



NINETEENTH CENTURY EUROPE



HIST 308-001
Fall 2015
TR 12:00-1:15 pm
East 201
Office hours: R 2-3 pm
and by appt.

Dina M. Copelman
RB 357 B
703-993-1250 (office)

dcopelma@gmu.edu

COURSE DESCRIPTION

This course looks at “The Long Nineteenth Century,” stretching from the 1780s to 1914. Beginning and ending in large-scale armed conflicts, the emphasis will be on the creation of economic, political, social and cultural institutions and practices that defined, arguably to this day, what it means to be “modern.” We will examine such things as urbanization and industrialization; the development of nation states and imperialism; changes in class and gender relations; the expansion of political participation and political conflict; the emergence of mass culture and mass consumption; and new forms of leisure and communication.

CLASS RESOURCES AND READINGS

The following books have been ordered for the class:

Robin Winks & Joan Neuberger, *Europe and the Making of Modernity*
Mary Shelley, *Frankenstein*
Henrik Ibsen, *Four Major Plays*, Volume I (we will be reading Hedda Gabler)

Most weeks have a folder in Blackboard where relevant documents and articles for that week will be available. In general, I will not go over the Winks textbook extensively in class, though I will be happy to answer questions about it. Class discussions will focus on documents and assigned articles, but to make sense of those you will have to be up to date with Winks. Weekly readings average about 50-80 pages, but there are some weeks when we will cover longer readings (such as the *Frankenstein*, *The Communist Manifesto*...).

I will place other class materials on Blackboard as well, such as class handouts about assignments, links to useful reference works, etc.; over the course of the semester I may add some materials to Blackboard that are not currently listed on this syllabus. In general, please note that I may add, remove or change aspects of the course. It is my responsibility to provide you this information in a timely manner and I will update you both in class and electronically about such changes. It is your responsibility to keep up with these changes and other class news.

GRADING AND ASSIGNMENTS

NOTE THAT ASSIGNMENT DATES MAY CHANGE DUE TO WEATHER AND OTHER CIRCUMSTANCES.

All assignments will be described and discussed in class and I will also provide handouts as necessary. Please pay attention to the different forms and deadlines for submission. All papers have to be submitted online to Blackboard; I may also ask you to submit hard copies of these assignments.

Please keep copies of all assignments both those you submit and those I return to you after grading.

Late assignments will be graded down. Extensions granted only under extraordinary circumstances if requested before (except in the case of a *documented* medical or family emergency). You may be asked to provide written documentation to back up your request for an extension.

Class participation	15%	Based on preparation for and engagement with class discussions. Participation also covers group work. All students will be assigned to a group and you will begin to work with your group by the third week of class. Groups will have multiple purposes: they will provide you with a set of students who can help you keep up with the class; they will be used for in-class discussion purposes; and each group will be asked to prepare something for class discussion. For the last aspect, a group may be asked to prepare a definition of a special term, a list of facts about a major event or the main contribution of a group or person or some other similar task. This will be explained more extensively in class.
3 in class 30 minute identification/definition exams	15% (5% each)	You will have to pick 4-6 terms from a list of at least 10-12. A longer list of terms will be available the class before the exam. Exams are tentatively scheduled for weeks 4, 8 and 11 but this could change. You will have one week's notice of the exact date.
<i>Frankenstein</i> and <i>Hedda Gabler</i> essays. Due 11:59 pm October 4 and November 29	40% (20% each)	You will write two 5-6 page essays based on the main works of fiction we are reading: Mary Shelley's <i>Frankenstein</i> and Henrik Ibsen's <i>Hedda Gabler</i> . In both cases, you will have to incorporate other class readings and themes. For <i>Frankenstein</i> you will have to consider how the Monster viewed the world. For <i>Hedda Gabler</i> you will write a review as if you attended the play sometime in the late 1800s.
Take Home Final Due by 11:59 pm December 17	30%	You will choose one question out of 3 or 4 to write a 6-8 page essay. The questions will ask you to examine particular issues or developments over the course of the century. Possible topics: what forces stimulated the development of representative political institutions; what forces hindered such development? Were women better off in 1900 than in 1800?

WEEKLY SCHDEULE

By Sunday evening I will usually send an email highlighting key themes, class news and reminders pertinent to the upcoming week. It is your responsibility to be sure you are getting my emails and to stay on top of them. I expect you to have read them in advance of class. In general, **you need to check gmU email regularly.**

The topics listed below are general. Specific issues and events will overflow from one class to the next. As we progress, I will note when and how you need to adjust your preparation if we are not in sync with the syllabus.

WEEK	DATE	TOPIC	ASSIGNMENT
1	September 1 & 3	Introduction Syllabus Vocabulary Enlightenment	Read syllabus! Winks, <i>Europe and the Making of Modernity</i> , Introduction "Enlightenment and Human Rights," Ch. 3 of <i>Liberty, Equality, Fraternity</i> at http://chnm.gmu.edu/revolution/chap3a.html
2	September 8 & 10	French Revolution War Napoleon	Winks, pp. 11-27 Documents/Articles in Blackboard folder "Week 2" (hereafter " BB ") (Recommended: "How to Read Images," Ch. 12 of <i>Liberty, Equality, Fraternity</i> at http://chnm.gmu.edu/revolution/chap12b.html)
3	September 15 & 17	Industrial Revolution	Winks, chapter 3 Documents/Articles in BB "Week 3"
4	September 22 & 24	Class and Culture	Winks, Chapters 2 & 4 First 30 minute exam (you should be reading <i>Frankenstein</i>)
5	September 29 & October 1	Gender and Home	Mary Shelley, <i>Frankenstein</i>

→→	Sunday October 4	Paper due 11:59 pm	“Frankenstein, the Monster’s View” due in BB
6	October 6 & 8	Political Transformations Revolutions, Socialism, Liberalism...	Winks, pp. 27-35; Chapters 5 & 6 Karl Marx, <i>The Communist Manifesto</i> BB Documents/Articles in BB folder “Week 6”
7	October 13 no class & 15	Political Transformations cont.	Because of the Columbus Day break we will not meet on Tuesday but we do meet on Thursday. The readings for week 6 cover what we will be discussing over these three classes—I will update you about what will be covered when
8	October 20 & 22	Mid-century Transitions	Documents/Articles in BB folder “Week 8” Second 30 minute exam
9	October 27 & 29	Nations and Nationalism	Winks, Chapter 7 Documents/Articles in BB folder “Week 9”
10	November 3 & 5	Imperialism	Winks, Chapter 9 Documents/Articles in BB folder “Week 10”
11	November 10 & 12	Fitness	Winks, Chapter 8 Third 30 minute exam
12	November 17 & 19	Cities New Women	Winks, Chapter 10 Henrik Ibsen, <i>Hedda Gabler</i> Documents/Articles in BB folder “Week 12”
13	November 24 & 26	No Class Thanksgiving	Unless we have to make up a class, we will not meet on November 24. Use this time to work on your Hedda Gabler papers
→→	Sunday November 29	Paper due 11:59 pm	Review of Hedda Gabler due in BB
14	December 1 & 3	Beyond Reason	Friedrich Nietzsche, from <i>Beyond Good and Evil</i> BB Sigmund Freud, <i>Five Lectures on Psycho-Analysis</i> BB
15	December 8 & 10	Conflict and World War I	Winks, Chapter 11 Documents/Articles in BB folder “Week 15”
→→	December 17	Paper due 11:59 pm	Take-home final due in BB

ADD/DROP DEADLINES

Last day to add (full-semester course): Tuesday, September 8

Last day to drop without tuition liability (full-semester course): September 8

Final Drop Deadline, 67% tuition liability (full semester course): Friday, October 2

WRITING CENTER

The University Writing Center offers free one-on-one consultations with undergraduate and graduate students from any discipline, working on any project, at any stage of the writing process. Tutors can help you understand an assignment, develop ideas, organize your paper, incorporate sources, revise effectively, and learn to proofread and edit. You may schedule a 45-minute appointment by going to writingcenter.gmu.edu, registering online, and linking to the online schedule. If you prefer to register or make an appointment in person, you may stop by the main location in Robinson A 114 during its hours of operation. You may obtain help for all your papers, including the take-home final.

LEARNING ACCOMODATIONS

If you are a student with a disability and you need academic accommodation, please see me and contact the Disability Resource Center (DRC) at (703) 993-2474. All academic accommodations must be arranged through that office.

HONOR CODE

Submit work under your own name, and remember that plagiarism is a violation of the GMU Honor Code. The Honor Code states, "Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Plagiarism means using words, ideas, opinions, or factual information from another person or source without giving due credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles consulted is not sufficient. Nor does rearrangement of another person's phrasing (paraphrase) release one from the obligation to document one's sources. Plagiarism is a form of fraudulently claiming someone else's work as your own, and as such is the equivalent of cheating on an exam. **A serious academic offense, plagiarism is grounds for failing at least the assignment, if not the whole course.** If you are unclear about what you should document, consult with me. When in doubt, document. (*Adapted from the English Department Statement on Plagiarism*)

Honor Code can be found online at <http://honorcode.gmu.edu>

RULES OF THE ROAD

(I take these things very seriously and believe they reflect courtesy and affect learning. What I say in no way reflects feelings about this class or individuals in it since it was all written before I stepped into class. Additionally, I am being tough here so we can get this out of the way and I can show you how easygoing and cheerful I really am.)

This course relies on preparation and encourages discussion. If you are not in class you will not learn as much and cannot take part in discussion. If you are not prepared you will not be able to follow the material. If you are not in class, not prepared and cannot discuss, the course fails (and so might you). It's that simple. More than two "unexcused" absences (which equals one week of work) will bring your grade down. (An "excused" absence is: illness, family and other emergencies that can be documented; VERY important commitments that cannot be changed that I am notified of in advance, etc.). If you are granted an excused absence you still have to keep up with the work and assignments; you may also be asked to submit additional or different work. It is your responsibility to find out about any work you may have missed. It is your responsibility to keep track of any changes relevant to the class—readings, assignments, class meetings etc. Late assignments will be marked down (unless you have been granted an extension) and also returned late. If you know **in advance** that you will have trouble with a deadline you need to tell me about that at least a week ahead of time.

Come on time and leave at the end of class. **Sit clustered together (in other words, I don't like to see seating gaps) and once you have been assigned to a group sit near your group).** The classroom is not a place to lie down or nap; having your head on the desk indicates you are not well enough to come to class and you require medical assistance--I will ask you to go to campus medical services. While participation is essential, that means sharing things related to what we are covering with the class as a whole (or your group during group time). Private conversations, frequent unrelated comments, disrupting other people's comments—all create a problematic learning environment and I will act as necessary to stop such conduct.

A sign in sheet will be circulated at the beginning of each class. **Turn off cell phones and put them away.** If for some reason you need to be reached during class time, put your phone on "vibrate." (If I forget to do this two or more times, I will owe you a snack.) Being open to new technology, I will start by allowing the use of laptops and tablets to take notes and/or access readings (Kindles and such are ok for readings as well; cell phones are not)—**NOT TO SURF THE WEB, OR DO ANYTHING UNCONNECTED WITH THE IMMEDIATE WORK BEING DONE IN CLASS;** you will have to turn off the internet function while you are in class. **If this does not work, see below.** You may bring a covered drink to class but—unless otherwise agreed upon—no eating in class.

As I age (which happens daily) it takes longer to remember names. Therefore, you will make a legible sign with your name that you will use for the first half of the course.

Best way to contact me is by email: dcopelma@gmu.edu. I will try to respond within 24 hours, but it may take longer. I encourage you to come during my office hours (Thursdays 2-3 pm), but it is always best to set a time in advance or at least to call (571-239-1713) before coming—there will be occasions when I will have to cancel or change my hours. If office hours are not convenient, we can set up an appointment for a better time.

I will discuss these guidelines with you. I am open to suggestions, especially regarding improper use of electronic devices. If these guidelines/rules are not working I will have to ban electronic devices (unless required for documentable reasons) from class; give pop quizzes; etc. I MEAN IT, EVEN IF IT MAKES ME SEEM MEAN!! (The point here, of course, is to have a comfortable, enjoyable and stimulating semester.)