GEORGETOWN UNIVERSITY
School of Continuing Studies

BLHS 109: The Nineteenth Century

Dates: August 28 – December 20, 2019

Location: This course takes place online. Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. This course will be taught entirely through the Canvas platform. To learn more about Canvas, please go through the Canvas Guide for Students.

Faculty: Dr. Andrew Wackerfuss

Contact Information: atw2@georgetown.edu

Virtual Office Hours: Video conference by request. Please allow for the 6 hours time zone difference between Ramstein and DC.

COURSE DESCRIPTION

This course takes students through "the long nineteenth century" and its immense social changes. We begin with the French Revolution, the end of the old world and the beginning of the new. Using art, literature, and philosophy, we will explore the progress and reactions to this event, and the birth of many of the modern "isms" that dominate our polticial and cultural life today. We also track the story of the second great revolution, the Industrial Revolution, the single most important event in human history since the stone age. Its great upheavals affected all aspects of society, economy, and culture, first in Europe but then around the world. By the century's closing decades, progress and promise clashed with fear and conflict, setting the stage for the massive conflagrations of the 20th century.

COURSE LEARNING OBJECTIVES

By the end of the course, students will be able to:

1. Explain the basic historical chronology of the period 1789-1914.
2. Explain the legacy of the French Revolution, Romanticism, modernization, industrialization, liberalism, socialism, nationalism, and imperialism.
3. Evaluate how developments in politics and society reflect parallel developments in the arts, literature and philosophy.
4. Compare the historical trends of the 19th century to the modern era.
5. Analyze and contextualize primary source readings.
6. Develop a thesis statement and support it using clear, concise writing.
7. Develop arguments using textual and factual evidence.

REQUIRED READINGS

You must acquire the following books for core readings. First, the textbook:

1. Robin Winks and Joan Neuberger, *Europe and the Making of Modernity, 1815-1914*.
   ISBN: 0195156226 (paperback)

Additionally, we will read these works:

2. Lynn Hunt and Jack Censer, eds. *The French Revolution and Napoleon : Crucible of the Modern World.*
   ISBN-10: 0195156226
3. François-René de Chateaubriand, *Atala-René*
   ISBN-10: 0520002237
4. Wolfgang Schivelbusch, *The Railway Journey*
   ISBN-10: 0520059298
5. Mary Shelley, *Frankenstein*
   ISBN-10: 0141439475
6. John Stuart Mill, *On Liberty*
   ISBN-10: 014144147X
7. Marx et. al., *The Communist Manifesto and other Revolutionary Writings*
   ISBN-10: 0451527100
8. George Macdonald Fraser, *Flashman*
   ISBN-10: 0006511252
9. Henrik Ibsen, *A Doll's House*
   ISBN-10: 0140441468
10. Walter Kaufman, *The Portable Nietzsche*
    ISBN-10: 0140150625
11. Joseph Conrad, *Heart of Darkness*
    ISBN-10: 0141441674
12. Margaret Powell, *Below Stairs*
    ISBN: 9781250023216

Public domain versions exist for many of these (for instance, on Project Gutenberg, or the free ebook sections of Google Books). This is a viable option for students on a budget, however, experience has shown that a traditional copy can be superior in many ways. Most of these books should be available in used copies for under $2, if you plan ahead for the extra shipping time.

Some works are still under copyright and must be purchased or obtained through the library (the textbook, Hunt and Censer, Shivelsbush, Fraser, and Powell). The Kaufmann translation of Nietzsche is required, as many other ones are poor in comparison.

Some weeks we will read a collection of shorter works. These will be provided in a course reader downloaded from canvas.

COURSE REQUIREMENTS

Technical Requirements

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to:
1. Communicate via email including sending attachments.
2. Navigate the internet using a Web browser.
3. Use office applications such as Microsoft Office or Google Docs to create documents..
4. Learn how to submit assignments in Canvas.
5. Communicate with peers using discussion boards and other platforms.
6. Upload and download saved files.
7. Have easy access to the Internet.
8. Navigate Canvas, including using the email component within Canvas.
9. Use a microphone to record audio through your computer.
10. Use an internal or external camera to record video through your computer.

In this course we will use TurnItIn and Zoom.

- TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. Instructions for TurnItIn are available here.
- Zoom enables users to conduct synchronous ("real-time") conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. Instructions for Zoom are available here.

Computer Requirements

Students need to have sufficient technology and Internet access to complete this course. The requirements are listed by Canvas in the Instructure Guides.

Audio and Video Capability

- You will need an internal or external microphone. Most computers now come with them built in.
- You will need an internal or external camera. Most computers now come with them built in.

COURSE EXPECTATIONS

This course is conducted entirely online, which means students do not have to be on campus to complete any portion of it. Students will participate in the course using Georgetown University's online learning management system called Canvas.

Student Expectations

This course consists of 15 weeks. You must do the readings, watch the lecture videos, and engage with the course material in depth. Successful students will complete all the assignments: not only the three assigned papers, but the weekly online discussions.

Participation is essential to your success in this class. In order to get full credit for participation, you will have to begin discussion with an opening post on each assigned discussion of the week. Then you must follow up by continuing to engage with the other comments throughout the rest of the week.

The first week's canvas posts will contain a video explaining these expectations as well. Please watch and use the comments to ask questions you may have.

Time Expectations

Our online classes are designed to meet the same academic standards as our place-based (face-to-face) courses. You can think of each module equal to the same level of participation, commitment, and academic rigor as a face-to-face class. Students should plan on spending approximately 2-5 hours per week on the work for each online module.

ACADEMIC INTEGRITY

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. We assume you have read the honor code material located at http://scs.georgetown.edu/academic-affairs/honor-code, and in particular have read the following documents: Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process. Papers in this course will all be submitted to turnitin.com for checking. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code.

The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the Gervase Programs. If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out Plagiarism.org.

COURSE ACTIVITIES AND ASSIGNMENTS

Discussions

Each week, a series of discussion posts will appear on canvas. Most commonly, one will present the general context for the week, and a second one will focus on our main reading. Each is worth 10 points. (Sometimes there will one only one, worth 20 points. Once there will be three, worth 20 collectively.)

You must post a first response by Wednesday of that week. You must then continue to post responses and comments that engage with the other students, keep the discussion going, and further our collective understanding of the week's content.

The best discussion posts will:

- Demonstrate close reading and analysis of the sources
- Thoughtfully address given questions, and/or pose thoughtful questions of your own
- Engage with other student comments
- Promote meaningful historical discussion
- Don't just note connections to the present day. (Some of this is great! It's one reason we study history. But beware if this is all you're doing, it could signal that you aren't really engaging with the material.)
- Always use a polite and constructive tone

Discussions are collectively worth 40 % of the final grade

Essays

Students will complete three five-page essays, each covering roughly one third of the course. (French Revolution and Romanticism / Industrial Revolution / Late Century Social and Intellectual Change)

Paper assignments will be released a week before they are due (see schedule below).

Each Essay is worth 20% of the final grade.

Late Submission Policy:

As stated in the Student Handbook, you must notify me and obtain my approval if you are unable to complete any assignment by the published submission deadline. I will consider extensions for assignments as long as the request is made at least 24 hours before the due date/time. The request must include the date and time when you intend to submit the assignment.

Do not ask for extensions on weekly discussion postings. These are either on time or they are not. Late postings will still get credit, but must be penalized because the point of discussion is discussion. If contributions come later, they are not as useful to the group.

For the three essays: Late papers will lose 10% of the grade per day.

No late submissions or extensions will be granted for the last week of class.

Incompletes for the course must be requested formally through the deans and program managers. I cannot give any grades of incomplete without their approval; they will instead likely be failures.

Citation Style

This course uses APA or Chicago style for all writing and research assignments. Resources for this citation style are available through

Georgetown Library Citation Guide

APA Style Guidebook

GRADING

Grading in this course will be determine by the following grading scale:

- A: 93% to 100%
- A-: 90% to 92%
- B+: 87% to 89%
- B: 83% to 86%
- B-: 80% to 82%
- C+: 77% to 79%
- C: 73% to 76%
- C-: 70% to 72%
- D+: 67% to 69%
- D: 63% to 66%
- F: 62% and below

ACCOMMODATIONS

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services, (202-687-8354; arc@georgetown.edu;) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the Georgetown University Academic Resource Center website. Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

STUDENT SUPPORT SERVICES

Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- Academic Resource Center
- 202-687-8354 | arc@georgetown.edu
- Counseling and Psychiatric Services
- 202-687-6985
- Institutional Diversity, Equity & Affirmative Action (IDEAA)
- (202) 687-4798

Georgetown Library

Students enrolled in online School of Continuing Studies SCS coursework have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the Library's Homepage by using their University username (NetID) and password (this is the same login information used to access email, BlackBoard, etc.). The Library does not mail physical items to students.

SCS students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Google Hangout (video-conferencing function) through the Georgetown Gmail System or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the Services & Resources Guide for Online Students for additional information.

Research Guide

The Project Management program has an extensive online Library Research Guide designed for the subject and research specifications of our program. This Guide will give you direct access to the library resources central to your course research work.

Learning Resources

SCS offers a host of learning resources to its students. Two that you might find particularly helpful in this course are the Writing Center and Refworks.

- The Writing Center offers professional writing support through its online peer tutoring service.
- Refworks is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Technical Support

Click on the Help link (on the bottom-left corner in Canvas) to reach Canvas Support, including the Canvas Student Guide and 24 hour Canvas Support Hotline at 855-338-2770.

In this course we will use TurnItIn and Zoom.

- TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. Technical support for TurnItIn is available.
- Zoom enables users to conduct synchronous ("real-time") conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. Technical support for Zoom is available.

COMMUNICATIONS GUIDELINES

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course can be controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Statement of Student Conduct, Civility, and Engagement

The School of Continuing Studies offers students the opportunity to engage with faculty, staff, and peers in ways that foster intellectual growth and development in their chosen field of study. It is important to recognize that each member of our community brings his or her own values, thoughts, perspectives, and experiences into each interaction. We expect students to behave in a manner that is civil and respectful of others, and appreciate the learning opportunities that come from engaging pluralistic perspectives in a dynamic educational environment.

Engagement within the SCS Georgetown community takes places in on-campus meeting spaces and classrooms, and extends to online learning platforms and forums. Students should be particularly mindful that participation in class discussions, group assignments, emails, blogs, and social media reflect upon them personally, academically, and professionally. All viewpoints, editorials, and opinions expressed by students represent those students exclusively – and not the students' instructors, classmates, academic program, School, or University – even in cases when students are using Georgetown-affiliated systems like email, blogs, and online portfolios. The expectations for respect and civility are consistent for on-campus classes and spaces, as well as cyber, virtual, and online environments. Thus, civility and cybercivility are expected of all students, in all campus spaces.

SCS students are expected to adhere to the SCS guidelines for student conduct and the University Code of Student Conduct. In the event that a student's behavior is perceived to fall outside the stated SCS guidelines or may be a violation of the Code of Student Conduct, the matter may be referred to the Office of Student Conduct for further review and possible sanctioning. Such instances can include but are not limited to: disruption of official university functions (including teaching, research, administration), failure to comply with a directive issued by a University official, harassment and bullying, and incivility. For questions regarding the SCS student conduct expectations please review the policy in-full found in the Bachelor of Arts in Liberal Studies Undergraduate Bulletin. For questions about the Code of Student Conduct, please review the information provided by the Office of Student Conduct.

Communication with Peers

Notifications

In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name and module.
- Do not send messages asking general information about the class, please post those in the General Questions Discussion Board Forum. This is so that everyone can benefit from the answer.

Questions Forum

In online courses, everyone will likely have many questions about things that relate to the course, such as clarification about assignments and course materials. Please post these in the General Question Discussion Board Forum, which you can access by clicking Discussions in the course navigation menu. This is an open forum, and you are encouraged to give answers and help each other.

Turnaround and Feedback

I will check my GU mail and canvas mail once a day, and will respond to all messages as soon as I see them. If for some unforseen operational reason I will be offline longer than a day, I will notify everyone of the gap.

Extreme weather, Emergencies, and Instructional Continuity

[As an online course, does not apply. We meet asynchronously according to our schedule.]

During inclement weather or other emergencies on a day when we are scheduled to meet face-to-face, check the university's Web site or call (202) 687-7669 for information on whether the university is open. If the university is open, this class will meet. If the university is closed, this class will meet through distance means such as online videoconferencing; check your e-mail for a message from me on how we will proceed in that situation. Due dates for written assignments submitted through Canvas will not be changed due to campus closings.

The university recently has acquired the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up on MyAccess.

Copyright

The materials used in Georgetown University courses ("Course Materials") generally represent the intellectual property of course instructors which may not be disseminated or reproduced in any form for public distribution (e.g., sale, exchange, etc.) without the written permission of the course instructor. Course Materials include all written or electronic documents and materials, including syllabi, current and past examination questions/answers, and presentations such as lectures, videos, PowerPoints, etc., provided by a course instructor. Course Materials may only be used by students enrolled in the course for academic (course-related) purposes.

Published course readings (book chapters, articles, reports, etc.) available in Canvas are copyrighted material. These works are made available to students through licensed databases or fair use. They are protected by copyright law, and may not be further disseminated or

reproduced in any form for distribution (e.g., uploading to websites, sale, exchange, etc.) without permission of the copyright owner.

More information about intellectual property and copyright can be found here: https://www.library.georgetown.edu/copyright

More information about computer acceptable use policy and intellectual property can be found here: https://security.georgetown.edu/it-policies-procedures/computer-systems-aup

Policy Accommodating Students' Religious Observances

The following is university policy:

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.

Title IX at Georgetown

https://titleix.georgetown.edu/

Sexual Misconduct

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination based on sex in any educational programs, which includes sexual harassment or any acts of sexual misconduct. Title IX requires the University, upon becoming aware of any incident of sexual harassment and misconduct to respond appropriately to protect and maintain the safety of the University community, including students, faculty, and staff.

Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking.

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff.

Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. However, University policy also requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct.

Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

Jen Schweer, MA, LPC
Associate Director of Health Education Services for Sexual Assault Response and Prevention
(202) 687-0323
jls242@georgetown.edu

Erica Shirley
Trauma Specialist
Counseling and Psychiatric Services (CAPS)
(202) 687-6985
els54@georgetown.edu

More information about campus resources and reporting sexual misconduct can be found at:

https://sexualassault.georgetown.edu/get-help

Pregnancy Adjustments and Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements.

Students seeking a pregnancy adjustment or accommodation should follow the process laid out at: https://titleix.georgetown.edu/student-pregnancy.

COURSE SCHEDULE

Week	Date	Topic	Required Reading	Assignments
1	Aug 28	Introduction and Tech Test	EMM Introduction	
-	Sep 5	Labor Day		
2	Sep 9	The French Revolution	Hunt & Censer, *The French Revolution and Napoleon*	
3	Sep 16	Romanticism	EMM Ch 2 Chateaubriand, *Atala-Rene*	
4	Sep 23	The Conservative Order	EMM Ch 1 Shelley, *Frankenstein*	
5	Sep 30	Industrial Revolution I: Technology and Society	EMM Ch 3 Shivelsbusch, *The Railway Journey*	ESSAY #1
6	Oct 7	Industrial Revolution II: Liberalism and Democracy	EMM Ch 5 Mill, *On Liberty*	
-	Oct 14	Indigenous Peoples Day		
7	Oct 21	Industrial Revolution III: Problems of Progress	EMM Ch 4 Gaskell, *North and South* (selected chapters)	
8	Oct 28	Revolutionary Movements, 1848 and Beyond	EMM Ch 6 Marx & Engels, *The Communist Manifesto*	
9	Nov 4	Imperialism's "Great Game"	EMM Ch 7 (p183-188 Crimean War) EMM Ch 9 (p257-270: India and East Asia) Fraser, *Flashman*	
-	Nov 11	Veterans Day		
10	Nov 18	The New Nationalism	EMM Ch 7 Various essays (and operas!) about nationalism	ESSAY #2
11	Nov 25	The 19th Century Family	EMM Ch 8 Ibsen, *A Doll's House*	
12	Dec 2	Rationality and Irrationality	EMM Ch 8 and 10	

			Nietzsche, *Thus Spoke Zarathustra* (Intro, Book 1, Book 4)	
13	Dec 9	The New Imperialism	EMM Ch 9 Conrad, *Heart of Darkness*	
14	Dec 16		Powell, *Below Stairs*	
15	Dec 20	Final Thoughts		ESSAY #3