Course Syllabus HIS201G

Evolution of the International System I: 1814-1914

ECTS Credits: 6

Contact Details for Professor
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Course Description
The course will trace the 19th-century evolution of the Great Powers (France, Britain, Germany, Russia, Austria and the United States) and their interaction in the realm of diplomacy and conflict from the Vienna Settlement to the eve of World War I. Highlights will include the end of the Napoleonic Wars and the re-drawing of the map of Europe, Balance of Powers and Congress Diplomacy, the Crimean War, the wars of German and Italian Unification, the emergence of the United States as a Great Power, the “New” Imperialism and the lead-up to World War I. Lectures complement reading assignments, focus on individual aspects of special interest or offer alternative interpretations, exposing students to key issues of scholarly debate.

Course Prerequisites
HIS101P

Learning Objectives
(in terms of Knowledge)
1 Acquiring the knowledge and skills required for understanding, analyzing and assessing Core Processes, Complex Dynamics, Major Actors and Key Challenges of European and international Affairs.

Students will be able to identify and characterize the foreign policies of the key international state actors of the 19th century; trace the evolution and dynamics of the state system from the Vienna Settlement to the eve of World War I; relate key domestic policies to the shaping and evolution of major power foreign policy; explain the origins, manifestations and consequences of 19th century imperialism; and understand the foreign dimensions of nationalism, national unification movements – successful and failed – on the state system. The course will trace the 19th-century evolution of the Great Powers (France, Britain, Germany, Russia, Austria and the United States) and their interaction in the realm of diplomacy and conflict from the Vienna Settlement to the eve of World War I. Highlights will
include the end of the Napoleonic Wars and the re-drawing of the map of Europe, Balance of Powers and Congress Diplomacy, Crimean War, wars of German and Italian Unification, emergence of the United States as a Great Power, the "New" Imperialism and the lead-up to World War I.

**(in terms of SKILLS)**

7. Autonomous organizational skills and independence of thought that allows effective work processes - either through group work or individual work

8. Ability to communicate effectively key research findings on core issues of International Affairs

9. Ability to integrate the multidisciplinary knowledge and perspectives gained and to apply them in a coherent fashion to assessing major issues and processes in International Affairs

Students will further develop the methods and skills learned in HIS101P on primary source analyses. These are researched independently, but presented as a team – sharpening two organizational work skill sets in the process. They will acquire the skill of a fundamental research log for their term paper (synthetic primary - secondary), and independent research project more extensive than at the 100-level, specifically requiring a greater range of primary evidence as base. Lectures promote multi-disciplinary skills by repeated cross references to other, related courses.

**(in terms of ATTITUDES)**

11. An international mind-set, multicultural openness.

12. A sense of professionalism, integrity and a self-critical attitude towards one's abilities, limits and constant urge for self-improvement

Through the drafting of research papers – and receiving feedback – students develop a critical attitude by assessing various kinds of scholarly sources of differing positions. Class discussion and presentations with professorial and peer feedback, they will develop a tolerant and open attitude towards constructive criticism.

**Course Schedule**

**Week 1 Introduction**

§ Review of syllabus
§ Explanation of assignments and research method
§ Choice of assignments
§ Term paper research expectations and parameters
§ Research logs and review of critical web research skills
§ HOMEWORK: look up the sources you don’t know for quick reference on the internet so you can make your choice by the 2nd class meeting! (Make sure to locate the actual source text)

**Weeks 2-3** (read Rich Chap. 1-3)

**Topic:** The Vienna Settlement and Congress Diplomacy

**Presentations:** 1-4

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Week 4  (read Rich Chap. 4 and 6)  
**Topic:**  The Foreign Dimension of the Revolutions of 1830 and 1848

Week 5  (read Rich Chap. 5 and 18)  
**Topic:**  The “Sick Man of Europe” – The Eastern Question  
**Presentations:** 5-6

Week 6  (read Rich Chap. 7)  
**Topic:**  The Crimean War  
**Presentation:** 7

Week 7  Midterm Examination (1st class meeting; returned 2nd class meeting)

Week 8  (read Rich Chap. 8)  
**Topic:**  The Foreign Dimension of Italian Unification  
**Presentations:** 8-9

Week 9  (read Rich Chap. 9-10 and 19)  
**Topic:**  The Rising Eagle in the West: Arrival of the United States as a Great Power  
**Presentations:** 15-17

Week 10 (read Rich Chap. 11)  
**Topic:**  The Foreign Dimension of German Unification

Week 11 (read Rich Chap. 12-14)  
**Topic:**  Imperialism I  
**Presentations:** 10-13

Week 12 (read Rich Chap. 15-17)  
**Topic:**  Imperialism II  
**Presentation:** 14

Week 13 (read Rich Chap. 20-23)  
**Topic:**  The Origins of World War I (Part I)  
**Presentation:** 18

Week 14 (read Rich Chap. 24-26)  
**Topic:**  The Origins of World War I (Part II)  
**Presentation:** 19

Week 15  Final Examination (see College examination schedule)

**Course Materials**  
**Course Assessment**
The students will be evaluated on the basis of their performance as follows:

- **Source analysis**: 15%
- **Research log**: 5%
- **Term paper**: 30%
- **Midterm examination**: 20%
- **Final examination**: 30%

**TOTAL**: 100%

**Grading Scale of Vesalius College**
Vesalius College grading policy, in line with Flemish Educational norms, is as follows:

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<tr>
<th>Grade</th>
<th>Scale of 20</th>
<th>Scale of 100</th>
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<tr>
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<td>50-53</td>
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<td>F</td>
<td>Below 50</td>
<td>0-49</td>
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Further description of assessment activities and **Grading Criteria**:

**Written Assignments**
- **Source analysis**: To be presented orally in class and handed in for evaluation, it will analyze the document itself, but also draw on secondary literature for historical context, identification of key terms, and interpretation. In drafting this paper, students will consider the classical categories of historical criticism, i.e. authorship, historical context, tendency, addressee, significance, reception, etc., as learned in HIS101P.

  - Outline, 4-5 pages, 12pt Times New Roman, 1.5 space, 2.5cm margins
  - Choose one from topics below
  - Oral presentation in appropriate class meeting (ca. 15 min)
  - Topics must be chosen by the end of week 2.
  - The presentation is assessed on structure, clarity, delivery, PPT format.

- **Research log**: Should indicate the following, in the order/format given:
  - **Term paper topic**
  - **Search Strategy: Medium and Method**
  - Lists the various media searched (e.g. VUB library catalogue; Historical Abstracts online; Google; Virtual Library History; vols. 1995-2005 of the Bibliographie Annuelle de l’Histoire de France; select Bibliography in course reader – with each medium followed by search criteria/method (e.g. browsed; or term/word search on “British” AND “Egypt”, and date conducted). For Internet media include advanced search delimiters used (e.g. domain limiters like *.edu or *.ac.uk, language limiters, etc.).
OPACs or printed bibliography results
- Provides a consolidated summary of search results (e.g. title list in full bibliographical format with call numbers) of all OPAC or print media searched.

WWW results
- List titles of website, URLs and date accessed.

LENGTH: 2 pages of solid results. This will constitute your working bibliography.

Term paper. This will combine primary and secondary research in an integrative, analytical fashion. Purely derivative papers not making use of appropriate primary sources will be downgraded severely unless by definition historiographical.
- Prose, 4000 words (text plus Works Consulted list), 12pt Times New Roman, 1.5 space, 2.5cm margins
- Topics must be chosen by the end of week 2, in consultation with the professor during office hours.

Bibliographical style. References in all papers will follow the Chicago Style (or comparable, if consistently applied, e.g. MLA). Parenthetical notes are not accepted. The papers will be turned in to me in two formats: a hard copy for grading; an e-copy for my files.

Examinations
- Question format: short answer / fill-in and identifications
- Distribution: ca. 90% from lectures, lecture notes and presentations, 10% from readings

Grading Criteria
- The following criteria will be applied in assessing your written work:
- Evidence of understanding of the concepts, theories and ideas developed in the course.
- Grades for papers are based on how far students meet the qualitative goals for each paper as outlined in syllabus, reader, and class explanations.

Additional Course Policies

Due Dates
- Source Analysis: first class meeting week 3
- Research Log: first class meeting week 6
- Term Paper: first class meeting week 10

I will not accept late papers unless there are serious legitimate reasons. Provision of a signed and medical note is required, and notice must be given prior to the deadline. For me, this means they must reach me or reception no later than 17:00 on the date due. Exceptionally, to meet the deadline, papers may be submitted via email, but a hard copy must be printed out and submitted for grading in the following class meeting. Papers not submitted as a hard copy will not be graded.

All papers will be submitted as hard copies, stapled. Do not place them in a plastic cover. Papers should also be submitted as e-copies, following these naming conventions:
- Source analysis: Sou201_Lastname_Firstname
- Research log: ResLog201_Lastname_Firstname
- Term paper: TP201_Lastname_Firstname

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Use the following format for the email subject line: “Your name. HIS201G. Paper title.”

**Important:** papers not received as hard copies will not be graded!

**Academic Honesty Statement**
Academic dishonesty is **NOT** tolerated in this course.

Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean for Students and submitted to the Student Conduct Committee for disciplinary action.

If you refer to someone else’s work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.

**Appendix 1: Source Analysis Topics**
All sources, if treaties or conventions, to be found in Clive Parry (ed.), *Consolidated Treaty Series, 1648-1919* (Dobbs Ferry, NY: Oceana Publications, 1969-1981) (ULB, Bibliothèque de Droit; all 200+ volumes!) Many can be found in digital form on the Internet – look there first, and make sure to provide the proper reference in your paper. If you cannot find an English translation, but a German, French or Dutch original (and can read those languages), then by all means use the original. A copy of the source must be included in annex to the source analysis.

1. First Peace of Paris (May 30, 1814)
2. Second Peace of Paris (November 20, 1815)
3. Quadruple Alliance (March 25, 1815)
4. Monroe Doctrine (November 15, 1823)
5. Convention for the Pacification of the Levant (July 15, 1840)
6. Straits Convention (July 13, 1841)
7. Treaty of Paris (March 30, 1856)
8. Plombières Agreement (1858)
9. Peace of Villafranca (July 11, 1859)
10. Three Emperor’s League (1872)
11. Treaty of San Stefano (March 3, 1878)
12. Dual Alliance (October 7, 1879)
13. Triple Alliance (1882)
14. Open Door Notes (1891)
15. Teller Amendment (1898)
16. Platt Amendment (1901)
17. Treaty of Paris (1898)
18. Anglo-Russian Entente (1907)
19. Germany’s “Blank Cheque” (1914)

**Appendix 2: Term Paper Topics**

*Syllabus: HIS201G Evolution of the International System I: 1814-1914*
This is a suggested list of topics. Students may modify (i.e. focus differently) suggested topics or even develop their own topics, but always in consultation with the professor.

1. The Holy Alliance
2. The Congress of Vienna: Legitimism, Restoration, or Pragmatism?
3. British Diplomacy at the Congress of Vienna
4. Russian Diplomacy at the Congress of Vienna
5. French Diplomacy at the Congress of Vienna
6. Prussian Diplomacy at the Congress of Vienna
7. Austrian Diplomacy at the Congress of Vienna
8. The Congress of Aix-la-Chapelle
9. The Congress of Troppau
10. The Congress of Laibach
11. The Congress of Verona
12. Congress Diplomacy and the Abolition of the Slave Trade
13. Cavour and Italian Unification: A Historiographical Essay
15. United States Foreign Policy during the American Civil War
16. Confederate Foreign Policy during the American Civil War
17. American Intervention in “French” Mexico
18. The American Annexation of Hawaii
19. Origins and Results of the Spanish-American War
20. American Anti-Imperialism, 1898-1914
21. France, America, and the Construction of the Panama Canal
22. Alfred Thayer Mahan and the “Large Policy”
23. British Theorists of Imperialism
24. German Theorists of Imperialism
25. French Theorists of Imperialism
26. The British in Egypt in the 19th Century
27. The British in Sub-Saharan Africa in the 19th Century
28. The British in India in the 19th Century
29. The French in Sub-Saharan Africa in the 19th Century
30. The French in Algeria in the 19th Century
31. The French in Morocco in the 19th Century
32. The Germans in Africa in the 19th Century
33. The Belgians in Africa in the 19th Century

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