

HISTORY 1402F
History of Modern Europe 1715-1918
Fall/Winter 2022-23
Mondays and Wednesdays, 11:30am-12:20 pm
In-person

Instructor: Dr. Bill Acres

Office Hours: Tuesdays 2:30-4pm and by appointment
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This is a draft syllabus. Please see your course OWL site for the final syllabus.

Course delivery with respect to the COVID-19 pandemic

The intent is for this course to be delivered in-person but should the COVID-19 landscape shift, the course will be delivered on-line synchronously (ie., on Zoom at the times indicated in the timetable) / asynchronously (eg., posted on OWL for students to view at their convenience) [delete as necessary]. The grading scheme will not change. The course will return to an in-person mode of delivery when the University and local health authorities deem it safe to do so.

Course Description:

Examines central events and themes of modern European history, including: origins and impact of the French and industrial revolutions; Napoleonic wars; liberalism and reaction; socialism; nationalism; women's emancipation movements; imperialism, national rivalries and World War One; the causes and events of the Russian Revolution.

Course Syllabus:

History 1402E examines events and forces that shaped the lives of Europeans over the years 1715-1918. Societies that were largely rural, illiterate, and ruled by traditional elites became mostly urban, with mandatory school attendance, mass political parties, and new forms of political loyalty. Ethnic and religious minorities and women were, in varying degrees, emancipated. In the eastern part of the continent serfdom was abolished. But this history is also one of class and ethnic hatreds and conflicts, of global imperialism, of disastrous attempts to remake political and social structures through the use of force, of war and genocide. We will examine all of these subjects.

The class begins with an analysis of the origins and consequences of the French and industrial revolutions, both of which influenced European history in fundamental ways. Conflicts between those who wished to change and improve European societies and political structures and those who longed to preserve existing institutions dominated the politics of the nineteenth century.

Course Materials:

To be purchased:

PALMER R. R., Joel COLTON, and Lloyd KRAMER, *A History of Europe in the Modern World*, 12th ed. (New York: McGraw-Hill, 2019). Students may use the paper edition of the book or the ebook. Please note that the 11th edition is also perfectly acceptable; page numbers for assignments are also given for the 11th edition. While the page numbering differs, the numbering of the sections has not changed; the section numbers referred to in the syllabus are the same in the 11th and 12th editions of the book.

The weekly assignments from primary and secondary sources can be found on-line on the course website (owl.uwo.ca) in the weekly readings section labeled "Weekly assignments and readings, lecture notes and Power Point presentations." Other materials are found in the Resources section of the course website. There will be a second textbook, Perry's *Sources of the West*, volume II. From these materials students will be able to read a variety of primary works for class discussion and forum postings.

The textbook for the class, *A History of Europe in the Modern World*, can be purchased at the bookstore for \$101.95 plus tax, a significant discount from the commercial price. We urge you to consider purchasing the hard copy. An ebook version of the textbook is also available, for \$99.00 plus tax or for a 180-day "rent" or a 365-day "rent". The instructions for purchasing the ebook version can be found on the bookstore website for the course and also in the Resources section of the course website. As of June 2022 these materials have been ordered and students are advised to contact the Bookstore if they have any questions about which version to purchase. We do not, for example, use Connect in any part of the course so those additional materials are not to be purchased. There is no class code for this.

Methods of Evaluation:

The final grade will be determined as follows:

Weekly postings on tutorial readings. (grade will be given at the half-way point and at the final examination total: 20%

Tutorial participation: Grades will be given by TAs at the midterm and at the final examination of 10% each. 20%

A take home on-line quiz to be given to students on Tuesday, October 25th with a due date of the end of the usual lecture period on Wednesday, October 27th. 10%

Book review November 7 20%

Take Home Final Examination, to be given to students on-line 48 hours before the time scheduled by the Registrar for the class Final Examination in the winter term exam drawn. A model final exam is provided at the end of this syllabus: 30%

Final Examination. The examination will be based on subjects examined during the fall term of the course. A model mid-term final examinations are reproduced following the schedule of lectures and reading assignments in this syllabus. Each examination will be taken on-line.

On-line quiz to be held on October 25-7th. As indicated by the questions found below in this syllabus, this quiz will be based on the material studied in the first half of the semester.

Weekly Postings on Tutorial Readings. Several days before most tutorial meetings the graduate student leading your tutorial, the Teaching Assistant (TA), will post on the tutorial website a question or questions about the readings assigned for the week. Students are required to post responses to these questions in the Tests & Quizzes section of the OWL website for their tutorial. These postings help provide a basis for discussion in tutorials. The lowest weekly posting grade for each semester will not be considered in determining the grade for the weekly postings for the semester. If no response was received for one week, that week's grade will, under this provision, not be included in the determination of the semester grade. All other weeks in which no posting was made will be assigned a zero, unless a request for an accommodation from an Academic Counselor is sent to the course director or an accommodation is provided for other reasons by the course director. No questions will be posted with respect to the materials assigned in the first week of tutorials in September.

Tutorial Participation. In tutorial the TA will lead discussions that will focus primarily on the interpretation of the assigned sources, all listed in the syllabus. **Please note that in tutorials discussions may focus both on the sources assigned for the tutorial and also those assigned for the lecture during the week during which the tutorial meets.** The TA will assess your participation and grade all written assignments. A passing grade for each meeting of the tutorial will require active participation in the tutorial; mere presence on Zoom at a tutorial is not sufficient for a passing grade. The lowest weekly tutorial participation grade for each semester will not be considered in determining the grade for that semester. If a tutorial is missed during the semester the participation grade for this session will, under this provision, not be included in the determination of the semester grade. All other weeks in which a student is absent from a meeting of the tutorial will be assigned a zero, unless a request for an accommodation from an Academic Counselor was sent to the course instructor or an accommodation is granted for other reasons by the course instructor.

In starting your search for sources for your essay, please refer to the suggestions for further reading prepared by the authors of the Palmer textbook. These can be found at:
http://highered.mheducation.com/sites/0073385549/student_view0/suggestions_for_further_reading_listed_by_chapters.html

Guidance in organizing and writing your essay, and with respect to the proper citation of historical sources, is found in the *Guide to Researching and Writing a History Essay*, found in the Resources section of the course OWL website.

A book review will be due 7 November worth 20%. Discussions will begin in Tutorials in week 3 about the list of sources, methods and expectations. Each book will be a primary source, 1700-1850.

Accommodation for missed tests/midterms:

Absences, illnesses, and tardy submissions of assignments. Absences from the mid-term and final examinations, or from the two quizzes, can only be based on a request for accommodation from an

Academic Counselor to the instructor. (but see also the discussion below of the possibility of a “Self-Reported Absence” with respect to the mid-term)

A late essay should be emailed to your TA and also submitted to the Assignments section of the course website. A late penalty will be applied starting at the time the essay is due. One point on a hundred point scale will be deducted from your mark for every day that an essay is late, except that no late essays will be accepted with respect to the rewritten slave trade abolition essays submitted in the last lecture of the fall semester, unless an accommodation has been obtained. **Late submissions of responses to questions posed by the TAs before tutorials based on the assigned tutorial reading, or of the various tutorial assignments connected with the slave trade abolition essay assignment and other written materials, will not be accepted without an accommodation request approved by the instructor. This is because the forum questions and responses are designed in part to prepare students for the discussions during the tutorial.**

It should be made clear to students that faculty will not organize a make-up time slot on the basis of student convenience. There are two make-up slots each term – students *must* write in one of those slots.]

For in-person classes, make-up tests will be written at one of the Department of History make-up midterms. Dates for the make-ups will be listed on the Department of History website under [Important Dates](#).

IMPORTANT: In the event the University moves to online learning make-up tests will take place online via OWL. The date for the make-up may differ from the date listed above.

No other make-up opportunities will be provided unless further academic consideration is granted by Academic Counselling. Students who fail to write a make-up test in a designated time slot will receive a grade of zero on that assessment.

Course professors may not be available to respond to questions during the make-up test slots.

Course Schedule and Readings:

SCHEDULE of LECTURES, TUTORIALS, and READINGS

FALL TERM

Please note that some readings may start or end in the middle of a page. Often only parts of sections are assigned; just because a section number is listed does not mean that you need to read the entirety of a section. Together the page numbers and the section assignments should make clear both which pages and which parts of each page are assigned. The assignments given are from the twelfth edition of the Palmer. The page numbers of the eleventh edition are then given in brackets. Please note that the section numbering is the same for both editions.

WEEK 1:

1. Wed. 12 Sept. **Introduction to History 1402E**

No tutorials meet this week.

2. Mon. 14 Sept. **Geography, Demographic Realities, Social Structures, and Gender Roles**

Palmer et al., pp. 274-282 (section 31) [Eleventh edition, 268-275]

WEEK 2:

3. Mon. 19 Sept. **Britain and France at the start of the Eighteenth Century**

Tutorials (19-23 Sept.): Introductions; Excerpts from the Prussian census of 1817; "The Day Laborer in Brittany," from *European Society in the Eighteenth Century*, eds. Robert and Elborg Forster (Harper Torchbooks, 1969) TBA, Reading primary historical documents

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4. Wed. 21 Sept. **The Legacies of the Reformation: Europe and Religion at the start of the Eighteenth Century**

Palmer et al., pp. 82-97 (section 9) [Eleventh edition, 77-85]

WEEK 3

5. Mon. 26 Sept. **Revolutionary changes in methods of farming, the growth of commerce, and the start of the Industrial Revolution in England**

Palmer et al., pp. 459-469, 471 (skip the Historical Interpretations and Debates on p. 470) (section 52) [Eleventh edition, 449-460] Primary Tutorial reading TBA, discussing book reviews, due 7 November 2022.

6. Wed. 28 Sept. **The Global Contest between France and Britain, 1740-1783; Slavery and the Slave Trade**

Palmer et al., pp. 282-315 (sections 32, 33, and 34) [Eleventh edition, 275-308]; TBA Primary document

WEEK 4:

7. Mon. 3 Oct. **The Enlightenment**

Palmer et al., pp. 251-266 (skip the Historical Interpretations and Debates on p. 252), 268-272, 318-325 (sections 28-30, and 35) [Eleventh edition, 245-259, 262-266, 309-316]

Montesquieu, *The Spirit of the Laws* (New York: Cambridge University Press, 1989), originally published in 1748, xli-xlv, 21-30, 246-53. Available on the course OWL website. **Please read the Montesquieu assignment before the lecture.**

8. Wed. 5 Oct. **The Enlightenment (continued), Enlightened Absolutism, Romanticism**

Palmer et al., pp. 325-330, 334-343, 472-473 (sections 35, 36, and 53) [Eleventh edition, 317-320, 324-333, 461-462]

Rousseau, *Discourse on the Origin and Foundations of Inequality among Men*, from Rousseau, *The Discourses and other early political writings* (Cambridge University Press, 1997), 156-88, 197-204; Immanuel Kant, "An Answer to the Question: What is Enlightenment?" **Please read the Rousseau and Kant assignments before the lecture.**

WEEK 5

Lecture cancelled on Monday, October 10; Thanksgiving holiday. No tutorials this week.

9. Wed. 12 Oct. **The French Revolution, 1789-1792**

Palmer et al., pp. 371-394 (sections 41 and 42) [Eleventh edition, 363-385]

Grievances described in cahiers de doléance, 1789, from John Boyer and Julius Kirshner, *The Old Regime and the French Revolution*, vol. 7 (Chicago, 1987), 208-17; "Declaration of the Rights of Man and Citizen," in *A Documentary History of the French Revolution*, edited by J. Stewart (Macmillan, 1965), 113-5.

Tutorials (3-7 Oct.): Please be prepared to discuss the Rousseau and Kant assignments for Monday's lecture in tutorial.

WEEK 6:

10. Mon. 17 Oct. **European reactions to the first years of the French Revolution**

Tutorials: primary documents on the French Revolution

A list of books will be discussed for the Book Review due November 7. 20%

11. Wed. 19 Oct. **The French Revolution, 1792-1799; War, Terror, and Interregnum; Napoleon.**

Palmer et al., pp. 394-415 (skip the Historical Interpretations and Debates on p. 410) (sections 43-45) [Eleventh edition, 385-405], *La Marseillaise*.

WEEK 7:

12. Mon. 23 Oct. **Napoleonic Rule in France and Europe; Congress of Vienna; Review for the Quiz due on October 28**

Palmer et al., pp. 416-420, 429-457 (sections 46, 48-51) [Eleventh edition, 405-410, 420-447]

Tutorials (17-21 Oct.): TBA primary document

13. **On-line quiz due on Wednesday, October 25th, at 12:20, in the Assignments section of the course OWL website. Students will be given one question taken from the following three questions by an email sent to their Western email addresses on Tuesday, October 24th, at 5:00 pm:**

Sample questions:

In what respects did British social forms, and economic and political institutions and practices, serve as an alternative, a counter-model, to those of France in the period between 1688 and the French Revolution?

On what grounds did Rousseau attack existing societies in his *Discourse on the Origin and Foundations of Inequality among Men*?

WEEK 8: Reading Week no classes

WEEK 9

14. Mon. 7 Nov. **Reaction and Reform in Europe, 1815-1848**

Palmer et al., pp. 471, 473-478, 487-507 (sections 53-56) [Eleventh edition, 460-461, 463-467, 475-495] TBA primary readings

15. Wed 9 Nov. Revolutions of 1848 and aftermath; The Crimean War and Italian and German Unification

Palmer et al., pp. 513-533, 537-542, 547-567 (sections 58-61, 63-65) [Eleventh edition, 501-520, 523-530, 535-555]

WEEK 10

16. Mon. 14 Nov. Europe's Economic and Political Ascendancy, 1871-1914: Britain and France

Palmer et al., pp. 583-597, 607-618 (sections 68, 69, 71) [Eleventh edition, 569-583, 593-606]

Tutorials (7-11 Nov.): Karl Marx and Friedrich Engels, *The Communist Manifesto* (1848), from Robert Tucker, *The Marx-Engels Reader* (Norton, 1978), 473-83; Memoirs of Adelheid Popp and Max Lotz, from Alfred Kelly, *The German Worker: Working Class Autobiographies from the Age of Industrialization* (University of California, 1987), 121-34, 320-37.

17. Wed. 16 Nov. Europe's Economic and Political Ascendancy, 1871-1914: Germany and Austria-Hungary

Palmer et al., pp. 618-23 (section 71) [Eleventh edition, 606-609]

WEEK 11:

18. Mon. 21 Nov. Attempts at Reform in Russia and the Ottoman Empire

Palmer et al., pp. 567-575, 667-676 (skip the historical interpretations and debates on pages 668-669) (sections 66 and 76) [Eleventh edition, 555-563, 653-662]

Tutorials (14-18 Nov.): John Stuart Mill, *The Subjection of Women* (New York: Henry Holt, 1898), 207-45. The essay was first published in 1869.

19. Wed. Nov. 23 Religious and Cultural Changes in Europe; Responses to Darwin's discoveries; the start of movements advocating the emancipation of women; Friedrich Nietzsche, *Beyond Good and Evil*, trans. by Helen Zimmern (New York: Boni and Liveright, 1917), aphorisms 201, 203, 259, 260. Nietzsche's book appeared in 1886.

Palmer et al., pp. 479-481, 625-656 (sections 53, 72-74) [Eleventh edition, 467-469, 611-642]

WEEK 12:

20. Mon. 28 Nov. Partial Emancipation of European Jews and the Revival of Anti-Semitism

Tutorials (21-25 Nov.): TBA

21. Wed. 30 Nov. European Imperialism; Adam Hochschild, *King Leopold's Ghost. A Story of Greed, Terror, and Heroism in Colonial Africa* (Boston: Houghton Mifflin, 1998), 115-26.

Palmer et al., pp. 597-607, 657-667, 676-701 (sections 70, 75, 77, 78-80) [Eleventh edition, 583-593, 643-653, 602-687]

WEEK 13

22. Mon. 5 Dec. Origins of the First World War

Palmer et. al., pp. 703-713 (section 81) [Eleventh edition, 689-699]

Tutorials (28 Nov.-2 Dec.): TBA

23. Wed. 7 Dec. **The First World War**

Palmer et al., pp. 713-738 (skip the Historical Interpretations and Debates at p. 737) (sections 82-85) [Eleventh edition, 699-723]

24. TBA Review for the Final Examination

No tutorials this week; classes end on December 8.

MID-TERM EXAMINATIONS TO BE DUE IN THE DECEMBER EXAM PERIOD, BASED ON THE DATE DETERMINED BY THE REGISTRAR (EXAM PERIOD: DECEMBER 11-22). THIS WILL BE A TAKE-HOME EXAM IN THE FORMAT GIVEN AT THE END OF DESCRIPTION OF THE LECTURES IN THIS SYLLABUS.

October 28th:

In what respects did British social forms, and economic and political institutions and practices, serve as an alternative, a counter-model, to those of France in the period between 1688 and the French Revolution?

On what grounds did Rousseau attack existing societies in his *Discourse on the Origin and Foundations of Inequality among Men*?

MID-TERM AND FINAL EXAMINATIONS The model examinations give students a sense of the format of the mid-term and final examination and examples of the kinds of essay questions and identifications they should expect. Students will be given a list of essay questions in advance of the exam from which the questions that appear on the exam will be drawn. Students are encouraged to prepare answers to questions before each exam. Students are permitted to make use of the assigned primary and secondary sources and their notes when writing their answers, both before and during the exams. Formal footnote form is not required when citing or quoting from a source. While students are permitted to discuss with other students in the class how they propose to respond to each question, answers must be written independently. Please do not share copies of your answers with any other students, or read other students' answers. The Assignment feature of the course website, to which answers will be uploaded, checks responses for the use of identical phrases.

The mid-term and final examinations that will be set in this class may contain some or none of the material found below:

Model Mid-Term Examination (25-27 October)

80% of the examination grade will be based on the essay questions from the first part of the examination, and 20% will be based on the identifications.

1. Essay Questions. Answer any two of the following seven questions

Grading of the essays will be based on the clarity, breadth, and logical development of the answer, and the extent to which claims are supported by references to the texts assigned for the class.

The take-home answers should be 500-800 words, in 12-font, and if you use outside sources or quotations from course texts kindly format these using Chicago Style. If you use only course materials—e.g. on the OWL site—format your sourcing to reflect this. Examples might include certain forum answers, audio-zooms. These can be done by simply calling attention to the source in a footnote.

Provide a clear topic sentence and argument for each answer. The quality of an answer depends entirely on the clarity of the writing and the understanding of the argument. Points will be given for the use of short quotations. Provide a clear conclusion for each answer.

All answers should be clear without reference to the question itself.

The Questions:

1. Why was the French Revolution, especially in the phases between 1792 and 1794, so hostile to religion? Consider not only the immediate aims of the revolutionaries but also the influence of Enlightenment thinkers and the dynamics of the Revolution.
2. What were the most significant forms of oppression from which members of the European working classes suffered in the second half of the nineteenth and in the early twentieth centuries?
3. Russia provides an example of a state which could not reform itself. In many ways it retained absolutist characteristics which collapsed in the stress of modern state-building and nationhood by its allies and enemies. Discuss the nature of the conflicts and transformation of the Russian elites and the radical ideas of their opponents, 1864-1917.
4. What were the most important institutions and practices of the Old Regime challenged by Enlightenment thinkers? The answer may consider political, economic, religious, legal, penal, and/or social institutions and practices.
5. The French Revolution has been described as a crisis in politics and a long-term decline in a financial and legal system called Absolutism. Discuss with reference to both the Absolutist state and events in the French Revolution, 1789-95.
6. The imperial race for power produced a European sense of superiority and cultural dominance in which the ideals of society, race, and gender were imposed across the global reach of colonial societies. Some historians would argue that this form of superiority masked a deep suspicion within European culture that degeneration and decay were very close to European societies themselves. Discuss.
7. The causes of World War One can be said to have both immediate and close connections with the outbreak of hostilities. At the same time, there are longer-term imperial and nationalist concerns which

had been a long time in play. Discuss the causes of World War One in terms of both long-term and short-term social elements.

Use of Electronic Devices:

Electronic devices, laptops, are permissible in class settings for taking notes. As the two exams, midterm and final examination are in take-home format, use of devices is permitted.

Additional Statements:

Please review the Department of History Course Must-Knows document, <https://www.history.uwo.ca/undergraduate/Docs/Department%20of%20History%20Course%20Must-Knows.pdf>, for additional information regarding:

- Academic Offences
- Accessibility Options
- Medical Issues
- Plagiarism
- Scholastic Offences
- Copyright
- Health and Wellness