

**CAMOSUN COLLEGE**  
*School of Arts & Science*  
*Humanities*

**HISTORY 120 Europe and the World: 1848-1920**  
**Fall 2002**

**COURSE OUTLINE**

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**1. Instructor Information**

Dr. L. D. Hannant  
Office: Young 232  
Office phone: 370-3389  
Office hours: Wednesdays 10:30am - 11:20am  
Thursday 3:00 - 5:00pm, or by arrangement  
Email: hannant@camosun.bc.ca

**2. Intended Learning Outcomes**

Through reading textbooks and primary source materials, hearing faculty lectures, participating in seminars, writing papers, making presentations, and performing tests, students will

1. Appreciate critical themes, events, and issues in Europe in this period, including the intellectual, political, cultural and social foundations of 19<sup>th</sup> century Europe.
2. Explore modernization, economic development, industrialization, technological change and their impact on society.
3. Examine political challenges and changes, revolution and counter-revolution, nationalism, and war.
4. Analyze European colonialism and its legacy.
5. Explore the role of ideologies and ideological conflict.
6. Examine economic, cultural, and social development.
7. Reassess and challenge traditional and existing perspectives on critical events and issues of this period.

By the end of the course, through exposure to the above materials and ideas, the student should be able to

1. Think critically about historical issues and writing by evaluating the arguments put forward by historians, weighing the evidence they present and making judgements about the strength of their arguments.
2. Appreciate history as a distinct academic discipline, understanding its unique outlook, scope and methods and what distinguishes it from other disciplines.
3. Use history to confront the issues of today's world, establishing a context for the present and comprehending the accomplishments, failures, tensions and issues of the present era.
4. Have increased skills in research, writing and written and oral communication.

### 3. Required Materials

Leo A. Loubère, *Nineteenth Century Europe: The Revolution of Life*  
 Thomas Barnes and Gerald Feldman, *Nationalism, Industrialization, and Democracy, 1815-1914*  
*The Communist Manifesto* — Commentaries (reading package in bookstore)

### 4. Course Content and Schedule

#### Discussions

Beginning on September 13, and on each Friday through the term we will have discussion sessions.

The aim of the discussion sessions is to have a wide-ranging and informal discourse based on readings from Barnes and Feldman's *Nationalism, Industrialization, and Democracy, 1815-1914*.

Don't be intimidated if the meaning of some of the reading material is not clear to you. Keep in mind that pertinent questions are often as useful as thoughtful comments. Write down some questions about what you don't grasp and think about possible answers to them. Bring them to class and share them with everyone.

In addition, it is absolutely essential that you read the textbook, *Nineteenth Century Europe*, in order to put the discussion readings in context. Doing this background reading before class is your responsibility.

Keep in mind that **you cannot expect to earn a passing grade for the discussion portion of the mark without participating regularly in the discussions.** You will be judged on the frequency and quality of your contributions. **Attendance alone does not constitute participation.**

#### WEEK-BY-WEEK SCHEDULE

| DATE     | TOPIC AND REQUIRED READINGS  |
|----------|--|
| Sept. 4  | Introduction to the course<br>The Ancien Régime, the Enlightenment, the French Revolution, and their significance<br>Reading: Loubère, Chapters 1 and 2  |
| Sept. 6  | No discussion today. Instead, I will continue lecture on the French Revolution   |
| Sept. 11 | Outcomes and consequences of the French Revolution; reconstructing Europe; post-revolutionary political reaction<br>Reading: Loubère, Chapters 3, 4 & 12 |
| Sept. 13 | Discussion: Barnes and Feldman, Chapter 1<br>Discussion question: Identify and discuss one of the major elements of political                            |

reaction and one major element of romanticism, as they were manifested in the decade after 1815. (See Chapters 12 and 13 of Loubère for background.)

- Sept. 18 Industrialization, the working class and reform in Britain  
Reading: Loubère, Chapters 5, 6 and 7
- Sept. 20 Discussion: Barnes and Feldman, Chapter 2  
Discussion question: Was Liberalism revolutionary or conservative?
- Sept. 25 The 1848 revolutions and the Crimean War  
Reading: Loubère, Chapter 8
- Sept. 27 Discussion: Barnes and Feldman, Chapter 3  
Discussion question: Identify the most important problems of industrialization in the early 19th century. What did authorities regard as solutions to those problems?
- Oct. 2 Capitalism, modernization and industrialization  
Reading: Loubère, Chapter 11
- Oct. 4 Discussion: Barnes and Feldman, Chapter 4 and *The Communist Manifesto* – Commentaries.  
Discussion question: Contrast Owen’s plan for a rational society with Marx and Engels’ *Communist Manifesto*
- NOTE: Written assignment on *Communist Manifesto* due today, at beginning of class**
- Oct. 9 Culture, thought and ideas: Liberalism, socialism, and Darwinism  
Reading: Loubère, Chapters 10, 13 & 14
- Oct. 11 Discussion: Barnes and Feldman, Chapter 5  
Discussion question: Barnes and Feldman write: “The conflicts over Darwinism served only to intensify the running war between liberalism and religion, especially with the Catholic Church.” (p. 121) What were the most important aspects of this “war”?
- Oct. 16 Mid-term exam — two hours, in class
- Oct. 18 No discussion today; I will lecture on class structure in the mid-19<sup>th</sup> century
- Oct. 23 Women, sexuality and popular culture  
Reading: Loubère, Chapter 15
- Oct. 25 Discussion: Barnes and Feldman, Chapter 6

Discussion question: What were the main political methods of Louis Napoleon, Cavour and Bismarck?

Oct. 30 Eastern Europe, the Ottoman Empire and the Balkans  
Reading: Loubère, Chapters 9 & 16

Nov. 1 Discussion: Barnes and Feldman, Chapter 7  
Discussion question: Identify and discuss the most significant impacts of industrialization on business and the working class in the years 1850 to 1914.

NOTE -- LAST DAY TO WITHDRAW WITHOUT A FAILING GRADE IS NOVEMBER 5

Nov. 6 Italian and German unification  
Reading: Loubère, Chapter 17

Nov. 8 Discussion: Barnes and Feldman, Chapter 8  
Discussion question: What were the main points of view on the issue of social strife in the years 1871-1914? How did each point of view propose to deal with social conflict?

Nov. 13 Tsarist instability, the Russo-Japanese War and the 1905 Revolution  
Reading: Loubère, Chapters 16, 17, 18

Nov. 15 Discussion: Barnes and Feldman, Chapter 9  
Discussion: Barnes and Feldman, Chapter 9  
Discussion question: How did the Russian and Austro-Hungarian leaders attempt to address the contradictory needs to introduce reform but at the same time maintain autocratic rule? What was the popular response to these efforts?

Nov. 20 European imperialism  
Reading: Loubère, Chapters 19, 20 and 21

Nov. 22 Discussion: Barnes and Feldman, Chapter 10  
Discussion question: What arguments did advocates of imperialism advance to justify European expansion in the years after 1870?

Nov. 27 The First World War

Nov. 29 Discussion: Barnes and Feldman, Chapter 11  
Discussion question: What insights did late-19th century intellectuals offer into the nature of the relationship between the individual and society?

Dec. 4 The outcomes of the First World War



## ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

[www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html)

### **8. Your responsibility**

History 120 is a university-level course, directly applicable to a university degree. So you must be prepared to perform at a university standard. This requires initiative and effort on your part. Specifically, you must:

1. attend class regularly
2. keep up with the weekly readings from the textbook and the discussion text
3. think carefully about what is written in these sources and discussed in class
4. show evidence that you have grasped the facts and concepts from lectures and discussions by making thoughtful observations in discussion sessions, written assignments and exams.