

HISTORY 4990: SENIOR SEMINAR
Reform & Revolution in Modern Europe

Dr. Steven Soper
Fall 2011
MWF, 1:25-2:15
LeConte 341

Office: LeConte 128
Office Hours: W, 9:00-10:00 a.m.
and by appointment
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The purpose of this course is to provide an introduction to the practice of history. We will concentrate on three fundamental skills:

- 1) critical historical analysis (how to read primary documents as well as scholarly books and essays; how to ask interesting historical questions; how to develop original and persuasive interpretations of the past);
- 2) historical writing;
- 3) historical research.

We will begin the course by discussing a handful of readings which touch on the theme of the seminar. The main goal at this stage will be to develop a strong yet feasible topic for your final research paper. The final paper must be approximately 20-25 pages in length. Furthermore, I expect it to be carefully conceived, thoroughly researched (in both primary and secondary sources), and well written. In short, it should be the most challenging essay you write as an undergraduate at the University of Georgia. In order to meet these demands, you will need considerable time and some guidance. Therefore, I will review your work in stages, from your topic proposal statements to the final drafts of your essays. As the semester comes to a close, we will reconvene as a group so that each of you will have an opportunity to present your research to the rest of the class.

The topic “reform and revolution” incorporates a range of possible themes, including reforms of poor relief, public health, factory conditions, schools, and election systems (to name just a handful) and the European revolutions of 1789, 1830, 1848, 1917-18, 1956, 1968, and 1989 (as well as innumerable smaller-scale or shorter-lived revolts and uprisings). The focus of your essay must be on modern European history – from the 18th to the 20th centuries – and your essay must feature original research in primary as well as secondary sources. The limited availability of good English-language source materials on European countries other than Britain will probably lead most of you to write your final research paper on some aspect of modern British history; nevertheless, Britain-centered topics can take you outside of Britain proper, for example, in a study of nineteenth-century British travelers’ accounts of social customs in India. I do not expect you to possess an extensive background in modern European history, nor do I expect you to be fluent in any language other than English. Nevertheless, it is worth noting that the contributions made by scholars in other areas and disciplines can often prove helpful. Thus, our introductory meetings will include discussions of the history and historiography of countries other than Great Britain.

Textbook

The following book is required for the course:

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 6th ed. (Boston: Bedford/St. Martin’s, 2010).

Additional Readings

One coursepack of readings, available at Bel-Jean Copy/Print Center (163 E. Broad St.), is also required for the course.

Course Requirements

Class participation. I expect you to attend all class meetings, most of which are scheduled during the first half of the semester. (**Please note:** The only days we will meet as a class after Fri., Feb. 4 are the following: Mon., Feb. 21; Mon., Feb. 28, Wed., Mar. 2, Fri., Mar. 4, Mon., Apr. 25, Wed., Apr. 27, Fri., Apr. 29, and Mon., May 2. During the weeks of Mar. 28-Apr. 1 and Apr. 18-22 you will meet with me individually in my office. Class does not meet on days when written assignments are due.) I will take attendance every time we meet as a class, including the two days of library sessions, the three days of progress reports, and the three days of oral presentations. It is essential that you not only attend class but come prepared to discuss the readings and research assignments, give well-prepared oral presentations, and offer constructive comments and advice to fellow students. I will also ask you to prepare four brief written assignments, which I will review but not grade. Specifically, I will determine your participation grade as follows:

A = Always prepared and regularly participates in discussions; rarely absent.

B = Always prepared and often participates in discussions; rarely absent.

C = Usually prepared and occasionally participates in discussions; rarely absent.

D = Often unprepared and rarely participates in discussions; OR often absent .

F = Often unprepared and rarely participates in discussions; AND more than two absences.

Please note: In a class that meets only fifteen times over the course of the semester, I define “rarely absent” as missing no more than one of our class meetings, and I define “often absent” as missing three or more of our class meetings.

Writing deadlines. I will assign a separate grade to each of the following stages of your research and writing:

1) research proposal (3 pages plus bibliography) – DUE Mon., Feb. 14.

2) first section of the essay (8 pages) – DUE Mon., March 21.

3) first draft of the entire essay (ca. 20 pages) – DUE Mon., April 11.

4) final essay (20-25 pages) – DUE Tues., May 10.

Please note: All written work should be formatted according to Kate Turabian’s *Manual Style* (available in the library). Please turn all written work into my **departmental mailbox by 2:15 p.m.** on the due dates. I will not accept essays submitted by email. Essays turned in late will be marked down one full grade for each day they are late. I have posted a document entitled “Writing Requirements & Advice” on our eLC “Essays” page. In this document you will find a detailed review of my requirements and policies regarding the formatting of your essays, penalties for late submission, and plagiarism.

Please note: To pass this course, you must complete **ALL** of the assignments listed above. Failure to do so will result in a failing grade, regardless of the quality of your completed work.

Note: I expect every student to observe the University’s academic honesty policy, which can be consulted on the internet at: http://www.uga.edu/honesty/ahpd/culture_honesty.htm.

Grades

Grades will be determined on the following basis:

class participation (including short assignments and presentations)	10%
research proposal	15%
first section of the essay	15%
first draft of the entire essay	25%
final essay	35%

Schedule of Class Meetings and Assignments

Mon., Aug. 15 Introduction

Wed., Aug. 17 Lecture: Reform and Revolution in Modern Europe

Rampolla, Chapters 1 & 2; **optional:** Sherman and Salisbury, *The West in the World*, Vol. II: *From 1600*, Chapter 16: "Overturning the Political and Social Order: The French Revolution and Napoleon, 1789-1815," pp. 504-521 [eLC].

Fri., Aug. 19 The French Revolution

Rampolla, Chapters 3 & 4; entry on "festivals" in Hanson ed., *Historical Dictionary of the French Revolution* [handout]; Wiles, *Theatre and Citizenship: The History of a Practice*, Chapter 6: "Paris and the French Revolution" [coursepack]; "Inauguration of a Temple of Reason," in Dawson ed., *The French Revolution* [handout].

Mon., Aug. 22 The Victorians in India

Jones, *Interiors of Empire: Objects, Space and Identity within the Indian Subcontinent, c. 1800-1947*, "Introduction" [coursepack].

one-page assignment due: one good paragraph summarizing Jones's argument.

Wed., Aug. 24 LIBRARY SESSION (Main Library, Lab A)

Rampolla, Chapters 5 & 6.

Fri., Aug. 26 Working with Primary Sources

Jacob, *Diaries and Letters from India 1895-1900* [coursepack].

two-page assignment due: two good paragraphs of analysis of Jacob's letters and diaries, making reference to the chapter from Jones's book, *Interiors of Empire*

Mon., Aug. 29 LIBRARY SESSION (Main Library, Lab A)

Rampolla, Chapter 7.

Wed., Aug. 31 Developing a Good Research Topic

Fri., Sept. 2 Research

Mon., Sept. 5 Labor Day – no class

Wed., Sept. 7 Finding Good Primary & Secondary Sources

two-page primary source research journal due: a brief description of your attempt to apply the research tools you acquired at the two library sessions. (The practical goal of this assignment is to generate an early list of primary sources related to your proposed research topic.)

two-page secondary source research journal due: a brief description of your attempt to apply the research tools you acquired at the two library sessions. (The practical goal of this assignment is to generate an early list of secondary sources related to your proposed research topic.)

Fri., Sept. 9 Research

Mon., Sept. 12	Research
Wed., Sept. 14	Research
Fri., Sept. 16	Research
Mon., Sept. 19	Research Proposals DUE
Wed., Sept. 21	Research
Fri., Sept. 23	Research
Mon., Sept. 26	Next Steps (research proposals returned in class)
Wed., Sept. 28	Research
Fri., Sept. 30	Research
Mon., Oct. 3	Progress Reports (group 1) Presenters must bring 16 copies of one relevant document to class.
Wed., Oct. 5	Progress Reports (group 2) Presenters must bring 16 copies of one relevant document to class.
Fri., Oct. 7	Progress Reports (group 3) Presenters must bring 16 copies of one relevant document to class.
Mon., Oct. 10	Research
Wed., Oct. 12	Research
Fri., Oct. 14	Research
Mon., Oct. 17	First Section of Essay DUE // Sign up for individual meetings
Wed., Oct. 19	Research
Fri., Oct. 21	Research
Mon., Oct. 24	Meetings
Wed., Oct. 26	Meetings
Fri., Oct. 28	Fall Break – no class
Mon., Oct. 31	Research
Wed., Nov. 2	Research
Fri., Nov. 4	Research
Mon., Nov. 7	First Draft of Essay DUE // Sign up for individual meetings
Wed., Nov. 9	Research
Fri., Nov. 11	Research
Mon., Nov. 14	Meetings
Wed., Nov. 16	Meetings
Fri., Nov. 18	Meetings
	Nov. 21-25 – Thanksgiving Break
Mon., Nov. 28	Research
Wed., Nov. 30	Oral presentations
Fri., Dec. 2	Oral presentations
Mon., Dec. 5	Oral presentations
Tues., Dec. 6	Course evaluations

Wed., Dec. 14

Final Essay due no later than 5:00 p.m.
(under the door of my office: LeConte 128)