1902hobson.html
 Kipling, "White Man's Burden," www.fordham.edu/halsall/mod/Kipling.html
Assignment due: Time of London Digital Archive

Week Nine

- M 3/5 Imperialism and Racialized Nationalism:
 Winks: pp. 286-87
 Online Readings
 Pan-German League: www.fordham.edu/halsall/mod/1890pangerman.html
 Ahlwardt, Semitic vs. Teutonic Race:
<http://www.bakeru.edu/faculty/jrichards/World%20Civ%20IV/E-Sources/Session%204/4bahlwar.htm>
 Kishinev Pogroms: http://www.shsu.edu/~his_ncp/Kishinev.html
 Herzl, Jewish State: www.fordham.edu/halsall/mod/1896herzl.html

- W 3/7 The Belle Epoque: Gender Trouble and the Depopulation Crisis
Winks: pp. 289-318
Electronic Reserve/Online Readings:
Sidgwick, Student Life: www.fordham.edu/halsall/mod/1900germanstudents.html
Pankhurst, Militant Feminism: <http://www.fordham.edu/halsall/mod/1913pankhurst.html>
Zola, Fruitfulness (E-reserve under "Depopulation and Motherhood")
Brieux, Maternity (E-reserve under "Depopulation and Motherhood")
Roussel, Speech (E-reserve under "Depopulation and Motherhood")

Week Ten

- M 3/12 The Road To War: Culmination of International and Domestic Tensions
Winks: pp. 319-58
- W 3/14 Review and Discussion of Mme. Caillaux
Madame Caillaux Essay due

FINAL EXAM

- W 3/19 10:45am-1:15pm

HIST 430
Paper #1

Assignment: Mary Barton

In a well organized, 3-5 page typed, double-spaced essay (in a standard size 12 point font), analyze Elizabeth Gaskell's Mary Barton as a **historical** document. Specifically, what does the novel tell us about gender and/or class relations in the lives of women and men in England in the late 1830s and 1840s? Contextualize your discussion of the book with reference to course readings and lecture notes. You may use additional sources if appropriate (you must check with me first).

Remember to develop a THESIS and SUBSTANTIATE it!!!

Be sure to DOCUMENT your essay with footnotes, endnotes, or parenthetical references, along with a bibliography or "works cited" page. THIS IS IMPERATIVE.

The essay is due AT 11:40 AM on Monday, January 30. Essays received after this time will be counted as late.

OR

HIST 430
Paper #2

Assignment: Germinal

In a well organized, 3-5 page typed, double-spaced essay (in a standard size 12 point font), analyze Emile Zola's novel, Germinal, as a **historical** document. Specifically, what does the novel tell us about class and/or gender relations in the lives of women and men in France in the second half of the 1800s? Contextualize your discussion of the book with reference to course readings and lecture notes. You may use additional sources if appropriate (you must check with me first).

Remember to develop a THESIS and SUBSTANTIATE it!!!

Be sure to DOCUMENT your essay with footnotes, endnotes, or parenthetical references, along with a bibliography or "works cited" page. THIS IS IMPERATIVE.

The essay is due AT 11:40 am on Wed., February 15. Essays received after this time will be counted as late.

Plagiarism Acknowledgement

Note: The following is a reproduction of California State University, Los Angeles' plagiarism policy as found in the 2009-11 General Catalog, p. 775, 762-763

"Plagiarism is a direct violation of intellectual and academic honesty. Although it exists in many forms, all plagiarism refers to the same act: representing somebody else's words or ideas as one's own. The most extreme forms of plagiarism are the use of a paper written by another person or obtained from a commercial source, or the use of a paper made up of passages copied word for word without acknowledgment. Paraphrasing an author's idea or quoting even limited portions of his or her text without proper citation is also an act of plagiarism. Even putting someone else's ideas into one's own words without acknowledgment may be plagiarism.

Plagiarism is a violation of the student conduct code and is subject to administrative sanctions such as, disciplinary probation, suspension, or expulsion. In none of its forms can plagiarism be tolerated in an academic community. It may constitute grounds for a failing grade on the assignment or in the course. Students accused of plagiarism will be given an opportunity to explain the allegations prior to being issued a punitive grade on an assignment or in a course by the Faculty member who brings the allegations. If a student agrees to the academic penalty, he or she must acknowledge this agreement by signing an Academic Honesty Resolution form. However, if the student does not agree with the allegations, he or she may request that the professor forward the matter to the office of the Vice President for Student Affairs. There the issue will be investigated by a disinterested third party. If there is sufficient evidence that plagiarism has occurred, the student will be formally charged with a violation of Section 41301 of Title V of the California code of Regulations. All charges of plagiarism will be documented in the disciplinary files in the Office of the Vice President for Student Affairs for five years after the time of the offense. Disciplinary files are separate from academic files and subject to disclosure to third parties by prior written consent of the student, or a court ordered subpoena.

One distinctive characteristic of an educated person is the ability to use language correctly and effectively to express ideas. Faculty assign written work for the purpose of helping students achieve those skills. Each professor will outline specific criteria for writing assignments, but all expect students to present work that represents the student's understand of the subject in the student's own words.

It is seldom expected that student papers will be based entirely or even primarily on original ideas or original research. Therefore, incorporating the concepts of others may be appropriate with proper acknowledgment of sources, quoting others directly by using quotation marks and acknowledgments is proper. However, papers that consist entirely of quotations and citations should be rewritten to show the student's own understanding and expressive ability. The purpose of a written assignment is the development of communication and analytic skills, and every student should be able to distinguish their own ideas from the ideas of another. Properly indicating those distinctions on a written assignment will aid every student in avoiding plagiarizing the work of another."

Continued on next page

You *are* permitted to use the *ideas* of other people; in fact, you should. But, when you use an idea of someone else *without* giving the original originator of the idea credit, then that is plagiarism. For example: if you paraphrase a source, you must give credit to the author. If you take a quotation word for word, then you must use quotation marks and cite the original author. To avoid unintentional plagiarism, do not share your rough drafts of finished papers with other students. You have the responsibility to ensure that your work is not used by other students. Also, if you are taking notes on a publication, be sure to use quotation marks when you are copying a quotation directly, so you will not forget and later think that your notes are already paraphrased.

The instructor is not remotely sympathetic to any form of plagiarism, whether intentional or accidental. Plagiarists are penalized to the maximum extent allowed by Cal State L.A.. Depending on the extent of the plagiarism, it may result in a failing grade in an assignment, the reduction of the course grade by one letter grade (without possibility for withdrawal), a failing grade in the course (without possibility of withdrawal), suspension from the University, or dismissal from the University. These penalties apply to cheating, collusion, and other dishonest conduct; due to the nature of this class, however, plagiarism is a particularly sensitive topic, and has been discussed here at length.

I acknowledge that I have read and understand the above statement, and have received a copy of it.

Name (Printed and Signed)

Date