

HIS 321

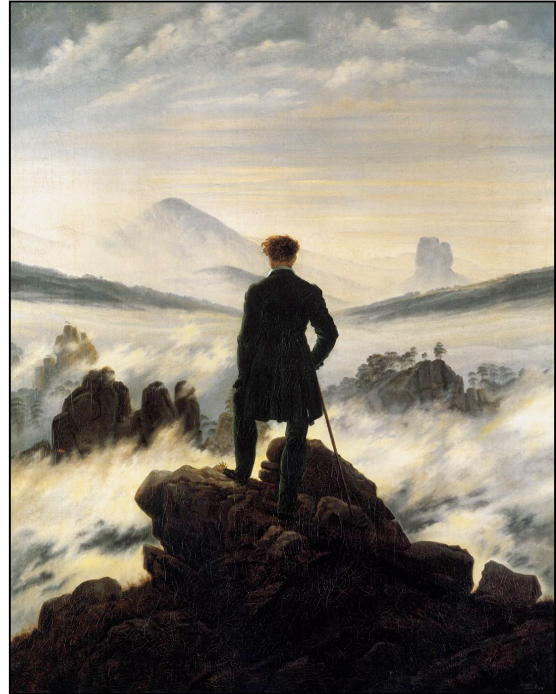
NINETEENTH CENTURY

EUROPE

Spring Semester 2011
Course Meeting: SSC 212 Tu 1:30-4:20

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Office: SSC 219 (x7435)
Office Hours: MTuW 10:30-11:30
and by appointment



The nineteenth century is perhaps one of the most dynamic and transformative century for Europe. The so-called long century extended from the Napoleonic era, through the Victorian Age, and to the explosive Great War that led much of Europe questioning what went wrong. There were great discoveries; a rich literary, musical, and artistic culture; and great statesmen. It was the century of Dickens and Tolstoy, Bismarck and Victoria, Sibelius and Mahler, Verne and Lord Byron, Pasteur and Darwin.

The nineteenth century is often described as a transformational era, as a century of “-isms.” As political power shifted from monarchies and aristocracy and expanded to include greater and greater numbers, there emerged competing political ideologies including: conservatism, liberalism, socialism, and feminism. Growing nationalism united peoples into the unified states of German and Italy, while also pitting one nation against the other, straining the multinational empires that dominated in Central and Eastern Europe. Nation-states sought to prove their superiority, leading to a number of wars, and a considerable expansion of military power and an arms race. By the end of the long nineteenth century, Europe was a ticking time bomb, waiting for a spark to ignite into years of warfare the world had never seen before. Technologies and techniques also changed dramatically throughout the century, with considerable expansion in industrialization. Peasants were pushed out of the countryside, leading to massive urbanization, and a workforce suitable for the expanding factories. However, these workers suffered from deplorable working conditions, cramped living spaces, and incredible environmental devastation.

Europe also had an even closer, and more dominating role in the world. The emphasis on imperialism was seen as a way to “civilize” the rest of the world, feeling that European culture was superior, and it was therefore their duty to impose their culture and understandings on others. At the same time European powers benefited from the extraordinary goods and raw materials from their global empires which were vital to the expansion of industrialization back in Europe.

There are many ways to approach studying nineteenth century Europe. While we will begin with a general overview of some of the main ideological and political themes, we will go into greater depth on two aspects. First, we will explore the process of industrialization and the transformation of workers in society. And second, we will focus on a cultural history of life in the Victorian era.

This course will help you develop a perspective on history and an understanding of the factors that shape human activity, giving us insights into the origins and nature of contemporary issues, as well as understanding change and continuity over time. You will also be introduced to the skills of a historian. We will work to develop critical thinking skills through the study of diverse interpretations of historical events and through analysis of primary and secondary sources. These skills will be assessed through our discussions, exams, and response papers. By completing the requirements for this History course, students will:

1. Acquire a perspective on history and an understanding of the factors that shape human activity. This knowledge will furnish students with insights into the origins and nature of contemporary issues and a foundation for future comparative understanding of civilizations.
2. Develop critical thinking through the study of diverse interpretations of historical events.
3. Apply critical thinking through historical analysis of primary and secondary sources.
4. Develop communications skills in exams, papers, discussions.
5. Develop an understanding of the patterns of the nineteenth century, and how they inform present-day society, politics, and international relations.

Readings:

- T.C.W. Blanning. *The Nineteenth Century: Europe 1789-1914*.
- Frykman and Löfgren. *Culture Builders: A Historical Anthropology of Middle-Class Life*.
- J.A. Hobson. *Imperialism: A Study*.

Additional readings will be posted on Moodle, distributed in class, or available at the library.

Grades:

Participation	30%
Short Research Assignments	20%
Research Proposal	5%
Annotated Bibliography	5%
Research Paper	40%

Grading Scale:

	B+: 87-89.9%	C+: 77-79.9%	D+: 67-69.9%
A: 93% and above	B: 83-86.9%	C: 73-76.9%	D: 62-66.9%
A-: 90-92.9%	B-: 80-82.9%	C-: 70-72.9%	F: below 62

Disability Services:

If you have a physical, psychiatric/emotional, medical, learning or attentional disability that may have an effect on your ability to complete assigned course work, please contact Laurie Bickett, Disability Services Coordinator, in the Advising Center (x6286). She will review your concerns and decide with you what accommodations are necessary. I will be happy to work with you, upon receipt of documentation from her.

Participation, Deadlines, and Assignment Submissions:

It is expected that students regularly attend class having read the assigned material and ready to participate in discussions. “Ready” means you have completed and thought carefully about the readings. Students can also participate by meeting me during office hours or by e-mailing me questions and comments.

Everyone should consistently demonstrate common courtesy to both me as the instructor and your fellow classmates. With that in mind, if there are occasions when you are late to class you should enter as quietly as possible without making a scene. Cell phones should be turned off or silent (yes, vibrations still make noise). And we should all treat each other’s comments and questions with the respect they deserve.

All assignments for this course are to be submitted in **electronic format** through Moodle (saved in .doc, .docx, or PDF format). Your completed assignment needs to be uploaded prior to the start of class on the day the assignment is due. Papers turned in late without requesting an extension ahead of time will be reduced in grade for each day it is late; requests for an extension must be made at least 24 hours before the assignment is due.

Plagiarism and Academic Integrity:

As a student at Gustavus, you are expected to know and abide by the College’s Academic Honesty Policy as printed in the academic catalog. The policy states, in part, “In all academic exercises, examinations, presentations, speeches, papers, and reports, students shall submit their own work. Footnotes or some other acceptable form of citation must accompany any use of another’s words or ideas. Students are especially cautioned that quoting or paraphrasing from electronic sources without proper citation is as serious a violation as copying from a book or other printed source.”

All instances of academic misconduct (such as plagiarism) will result in a zero for that assignment and be reported to the Office of the Provost. A continuing pattern of academic misconduct could result in academic probation or expulsion.

By turning in any assignments for this course you are agreeing to the **honor pledge**: “On my honor, I pledge that I have not given, received, or tolerated others’ use of unauthorized aid in completing this work.”

Andrea A. Lunsford offers the following suggestions to “Avoid Plagiarism” in *The Everyday Writer*:

- Maintain an accurate and thorough working bibliography.
- Establish a consistent note-taking system, listing sources and page numbers and clearly identifying all quotations, paraphrases, summaries, statistics, and visuals.
- Identify all quotations with quotation marks – both in your notes and in your essay. Be sure your summaries and paraphrases use your own words and sentence structures.
- Give a citation or note for each quotation, paraphrase, summary, arguable assertion or opinion, statistic, and visual that is from a source.
- Prepare an accurate and complete list of sources cited according to the required documentation style. (192)

Formatting Guidelines for Typed Assignments:

- All writing assignments are to be typed, with one-inch margins and page numbers;
- Use only 12-point font size, Times or Times New Roman, double-spaced;
- Correct spelling and grammar; proofread your paper before turning it in;
- Use proper citations (a works-cited page is **not** necessary, except for the research paper);
- Read and re-read the question asked to make sure you are answering it fully;
- For additional help, please visit the Writing Center or talk to me during office hours.

Grading Rubric For Writing Assignments:

	Introduction/Thesis	Support for Thesis	Use of sources/citations
A	Well-written, introducing the main themes of the paper, capturing the interest of the reader, with a well-defined thesis statement.	Each paragraph directly relates to the thesis statement, with excellent examples and analysis that articulates the connection.	Well-cited examples that support the argument, with a thorough analysis.
B	Adequate overview of the topics of the paper, a weaker thesis statement.	For the most part, the paragraphs relate to the thesis statement, the connection is not always articulated or clear.	A few (but not sufficient) citations, tends to be a bit light on analysis.
C	Vague statements, largely off-topic, lacking a clear thesis statement.	Paragraphs seem random, with no clear or articulated connection to the thesis statement.	References materials or examples but gives no or few exact citations, lacks adequate analysis.
D	Completely lacking a clear focus with no thesis statement.	Paragraphs and examples are completely irrelevant to the topic at hand, with no clear argument.	Lacks any citations or analysis, or includes an over-usage of quoted material.

Research Paper:

We will be reading extensively about industrialization and Victorian-age culture. Early in the semester you will select a state that interests you, and some of the weekly assignments will ask you to explore various aspects of that state. To compliment those assignments, select a topic related to the state you have chosen and write a research paper.

A research paper proposal is due on Moodle by **Tuesday, March 8**. The proposal, approximately a half to one page, should briefly present your research topic, the central questions you are exploring, and a few initial sources that will help inform you of this topic. The proposal will help you begin the research process early, narrow your focus, and enable me to offer suggestions on your topic.

As a second stage, you will prepare and turn in an annotated bibliography, due **April 19**.

During the last week of class you will each present your research to the class. You are welcome to use any technology necessary (such as PowerPoint), although technology is not required.

Your final research paper should be approximately 12-15 pages in length (and no more than 20 pages) and is due during Finals Week.