

Course Syllabus: Fall 2019: History of Europe: 1815-1914

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Course Objectives:

The objective of this course is to examine the unprecedented transformation of Europe in the “long century” of 1815-1914. The technological, economic, political, and imperialist impulses not only transformed Europe but the world. This course will cover the history of that era from the conclusion of the Napoleonic Wars and the Conference of Vienna in 1815 to the outbreak of the First World War (a subject not covered in this course but will be in the spring of 2019).

Course Requirements

There are a number of requirements for the successful completion of this course.

1. Obtain the required books, this can be done through libraries, online sellers, or local friendly bookstores-I do not use the Sul Ross bookstore.
2. In the first week of class—or before—send me an email through the Sul Ross email server and let me know that you have read the syllabus and that you understand the requirements for the course and have obtained the books or are in the process of obtaining the books. You will also agree to maintain semi-regular contact with me, when I do not hear for a student in a number of weeks I cannot be expected to figure out what the problem is, it is up to you to maintain contact with me, I can only meet you half-way.
3. You are required to read the books, and write weekly summaries of the readings and submit those reviews through Blackboard. The reviews should be five pages per assignment, and provide a summary of the readings as well as an analysis of why it is important to the history of the “Long Century” of Europe and the world from 1815-1914
4. Each assignment is worth 100 points; therefore, your total grades for the written weekly assignments is potentially 1,100 points. For each assignment; 90-100=A; 80-89=B; 70-79=C; 60-69=D; 0-59=F.
5. At the end of the course, you will be required to write a fifteen to twenty page research paper on a topic of European history 1815-1914 (a topic that I must approve). The paper must be formatted according to the MLA handbook, properly cited (I prefer footnotes but endnotes are acceptable) and a proper bibliography. Potential topics could include a wide range of subjects—the origins of the industrial revolution, the rise of ethno-linguistic nationalist states (Germany, Italy, Serbia, etc), colonialism and imperialism, the working class and class struggle, technological transformations, the Crimean War, population and urbanization changes, changes in gender and ethnic relations, imperialism, genocide, etc.
6. The total number of points for the paper will be 900 points. 810-900=A; 720-809=B; 630-719=C; 540-629=D; 0-539=F.

At the end of the course, you will have a potential of 2000 points; 1,800-2000=A; 1,600-1799=B; 1,400-1,599=C; 1,200-1,399=D; 0-1,999=F.

Course Readings

1. Tim Pat Coogan, *The Famine Plot: England's Role in Ireland's Greatest Tragedy*. St. Martin's Griffin Press, ISBN # 978-1-137-27883-8.

I chose this book for a couple of reasons, the first being the Irish famine was the last great famine of western European history and yet it is probably one of the most misunderstood events in modern history. It also served as one of the major migratory waves of immigrants to the United States and many Americans today share some Irish ancestry. Although the blight of the potato and the environmental sources of the famines are well-known, less understood is the role that British imperial policies and commitment to "free market" fundamentalism played in this historical tragedy. This book is an important contribution to rectifying the historical role that Great Britain's imperial policies played.

2. Richard J. Evans, *The Pursuit of Power: Europe 1815-1914* Viking Press, ISBN # 978-0-670-02457-5.

This is the main text of the course, it may seem like heavy reading, but it is the best synthesis of European history 1815-1914 and should sit in your library for years to come.

3. Gay Gullikson, *Unruly Women of Paris: Images of the Commune*, Cornell University Press, ISBN # 978-080143228

The French Commune uprising of 1871 and the bloody repression by the French Army marks a milestone in the history of nineteenth-century social and political uprisings. What role did women play and how was gender conceptualization used a weapon against the communards in justifying the mass repression against them? It was the search for these answers that I chose this book.

4. Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*. Houghton Mifflin, ISBN # 978-0618001905.

In the history of imperialism and colonialism, King Leopold of Belgium and the conquest of the Belgium Congo (today-the Democratic Republic of the Congo) is beyond anything our modern moral comprehension can fathom. It is one of the greatest tragedies in modern world history and underscores the sheer brutality, racism, and human greed in colonial empires and bares open the sheer hypocrisy of colonialism as a humane and "civilizing" force. It also begs to question the term "Europe's century of peace" as the peace may have applied to Europe itself but not to vast portions of humanity. Yet, it is also a testimony to the role of and activism of the twentieth-century's first global human rights campaign. It is for these reasons that I chose this book.

Course Outline

August 26—30--write me an email and let le know that you have read the syllabus, understand the course requirements, and are in the process of obtaining the books.

Sept. 06-Evans chapter one

Sept. 13-Evans chapter two

Sept. 20-Evans chapter three

Sept. 27-Evans chapter four

Oct. 04-Evans chapter five

Oct. 11-Evans chapter six

Oct. 18-Evans chapter seven

Oct. 25-Evans chapter eight

Nov. 08—book review over “The Famine Plot” by Tim Coogan due

Nov. 15—Book review over the Unruly Women of Paris due----**Also note* I need to approve your paper topic by this date////////Also note*** this is the last day to withdraw from the course with the letter grade** of W.

Nov. 22— Book review over “King Leopold’s Ghost by Adam Hochschild due.

Dec. 9—papers due by 12:00 pm.

Distance Education Statement

Distance Education Resources • Students enrolled in distance education courses have equal access to the university’s academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students’ identities and to protect students’ information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Communicating with the Professor: • The best way to contact me is through email at dwatson@sulross.edu. I will try to respond as soon as possible. If you do not receive a reply within 24 hours, please resend your email or call my office at 432.837-8742.