



MHIS221

European History from the French Revolution to Freud

S1 External 2013

Modern History, Politics and International Relations

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	7
<u>Unit Schedule</u>	10
<u>Policies and Procedures</u>	12
<u>Graduate Capabilities</u>	13

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Convenor

Kate Fullagar

kate.fullagar@mq.edu.au

Contact via kate.fullagar@mq.edu.au

Credit points

3

Prerequisites

12cp or (3cp in HIST or MHIS or POL units)

Corequisites

Co-badged status

Unit description

This unit traces the emergence of some of the key forms of Western modernity, including enlightenment rationality, left-right politics, bourgeois society, industrial capitalism, class formation, liberalism, socialism, feminism, nationalism and secular science. It focuses particularly on political and cultural themes in the analysis of these topics. It ends on the eve of World War One when new ideas such as psychology, relativity, and nihilism threatened to undermine all that had been consolidated in the preceding century. This unit will appeal especially to students taking MHIS121 and MHIS321.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Understand and explain some chief threads of European History from 1789-1914

Understand and explain the relationship of Europe to the rest of the world through the long 19th century

Produce written work on multiple aspects of European history based on primary and secondary sources

Construct historical arguments through cogent writing with appropriate references

Engage with staff and students in classroom discussions and present ideas orally and

respectfully.

Assessment Tasks

Name	Weighting	Due
Online tute participation	20%	Continuous
Short Essay	15%	Monday, 25 March 2013
Long Essay	40%	Monday, 27 May 2013
Examination	25%	Exam period TBA

Online tute participation

Due: **Continuous**

Weighting: **20%**

Tutorial participation means not only doing all the readings beforehand but contributing to discussion with your fellow students. Your grade is assessed on the basis of your *generosity with your knowledge* to other students and your *willingness to ask relevant questions* and to *have a go at trying to answer others' questions*. Tutorial participation for external students is worth 20% of your final grade: all external students must post (at least 250 words) to at least 9 of the 11 online weekly discussions.

On successful completion you will be able to:

- Understand and explain some chief threads of European History from 1789-1914
- Understand and explain the relationship of Europe to the rest of the world through the long 19th century
- Engage with staff and students in classroom discussions and present ideas orally and respectfully.

Short Essay

Due: **Monday, 25 March 2013**

Weighting: **15%**

Choose any **2** of the 6 documents listed in the **Appendix** of the Reader. Write an essay about how each of your chosen documents relates to the history of the French Revolution and to each other. Construct an argument about the nature of at least one period or aspect of the French Revolution on the basis of your chosen documents.

In your essay, consider the following questions: Who wrote these documents and to whom? In what contexts were they written? What was each intended to do? What did each end up doing? Don't forget to compare and contrast the documents as well – how are they connected, and in

what ways do they differ?

You should quote from each document and refer to at least **4** secondary sources. You may cite other primary sources as well, but it is not necessary to do so. Refer to the history essay writing guides at the back of the Reader for information about argumentation, formatting, and citation style. You must present your essay with a title, wide margins, page numbers, and double-spaced. You must cite your references correctly and provide a bibliography at the end, starting on a new page.

On successful completion you will be able to:

- Understand and explain some chief threads of European History from 1789-1914
- Produce written work on multiple aspects of European history based on primary and secondary sources
- Construct historical arguments through cogent writing with appropriate references

Long Essay

Due: **Monday, 27 May 2013**

Weighting: **40%**

Answer one of the thirteen questions listed below, in 2500 words. Your essay should include analyses of at least two primary sources and at least six secondary sources. The ‘further reading’ lists in the Unit Guide will be the best place to start your research — you will, however, also be expected to locate some sources on your own.

Refer to the history essay writing guides at the back of the Reader for information about argumentation, formatting, and citation style. You must build a strong argument through every paragraph. You must present your essay with a title, wide margins, page numbers, and double-spaced. You must cite your references correctly and provide a bibliography at the end, starting on a new page.

Please complete and attach to your essay a self-assessment form (found in the Reader and also on the iLearn website). This form will act as a good checklist and also give you a clear idea about what markers look for in a 200-level history essay.

1. “Revolution is an idea that has found its bayonets.” *Napoleon Bonaparte*. Did Napoleon complete the French Revolution or was he responsible for twisting it away from its original goals?
2. The English historian, E. P. Thompson, once wrote that “By 1840 most people were ‘better off’ than their forebears had been fifty years before, but they suffered and continued to suffer this

slight improvement as a catastrophic experience.” [*The Making of the English Working Class* (1963), p. 231.] How should we evaluate the Industrial Revolution in history? Was it more an improvement in people’s lives or more a catastrophe?

3. “In liberalism, the middle class found an economic and political theory that echoed the way they viewed the world.” [John Merriman, *A History of Modern Europe*, p. 532.] How did middle-class liberals view their world after 1815? Specifically, what role did they want governments to take in Europe in the future? Discuss with reference to at least two European regions.

4. “The bourgeoisie is not a class, it is a position ... Work, thrift, and ability confer it; vice, dissipation, and idleness mean it is lost.” *Journal des Débats*, 1847. Was the nineteenth-century bourgeoisie defined by hard work, thriftiness, and merit, or by some other attributes? Was it as straightforward as the *Journal* suggests to become bourgeois in the nineteenth century? Discuss with reference to at least two European regions.

5. “Of what does a revolt consist?” asked Victor Hugo after 1848; he answered: “outraged convictions, embittered enthusiasms, hot indignation ... the vanity that believes that fate is against us.” Of what did the revolts of 1848 primarily consist? Who were the key protagonists and why did they behave in the way that they did? Discuss with reference to at least two European regions.

6. In 1852 Karl Marx wrote that “all facts and personages of great importance in world history occur, as it were, twice ... the first time as tragedy, the second time as farce.” [*The Eighteenth Brumaire of Louis Bonaparte* (1852), p. 1]. Was the failure of the 1848 uprisings a farcical rerun of the end of the French Revolution? Was it instead more or less comparable to the rise of the Napoleonic dictatorship?

7. “The decline of religious practice in Europe was neither linear nor did it occur everywhere.” [John Merriman, *A History of Modern Europe*, p. 777.] Where and in what ways did religion survive in the nineteenth century? Discuss with reference to at least two European regions.

8. “Nothing is more remarkable than the spread of scepticism or rationalism during the latter half of my life.” *Charles Darwin*, 1876. Was the spread of scepticism in Europe since mid-century unlikely or should Darwin have been less surprised? Discuss with reference to at least two European regions.

9. Choose and read the complete text of either Murger’s *Scenes* or Mayhew’s *1851*. What does your chosen text reveal about the mid-century society that it portrays? To what extent can fiction

serve as a useful historical source?

10. The famous novelist Honore de Balzac wrote in 1829 that a woman “is a slave whom we must know how to place on a pedestal.” [*The Physiology of Marriage*, 1829]. Does this statement represent the position of middle-class women in the nineteenth century? How does it relate to the position of working-class women?

11. Before World War One, was socialism or feminism the more successful movement? How so and why? Discuss with reference to at least two European regions.

12. “A nation does not normally come to complete self-consciousness except under pressure of the foreigner ... Thus did France create Germany.” *Ernest Renan, philosopher, 1870*. To what extent were new nations in the nineteenth century forged through conflict with others? To what extent were they forged by other factors? Discuss with reference to at least two European regions.

13. Was the new imperialism of the late nineteenth century a logical outcome of developing nationalist sentiments in Europe, or a perversion of nationalist ideas about self-determination? Discuss with reference to at least two European empires.

On successful completion you will be able to:

- Understand and explain some chief threads of European History from 1789-1914
- Produce written work on multiple aspects of European history based on primary and secondary sources
- Construct historical arguments through cogent writing with appropriate references

Examination

Due: **Exam period TBA**

Weighting: **25%**

Students choose between sitting a two-hour exam or submitting a 1500-word take-home exam during the exam period (exact date to be announced).

On successful completion you will be able to:

- Understand and explain some chief threads of European History from 1789-1914
- Understand and explain the relationship of Europe to the rest of the world through the long 19th century
- Engage with staff and students in classroom discussions and present ideas orally and

respectfully.

Delivery and Resources

Assignment submission

Hard Copy Submissions

Written work must be submitted through the Arts Student Centre (via the appropriate assignment box) on Level 1, W6A (for internal students) or via COE (for external students). Internal students must print and attach a completed coversheet to all submitted work. A personalised assignment coversheet is generated from the student section of the website at: http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/coversheet.

Please provide your student details and click the *Get my assignment coversheet* button to generate your personalised assignment cover sheet. No other coversheets will be provided by the Faculty.

Students are expected to submit all written work *typed, double-spaced, appropriately formatted with wide margins, and proof-read for spelling and grammatical errors*. Every essay also needs a *title and page numbers*. Essays must include footnotes and a bibliography of all sources cited, including full publication details for all printed sources and the full URL and last date accessed for all electronic sources. See the back of the Reader for some advice on 'Writing Essays in History'.

Return of marked work

During semester, marked work will be returned to students via tutorials, seminars or lectures. *Work is assessed according to MHIS 200 level rubrics, to be found at the end of the Reader.*

Examination

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations at:

The only exception to sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available under the *Extension and Special Consideration* section of this Unit Guide.

If a Supplementary Examination is granted as a result of the Special Consideration process, the examination will be scheduled after the conclusion of the official examination period. Individual Departments should contact the Associate Dean Learning and Teaching to confirm when Supplementaries are scheduled.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is the final day of the official examination period.

Extensions and special consideration

Extensions

Appropriate written documentation (such as a medical certificate) is required for any extension. No extensions will be granted on or after the deadline. Any work submitted late without an extension will be penalized two percentage points (2%) for every calendar day late, with the exception of the Take-Home Examination. Take-Home exams submitted late will not be graded and will receive zero.

Special Consideration Policy

http://www.mq.edu.au/policy/docs/special_consideration/policy.html

Applying for Special Consideration

Students applying for Special Consideration circumstances of three (3) consecutive days duration, within a study period, and/or prevent completion of a formal examination must submit an on-line application with the Faculty of Arts. For an application to be valid, it must include a completed Application for Special Consideration form and all supporting documentation.

The online Special Consideration application is found at: http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/special_consideration.

UNIVERSITY POLICY ON GRADING

University Grading Policy

<http://www.mq.edu.au/policy/docs/grading/policy.html>

Work is assessed according to MHIS 200 level rubrics, to be found at the end of the Reader. The grade a student receives will signify their overall performance in meeting the learning outcomes of a unit of study. Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution. In determining a grade, due weight will be given to the learning outcomes and level of a unit (ie 100, 200, 300, 800 etc). Graded units will use the following grades:

HD	High Distinction	85-100
D	Distinction	75-84
Cr	Credit	65-74
P	Pass	50-64

F	Fail	0-49
---	------	------

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

Required Reading

- John Merriman, *A History of Modern Europe, Vol 2* (3rd edition, 2010).
- The MHIS221 Unit Reader for 2013 (for all documents set for tutes)

They are both available from the Co-op Bookshop. See page on Week 1 for additional suggestions. All essential readings per week will be covered by Merriman and the Unit Reader combined.

UNIT WEBPAGE AND TECHNOLOGY USED AND REQUIRED

Online units can be accessed at: <http://ilearn.mq.edu.au/>.

Computer and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement.

Please consult teaching staff for any further, more specific requirements.

Unit Schedule

WEEK	LECTURE 1	LECTURE 2	TUTORIAL
1. 25 Feb	Introduction	<i>Ancien Regime</i> Europe	No tutes
2. 4 Mar	The Enlightenment	French Revolution I: 1789-1799	<i>Ancien Regimes</i>
3. 11 Mar	French Revolution II: Napoleon	Industrialization I: What and How	The French Revolution
4. 18 Mar	Industrialization II: Reactions	Bourgeois Politics 1815-1840s	Industrialization
5. 25 Mar	Bourgeois Society 1815-1840s	Class I: Consciousness and socialism	Bourgeois Life
6. 1 April	Class II: The Springtime of the People	Religion I: revivals and persecution	Class
7. 8 April	Religion II: the challenge from science	Essay Writing Workshop	Religion & Science
8. 29 April	Europe at mid-century: from <i>La Bohème</i> to Crystal Palace	Women's Place	Murger & Mayhew, 1849-1851

9. 6 May	Women's Rights	Nationalism I: Italy	The Woman Question
10. 13 May	Nationalism II: Germany	Imperialism I: The Content of Jingoism	Nationalism
11.	<i>Reading Week</i>		
12. 27 May	Imperialism: The European carve-up of the world	The Fin de Siecle	Imperialism
13. 3 June	A Viennese Trio in the fin-de siecle	Wrap Up	Freud & the Fin de Siecle

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://www.mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://www.mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://www.mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Special Consideration Policy http://www.mq.edu.au/policy/docs/special_consideration/policy.html

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: <http://students.mq.edu.au/support/>

UniWISE provides:

- Online learning resources and academic skills workshops http://www.students.mq.edu.au/support/learning_skills/
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

Details of these services can be accessed at <http://www.student.mq.edu.au/ses/>.

IT Help

If you wish to receive IT help, we would be glad to assist you at <http://informatics.mq.edu.au/help/>.

When using the university's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students and it outlines what can be done.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcome

- Engage with staff and students in classroom discussions and present ideas orally and respectfully.

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific

knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Understand and explain some chief threads of European History from 1789-1914
- Understand and explain the relationship of Europe to the rest of the world through the long 19th century
- Construct historical arguments through cogent writing with appropriate references

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Understand and explain some chief threads of European History from 1789-1914
- Understand and explain the relationship of Europe to the rest of the world through the long 19th century
- Produce written work on multiple aspects of European history based on primary and secondary sources
- Construct historical arguments through cogent writing with appropriate references
- Engage with staff and students in classroom discussions and present ideas orally and respectfully.

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Produce written work on multiple aspects of European history based on primary and secondary sources

- Construct historical arguments through cogent writing with appropriate references
- Engage with staff and students in classroom discussions and present ideas orally and respectfully.

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Produce written work on multiple aspects of European history based on primary and secondary sources
- Construct historical arguments through cogent writing with appropriate references
- Engage with staff and students in classroom discussions and present ideas orally and respectfully.

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Understand and explain some chief threads of European History from 1789-1914
- Understand and explain the relationship of Europe to the rest of the world through the long 19th century
- Produce written work on multiple aspects of European history based on primary and secondary sources
- Construct historical arguments through cogent writing with appropriate references
- Engage with staff and students in classroom discussions and present ideas orally and respectfully.

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded,

sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Understand and explain the relationship of Europe to the rest of the world through the long 19th century
- Engage with staff and students in classroom discussions and present ideas orally and respectfully.

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- Engage with staff and students in classroom discussions and present ideas orally and respectfully.