

## FALL 2016

Dr. Mark Emerson

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HIST. 3304 (3 units)

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### HISTORY 3304: EUROPE 19<sup>TH</sup> CENTURY 1815-1919

#### **COURSE DESCRIPTION:**

HIST 3304 Europe in the 19<sup>th</sup> Century: This undergraduate course is a reading based seminar. We will be exploring the world of nineteenth century Europe. In particular, we will be looking at the nature of the revolutions and nationalism in the long 19<sup>th</sup> century Europe.

#### **COURSE REQUIREMENTS:**

##### **Assignments:**

1. Reading/Discussion/Participation in Seminar (45% of final grade). Discussion Board assignments. There will be Fifteen Discussion Board assignments. Each Board includes a list of readings that are assigned and then a writing component where you will be required to write some essays on the readings and respond to the work of other students.
2. Bibliographic Review Essay 15 pages or Six Critical Book Reviews 3-4 pages each. This assignment consists of a discussion based on the primary sources from the Fordham online source and the books assigned for the course or just the six main books for the critical book reviews (Due December 7<sup>th</sup> by Noon)

##### **Required Texts:**

**Text for Course (General reading for background. Recommended not required):** Europe and the Making of Modernity: 1815-1914 2005

by Robin W. Winks and Joan Neuberger

**Internet Resources:**

<http://sourcebooks.fordham.edu/Halsall/mod/modsbook.asp>

**Books for HIST 3304:**

History Derailed: Central and Eastern Europe in the Long Nineteenth Century Jan 17, 2005

by Ivan T. Berend

The Industrial Revolutionaries: The Making of the Modern World 1776-1914 May 25, 2010

by Gavin Weightman

The Tools of Empire: Technology and European Imperialism in the Nineteenth Century Mar 26, 1981

by Daniel R. Headrick

The Age of Revolution: 1789-1848 Nov 26, 1996

by Eric Hobsbawm

Gold and Iron: Bismarck, Bleichroder, and the Building of the German Empire Sep 12, 1979

by Fritz Stern

The First World War May 16, 2000

by John Keegan

Extra Credit or Alternative Books (if you cannot get some of the other books):

The Ghost Map: The Story of London's Most Terrifying Epidemic--and How It Changed Science, Cities, and the Modern... Oct 2, 2007

by Steven Johnson

London in the Nineteenth Century: "A Human Awful Wonder of God" Jan 23, 2007

by Jerry White

Here are some links; one for suggestions for writing a history book review and another that has links to examples of book reviews:

[http://www.libraries.uc.edu/research/subject\\_resources/history/bookrev.html](http://www.libraries.uc.edu/research/subject_resources/history/bookrev.html)

<http://apps.carleton.edu/curricular/history/study/criticalbookreview/>

**Recommended:**

Eat right and exercise. Nap as often as possible.

**Guidelines and Responsibilities:**

1. The seminar through the internet. It goes without saying that it is almost essential to login several times a week. There is a weekly Discussion Board reading and assignment (found under Discussion Board in Blackboard). You will post your final paper to Blackboard or you can e-mail me an attachment of your paper (memerson@sulross.edu)

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## **GRADING**

A Range = Outstanding. All assignment sections are turned in. Projects reflect thoughtful, analytical thinking and a thorough understanding of historical events and trends. Course participation and professionalism are exceptional.

B Range = All assignment sections are turned in above average, but not outstanding work. Demonstrates understanding of historical events, but the analytical thinking is weaker than that for an "A".

C Range = Average. All assignment sections are turned in, but indicate an average understanding of historical events. Work tends to be narrative rather than analytical. There is a need for improvement AND/OR written work is "fair." Course participation or professionalism may need improvement.

D Range= below average. All assignment sections turned in, but writing is purely narrative, there is no analysis and barely answers the question assigned AND/OR assignments are incomplete, course participation and professionalism need substantial improvement.

F Range= Fail: Assignments are not turned in or are "late without the instructor approval" AND/OR are substantially below average and fails to answer question AND/OR participation and professionalism need substantial improvement. Plagiarizing of course work or other unprofessional behavior will result in disciplinary action.

**Grade Scale (Based on percentages)**

	<b>87-89 = B</b>	<b>77-79 = C</b>	<b>67-69 = D</b>	<b>0-59 = F</b>
<b>93+ = A</b>	<b>83-86 = B</b>	<b>73-76 = C</b>	<b>63-66 = D</b>	
<b>90-92 = A</b>	<b>80-82 = B</b>	<b>70-72 = C</b>	<b>60-62 = D</b>	

Schedule of Assignments and Readings and Discussion Board:

**Discussion Board One (August 22-29):**

Read the following—

<http://sourcebooks.fordham.edu/Halsall/mod/modsbook14.asp>

Please read the section on this webpage entitled Social and Political Effects

Post a 5 or more paragraph essay discussing the documents. Also post TWO responses to the essays/discussions of other students (2 paragraphs each).

**Discussion Board Two (August 30-Sept 5):**

Read the following:

From: <http://sourcebooks.fordham.edu/Halsall/mod/modsbook20.asp>

Read as many selections as you can on the webpage

Post a 5 or more paragraph essay discussing the selections. Also post TWO responses to the essays/discussions of other students (2 paragraphs each).

**Discussion Board Three (Sept. 6-12):**

Read: <http://sourcebooks.fordham.edu/Halsall/mod/modsbook17.asp>

Post a 5 paragraph or more essay analyzing and discussing as many selections as you read on this webpage. Also post TWO responses to the essays/discussions of other students (2 paragraphs

each).

**Discussion Board Four (Sept. 13-19):**

Read the first half: Industrial Revolutionaries

Post a 5 paragraph essay analyzing and discussing the first half of the book. Also post TWO responses to the essays/discussions of other students (2 paragraphs each).

**Discussion Board Five (Sept 20-26):**

Read second half of Industrial Revolutionaries

Post a 5 paragraph essay analyzing and discussing the second half of the book. Also post TWO responses to the essays/discussions of other students (2 paragraphs each).

**Discussion Board Six (Sept. 27-Oct. 3):**

Read the first half of Tools of Empire.

Post a 5 paragraph essay analyzing and discussing the first half of the book. Also post TWO responses to the essays/discussions of other students (2 paragraphs each).

**Discussion Board Seven (Oct. 4-10):**

Read the second half of Tools of Empire.

Post a 5 paragraph essay analyzing and discussing the second half of the book. Also post TWO responses to the essays/discussions of other students (2 paragraphs each).

**Discussion Board Eight (Oct. 11-17)**

Read first half of Age of Revolutions.

Post a 5 paragraph essay analyzing and discussing the first half of the book. Also post TWO responses to the essays/discussions of other students (2 paragraphs each).

**Discussion Board Nine (Oct 18-24)**

Read second half of Age of Revolutions.

Post a 5 paragraph essay analyzing and discussing the first half of the book. Also post TWO responses to the essays/discussions of other students (2 paragraphs each).

**Discussion Board Ten (Oct 25-31):**

Read first half of History Derailed.

Post a 5 paragraph essay analyzing and discussing the first half of the book. Also post TWO responses to the essays/discussions of other students (2 paragraphs each).

**Discussion Board Eleven (Nov. 1-7):**

Read second half of History Derailed.

Post a 5 paragraph essay analyzing and discussing the first half of the book. Also post TWO responses to the essays/discussions of other students (2 paragraphs each).

**Discussion Board Twelve (Nov. 8-14):**

Read first half of Gold and Iron.

Post a 5 paragraph essay analyzing and discussing the second half of the book. Also post TWO responses to the essays/discussions of other students (2 paragraphs each).

**Discussion Board Thirteen (Nov. 15-21):**

Read second half of Gold and Iron.

Post a 5 paragraph essay analyzing and discussing the first half of the book. Also post TWO responses to the essays/discussions of other students (2 paragraphs each).

**Discussion Board Fourteen (Nov 22-28):**

Read the first half of World War I.

Post a 5 paragraph essay analyzing and discussing the second half of the book. Also post TWO responses to the essays/discussions of other students (2 paragraphs each).

**Discussion Board Fifteen (Nov. 29-Dec. 5):**

Read the second half of First World War.

Post a 5 paragraph essay analyzing and discussing the book. Also post TWO responses to the essays/discussions of other students (2 paragraphs each).

***FINAL PAPER(s) DUE December 7<sup>th</sup> by Noon!!***

***\*\*\*Schedule is subject to change!!! Announcements will be made in class in advance of any changes.***

## **WRITING THE CRITICAL BOOK REVIEW**

*Dr. Emerson*

Every book makes different demands on the reviewer. No single approach is right for all books. The suggestions that follow are just that; suggestions. Use as many of them as seem pertinent, but remain responsive to the book under consideration.

### ***1. Reading the book***

When you read, your critical faculty should be alert, but that doesn't mean you are poised for attack. You can do your best if you read in a spirit that is at once critical and sympathetic.

Read the whole book thoroughly and carefully. Reread what you don't understand. Don't skip forewords, prefaces, and other parts that may not appear integral to the text. What you learn here might help you to understand the book better. If possible, it's best to read the book twice, the first time to get an overview, the second time to test your impressions and gather detailed evidence.

Take notes as you read. The list that follows will give you an idea of what to watch for. Taking notes also helps you stay alert as you read, and gives you the opportunity to mark effective passages for quoting.

### **2. Questions to ask as you read**

What are the author's subject and the broad field into which the work fits?



What approach does the author take to the subject? What is the central thesis? What are the author's assumptions? What methodology is used?

What are the author's primary sources? How comprehensive is the research?

For whom is the book written? Fellow scholars? Non-academics? Is the book appropriate to its audience?

How is the book structured? Is its development orderly and logical? Is it clear?

Is the author's prose readable? Exceptionally good? Does the author have an intrusive style?

Does the book have illustrations? An index? Bibliography? What other features does it have? Are they effective and useful?

How appropriate is the book's title? Does it promise essentially what the book delivers?

Are you aware of factual errors in the book? Oversights? Faulty assumptions?

Why was the book written? Has the author met these objectives?

What is your personal response to the book? Is it satisfying to read? Is it enjoyable? Convincing? Why? If it isn't, why not?

### **3. Writing the review**

Writing a book review is much like writing any other short essay. There is no universal formula, but following a few basic guidelines can simplify the task.

Review your notes and list the points you'd like to make.

Arrange those points in a logical order. Time spent now on organization not only produces a strong, clear structure, but also allows you to concentrate on phrasing during the writing of the first draft. One possible way of setting up the essay is like this:

**A brief description of the subject, aim, and scope of the book**

**An outline of its thesis and its bias**

**A detailed assessment of the author's main contentions**

**An evaluation of the book's major strengths and weaknesses**

**An assessment of the book's place in the literature of its subject**

**\*\*\*Write the review in your own words (do not plagiarize!) and DO NOT just summarize (follow the above instructions!!)**

Write the first draft, not stopping to fine tune the phrasing, but aiming to get onto the paper all that you have to say.

After some time has elapsed, read the draft critically, noting where it is ambiguous, incomplete, or overwritten.

Read the second draft, checking for errors in grammar and punctuation, and making sure that you have said just what you meant.

Type the final draft.

Proofread the typed copy, and correct as necessary to ensure that it is free from errors.

**Turn in on or before the due date. .DUE DECEMBER 7<sup>th</sup> by NOON**

