



MHIS221

European History from the French Revolution to Freud

S2 Day 2014

Dept of Modern History, Politics & International Relations

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Disclaimer

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General Information

Unit convenor and teaching staff

Senior Lecturer

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W6A401

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:

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

respectfully.

General Assessment Information

All assignments are to be submitted via TURNITIN only. No hard copies necessary. Please check time required for submission carefully – the times vary per assignment. Find the turnitin portal on the MHIS221 iLearn site.

Students are expected to submit all written work *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.

I will endeavour to return all assignments marked via turnitin within two weeks of submission. *Work is assessed according to MHIS 200 level rubrics, to be found at the end of this Reader.*

Ask me early for a legitimate extension if you really need only an extra day or so. If you need longer you will need to apply for *special consideration*. 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.

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. See <http://ask.mq.edu.au/>.

Assessment Tasks

Name	Weighting	Due
Tutorial Participation	10%	Ongoing
Tutorial Quizzes	10%	Ongoing

Name	Weighting	Due
Short Essay	20%	3/9/14, 5pm
Long Essay	40%	3/11/14, 9am
Examination	20%	TBA

Tutorial Participation

Due: **Ongoing**

Weighting: **10%**

Tutorial participation means not only doing all the readings beforehand but also contributing to discussion with your fellow students during our meeting. 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*. You get no points for simply turning up. Nor do you get points for ranting on irrelevant topics. You are expected to attend all 10 tutorials. Absences must be documented (for example, medical certificate). Tutorial participation for internal students is worth 10% of your final grade. Tutorial participation for external students is worth 20% of your final grade: all external students must post (at least 250 words) for all 10 online weekly discussions.

On successful completion you will be able to:

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

Tutorial Quizzes

Due: **Ongoing**

Weighting: **10%**

Tutorial quizzes apply only to internal students. Each week in tutorials, starting in our first tutorial (week 2), the first 5 minutes will be devoted to completing a two-question quiz about the week's lectures and set readings. *Yes, that's right, it will include at least one question every week on lectures: if you do not attend or catch up with lectures every week, you will not be able to answer these questions.* Students who are late will miss the quiz; quizzes cannot be made up later. However, only your best 7 of the 10 quizzes given will count towards your final grade.

On successful completion you will be able to:

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

Short Essay

Due: **3/9/14, 5pm**

Weighting: **20%**

Short Essay (involves comparative analysis of one given primary source and one self-located primary source from a suggested database; analysis should utilise at least *four* secondary sources; emphasis is on document analysis). Answer one of the five questions listed below, in 1500 words. The 'further reading' lists in the Unit Guide will be the best place to start your research.

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.

1. What was the role of Enlightenment thought in the French Revolution? Do you think the Enlightenment *philosophes* would have found the French Revolution to be what Kant called "an enlightened age"? Discuss the excerpt by Immanuel Kant in the Appendix *and at least one other self-located primary source* (not one from the tutorial readings, though these may be used in addition to the two analysed). See these databases for other excerpted sources:

<http://www.historywiz.com/enlightenmentsources.htm>

<http://www.fordham.edu/halsall/mod/modsbook10.asp>

<http://www.fordham.edu/Halsall/mod/modsbook13.asp>

<http://www.historywiz.com/primarysources/frenchrevprimary.html>

<http://alphahistory.com/frenchrevolution/french-revolution-documents/>

http://eudocs.lib.byu.edu/index.php/France:_1789_-_1871

2. What was the role of women in the French Revolution? What did Olympe de Gouges want and who did she blame for not yet having it? Discuss the excerpt by Olympe de Gouges in the Appendix *and at least one other self-located primary source* (not one from the tutorial readings, though these may be used in addition to the two analysed). See these databases for other excerpted sources:

<http://alphahistory.com/frenchrevolution/french-revolution-documents/>

<http://www.fordham.edu/Halsall/mod/modsbook13.asp>

<http://www.historywiz.com/primarysources/frenchrevprimary.html>

[http://eudocs.lib.byu.edu/index.php/France: 1789 - 1871](http://eudocs.lib.byu.edu/index.php/France:_1789_-_1871)

3. How was the French Revolution viewed in Britain? Why did Burke think that it had “extinguished” the “glory of Europe”, and did others agree with him? Discuss the excerpt by Edmund Burke in the Appendix *and at least one other self-located primary source* (not one from the tutorial readings, though these may be used in addition to the two analysed). See these databases for other excerpted sources:

<http://www.nationalarchives.gov.uk/education/lessons/lesson36.htm>

<http://oldsite.english.ucsb.edu/faculty/ayliu/research/around-1800/FR/index.html>

<http://alphahistory.com/frenchrevolution/french-revolution-documents/>

<http://www.fordham.edu/Halsall/mod/modsbook13.asp>

<http://www.historywiz.com/primarysources/frenchrevprimary.html>

[http://eudocs.lib.byu.edu/index.php/France: 1789 - 1871](http://eudocs.lib.byu.edu/index.php/France:_1789_-_1871)

4. Why did the French Revolution turn into a Reign of Terror? What did Robespierre mean when he said that “the government in a revolution is the despotism of liberty against tyranny”? Discuss the excerpt by Maximillien Robespierre in the Appendix *and at least one other self-located primary source* (not one from the tutorial readings, though these may be used in addition to the two analysed). See these databases for other excerpted sources:

<http://alphahistory.com/frenchrevolution/french-revolution-documents/>

<http://www.fordham.edu/Halsall/mod/modsbook13.asp>

<http://www.historywiz.com/primarysources/frenchrevprimary.html>

[http://eudocs.lib.byu.edu/index.php/France: 1789 - 1871](http://eudocs.lib.byu.edu/index.php/France:_1789_-_1871)

5. When and how did the French Revolution end? What did Napoleon mean when he claimed to have “cleansed the Revolution, ennobled the common people, and restored the authority of kings”? Discuss the excerpts by Napoleon Bonaparte in the Appendix *and at least one other self-located primary source* (not one from the tutorial readings, though these may be used in addition to the two analysed). See these databases for other excerpted sources:

<http://alphahistory.com/frenchrevolution/french-revolution-documents/>

<http://www.fordham.edu/Halsall/mod/modsbook13.asp>

<http://www.historywiz.com/primarysources/frenchrevprimary.html>

[http://eudocs.lib.byu.edu/index.php/France: 1789 - 1871](http://eudocs.lib.byu.edu/index.php/France:_1789_-_1871)

<http://www.wtj.com/archives/napoleon/>

<http://history.hanover.edu/texts/NAPOLEON.html>

For French readers: <http://www.napoleon.org/en/fondation/index.asp>

On successful completion you will be able to:

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

Long Essay

Due: **3/11/14, 9am**

Weighting: **40%**

Long Essay (involves locating your own primary sources and analysing them with reference to several secondary sources; emphasis on independent research skills and extensive argumentation). Answer one of the *twelve* questions listed in the Reader, in 2500 words. Your essay should include analysis of at least *two* primary sources (at least one of which **MUST** be self-located and not from tutorial readings). It should also reference at least *six* secondary sources. The 'further reading' lists in the Unit Guide will be the best place to start your research.

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 include with 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.

On successful completion you will be able to:

- 1. Understand and explain some chief threads of European History from 1789-1914
- 3. Produce written work on multiple aspects of European history based on primary and secondary sources

- 4. Construct historical arguments through cogent writing with appropriate references

Examination

Due: **TBA**

Weighting: **20%**

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). The choices require the same level of review of the lectures and tutorial readings. No extra research is needed. Emphasis will be on wielding a synoptic approach to the period, but will place special attention on the one topic not covered by the essay questions – the fin de siècle.

On successful completion you will be able to:

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

Delivery and Resources

Required Reading

- John Merriman, *A History of Modern Europe, Vol 2* (3rd edition, 2010).
- The MHIS221 Unit Reader for 2014 (for all documents set for tutes)

They are both available from the Co-op Bookshop. See Week 1 in this reader for additional suggestions. All essential readings per week will be covered by Merriman and the Unit Reader combined. This should come to around 50 pages per week: *make time each week to allow for them!!!*

For lecture times and classrooms please consult the MQ Timetable website: <http://www.timetable.s.mq.edu.au>. The online presence of this unit is to be found at: <http://ilearn.mq.edu.au/>.

Unit Schedule

WEEK	LECTURE 1	LECTURE 2	TUTORIAL
1. 4 Aug	Introduction	<i>Ancien Regime</i> Europe	No tutes

Unit guide MHIS221 European History from the French Revolution to Freud

2. 11 Aug	The Enlightenment	French Revolution I: 1789-1799	<i>Ancien Regimes</i>
3. 18 Aug	French Revolution II: Napoleon	Industrialization I: What and How	The French Revolution
4. 25 Aug	Industrialization II: Reactions	Bourgeois Politics 1815-1840s	Industrialization
5. 1 Sept	Bourgeois Society 1815-1840s	Class I: Consciousness and socialism	Bourgeois Life
6. 8 Sept	Class II: The Springtime of the People	Religion I: revivals and persecution	Class
7. 15 Sept	Religion II: the challenge from science	Women's Place	Religion & Science
	SEMESTER BREAK		
8. 6 Oct	PUBLIC HOLIDAY No classes	Essay Writing Workshop	No tutes
9. 13 Oct	Women's Rights	Nationalism I: Italy	The Woman Question
10. 20 Oct	Nationalism II: Germany	Imperialism I: The Push to a Higher Phase	Nationalism
11. 27 Oct	Imperialism II: The Scramble for Africa	The Fin de Siecle	Imperialism

12. 3 Nov	A Viennese Trio in the fin de siecle	Wrap up	The Fin de Siecle
13. 10 Nov	Reading week: no lecture	Reading week: no lecture	Reading week: no tutes

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://mq.edu.au/policy/docs/academic_honesty/policy.html

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

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

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

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

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

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

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)

- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

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

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <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.

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 outcomes

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

Assessment task

- Tutorial Participation

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships

with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

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

Assessment tasks

- Tutorial Participation
- Examination

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

- 1. Understand and explain some chief threads of European History from 1789-1914
- 2. Understand and explain the relationship of Europe to the rest of the world through the long 19th century
- 3. Produce written work on multiple aspects of European history based on primary and secondary sources

Assessment tasks

- Tutorial Quizzes
- Short Essay
- Long Essay
- Examination

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

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

Assessment tasks

- Tutorial Participation
- Tutorial Quizzes
- Short Essay
- Long Essay
- Examination

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

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

Assessment tasks

- Tutorial Participation
- Tutorial Quizzes

- Short Essay
- Long Essay
- Examination

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

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

Assessment tasks

- Tutorial Participation
- Short Essay
- Long Essay
- Examination

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

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

Assessment tasks

- Tutorial Participation
- Short Essay
- Long Essay
- Examination

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

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

Assessment task

- Tutorial Participation

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 outcomes

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

Assessment task

- Tutorial Participation