

HIST 5342
Europe 1870-1914

Dr. Jerry Jones

254-519-5446

jerry.jones@tamuct.edu

Heritage Hall 204O

Course Description

This course examines the diplomatic events leading to the outbreak of World War I. The course focuses on three principal conflicts: The Franco-German conflict resulting from the wars of German unification; Anglo-German naval rivalry; and Russo-Austrian conflict over the declining Ottoman empire in the Balkans. We will also consider the unhelpful contribution of European alliances and war/mobilization plans.

Course Objectives

Be familiar with the most important European leaders of the era.

Understand the motivations of national and foreign policies

Appreciate the social and ideological forces in conflict with the political *status quo*.

Understand the relationship between diplomacy, war plans, and war aims during the period

Evaluate the myriad causes of the Great War

Evaluate European diplomacy in the global context

Master the historiography of the topic

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Required Textbook

Lafore, Laurence. *The Long Fuse: An Interpretation of the Origins of World War I*. 2nd. Ed. Prospect Heights: Waveland Press, 1997
ISBN 0-88133-954-7

MacMillan, Margaret, *The War that Ended Peace*, New York: Random House, 2013.
ISBN 978-1400068555

—A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore

Recommended Textbook

Strunk, W., Jr., & White, E. B. *The elements of style* (any ed.). New York: McMillan, 1959.

Course Requirements

Through class participation and written exams students should exhibit mastery of the texts. During class discussions I will ask members of the class questions about the major events, forces, influences and personalities involved in the reading for that segment of the course. Your participation grade is based upon the quality of your responses. There will be a midterm and a final exam. The final is not comprehensive. Both exams will be essay exams. Students should demonstrate familiarity with both the readings covered for that exam (see course schedule) and lectures/discussion to that point. The written assignment is a 20 page academic review of the readings.

Literature Review Guidelines

Reviews should be 20 pages and conform to the style of academic reviews. If you are unfamiliar with writing reviews, please refer to the article “How to Write a Book Review” at the end of this syllabus.

There is no cover page. Heading is the bibliographical information of the book. Text is double-spaced with **one-inch margins and 12-point type**, usually the default on your word processor. There should be no sub-headings. Your name and “Texas A&M University - Central Texas” should be at the end of your review. **I cannot accept papers in formats other than Microsoft Word.**

Papers must be submitted as email attachments in Canvas.

Good style and grammar are expected. Papers should follow the standards in Strunk and White *Elements of Style*.

The objective of the review is critical analysis of the merits of the books. You must address the basic questions of author’s thesis, purpose, and objectivity. Further, you should compare and contrast how the books treat the subject, or how they complement one another.

Be specific and support your conclusions. Appraise the author’s style and extent of research, including an evaluation of sources. As a rule avoid quotes, especially lengthy ones. Further guidance for writing reviews is linked from our department webpage by permission from: <http://www.bowdoin.edu/writing-guides/>

The grading rubric for papers is as follows:

Attendance

Students are expected to attend all classes and are fully responsible for their attendance. Make-up work may only be done for valid and verifiable reasons such as illness, death in the immediate

family, legal proceedings, participation in University-sponsored activities, and military deployment. If possible, notification should be in advance.

Drop Policy

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The record's office will give a deadline for which the form must be returned, completely signed. Once you return the signed form to the records office and wait 24 hours, you must go into Duck Trax and confirm that you are no longer enrolled. If you are still enrolled, FOLLOW-UP with the records office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

Evaluation

| | |
|---------------|-----|
| Midterm Exam | 100 |
| Final Exam | 100 |
| Participation | 100 |
| Lit Review | 200 |

500 possible points for the class

B. Your final grade is based on a traditional letter number system.

- A = 450-500 points = 90-100%
- B = 400-449 points = 80-89%
- C = 350-399 points = 70-79%
- D = 300-349 points = 60-69%
- F = Below 300 = under 60%

Schedule:

| | |
|----------|---------------------|
| Aug 31 | Introduction |
| Sept 7 | Lecture |
| Sept 14 | Lecture |
| Sept 21 | Discuss Lafore |
| Sept 28 | Discuss MacMillan |
| Oct 5 | Discuss MacMillan |
| Oct 12 | Discuss Book 1 |
| Oct 19 | Midterm |
| Oct 26 | Discuss Book 2 |
| Nov 2 | Discuss Book 3 |
| Nov 9 | Discuss Book 4 |
| Nov 16 | Discuss Book 5 |
| Nov 23 | Thanksgiving |
| Nov 30 | Discuss Book 6 |
| 22 April | Discuss Book 7 |

29 April Discuss Book 8
Dec 7 Open, Lit review due by 11:59:59
Dec 14 Final Exam,

Note: Although it is unlikely, the instructor may make modifications to this syllabus at any time.

**Europe: 1871-1914
Booklist**

| | |
|---------------------|---|
| Alistair Horn | <i>The Fall of Paris</i> |
| Arnstein | <i>Queen Victoria</i> |
| Cahm, Eric | <i>The Dreyfus Affair in French Society and Politics</i> |
| Carter | <i>George, Nicholas, and Wilhelm</i> |
| Clark, Christopher | <i>Kaiser Wilhelm</i> |
| Crankshaw | <i>Bismarck</i> |
| Eyck | <i>Bismarck and the German Empire</i> |
| Feuchtwanger | <i>Bismarck</i> |
| Fischer | <i>World Power or Decline</i> |
| Friedrich | <i>Blood and Iron</i> |
| Gildea, Robert | <i>The Third Republic from 1870-1914</i> |
| Howard, Michael | <i>Franco-Prussian War</i> |
| Hutchinson, John F. | <i>Late Imperial Russia: 1895-1917</i> |
| Joll, James | <i>The Origins of the First World War</i> |
| Lafore | <i>The Long Fuse REQUIRED</i> |
| Lincoln | <i>Nicholas I</i> |
| Lincoln | <i>The Russians before the Great War</i> |
| Lincoln, W. Bruce | <i>The Great Reforms: Autocracy, Bureaucracy, and the Politics of Change in Imperial Russia</i> |
| MacFie, A. L. | <i>The Eastern Question, 1774-1923</i> |
| MacMillan | <i>The War that Ended Peace REQUIRED</i> |
| Machin, Ian | <i>Disraeli</i> |
| Manchester, William | <i>The Last Lion</i> |
| Massie, Robert | <i>Dreadnought: Britain, Germany, and the Coming of the Great War</i> |
| McMillan, James | <i>Napoleon III</i> |
| Menning, Bruce | <i>Bayonets Before Bullets: The Imperial Russian Army, 1861-1914</i> |
| Michael Howard | <i>Franco-Prussian War</i> |
| Nearder | <i>Cavour</i> |
| Pakenham, Thomas | <i>The Boer War</i> |
| Pinkney | <i>Napoleon III</i> |
| Pipes, Richard | <i>Russia Under the Old Regime</i> |
| Rapport | <i>1848: Year of Revolution</i> |

| | |
|-----------------------------------|---|
| Schollgen, Gregory Taylor | <i>Escape into War: The Foreign Policy of Imperial Germany Bismarck</i> |
| Taylor, A. J. | <i>From Napoleon to the Second International</i> |
| Taylor, A. J. | <i>The Hapsburg Monarchy, 1809-1918</i> |
| Tombs, Robert | <i>France 1818-1914</i> |
| Tombs, Robert | <i>The Paris Commune 1871</i> |
| Van Der Kiste | <i>Kaiser Wilhelm II</i> |
| Wawro, Geoffrey <i>in 1866</i> | <i>The Austro-Prussian War: Austria's War with Prussian and Italy</i> |
| Wetzel | <i>Duel of Giants</i> |
| Williamson, D. G. | <i>Bismarck and Germany 1862-1890</i> |

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](#) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the student conduct process](#), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a referral](#), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpid=https://eis-prod.ec.tamuct.edu:443/samlSso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](#) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](#) online, please visit the website

[<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments) [https://tamuct.libcal.com/appointments]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/index) [https://tamuct.libguides.com/index]

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

OTHER POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern

shows you care. You can complete the [referral](#) online

[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [<https://www.tamuct.edu/bit>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

How to Write a Book Review:

A Guide for Students

HUGH B. HAMMETT

From *The Social Studies* (November 1974):263-65

Sooner or later most students who take history courses will be required to write a critical book review. The assignment is especially popular with harassed instructors who have too many students to require full-scale term papers but who would feel guilt without asking their students for some kind of written exercise outside of class. Book reviews are not particularly popular with students, however, because the average person has very little idea how to proceed with such a project. The enterprising student cannot find much help in sources like the *New York Times Book Review* or the *New York Review of Books* (since essays in these publications usually reveal far more about the reviewer than about the work under discussion. Nor should historians deceive themselves that journals like the *American Historical Review* or the *Journal of American History* offer more reliable guides. Unfortunately, most scholarly reviews are written solely for scholars (i.e., specialists) and all too frequently the only point that is made is that the reviewer knows more about the subject, or thinks he does, than the author of the volume under discussion.

The following suggestions are addressed to the student who wants to know how to go about reviewing a book. These suggestions assume that the review will be written for submission in class; but it will be well to observe that the good student will think through all of following areas as he reads, even if no written assignment is involved:

I. Publication Information Should Be Complete. This information will be important if anyone later wants to procure a copy of the volume; also, certain publishers specialize in books on particular subjects or with special political ideas. You should give the *author's full name*, the *complete title* of the book, and the *place, publisher and date* of publication. For example:

Thomas Bailey, *The Art of Diplomacy: the American Experience*. New York: Appleton-Century-Crofts, 1968.

If you use a revised edition, be sure to make a note of it since revisions often incorporate new or different material.

II. The Author's Background Is Important to a Thorough Analysis of Any Book. Would you pay attention to an unsigned letter? What difference is there in reviewing a book by an author of whom you know nothing? What if the author is a Communist, teaching in an East German university? Or what if he is an Eastern European émigré to the United States and a virulent anti-communist? Would it be to your advantage in reading a book about race relations to know that the author is white and has spent his entire life in Mississippi? Would it be well to know that a scholar writing about United States-Canadian relations was born and educated in Canada? Or

might a diplomatic historian trained in a Latin American university possibly have a different attitude toward the Monroe Doctrine than a professor educated in the United States? If a man has studied and written about the medieval frontier for all of his scholarly career, would you wisely be cautious if he suddenly published a monograph about Internal politics in Vietnam?

To belabor the point no longer, historians are a part of their books; and their books are part of them. A student approaches the task of critical evaluation with a huge "blind spot" if he knows nothing about the author of the volume. In some cases, of course, the author's Background may be of no special significance; but at other times it could be disastrous if you do not know.

The reference librarian at your college library can make many helpful suggestions about finding biographical information. As a starting point, however, for non-American writers you can look at *Who's Who* (especially for important British historians), the International *Who's Who* or the *Dictionary of International Biography*. American historians may be in *Who's Who in America* but more likely will be listed in the *Directory of American Scholars*, Volume 1, History.

III. There Are Certain Things That Every Book Review Should Contain.

Without this basic information your reader cannot tell whether the book would be valuable for his own use. What is the *purpose* of the book? Usually in the preface or the first chapter of a monograph (works on special topics in history are "monographs," not novels), meet that need. You should keep the stated purpose in mind as you read. If the author does not do what he said he would, then his book has failed one important test.

What is the scope of the book? What period of time does it cover? What kind of history does it include: political, economic, social, diplomatic, intellectual?

Are there *major themes* that are essential to understanding the book? Identify them. More important, is there a particular *thesis* (or original idea, a new contribution) that the author is trying to prove? You should determine whether or not the author offers evidence to support his thesis.

Are there *basic flaws* in the book? Point them out. Are there *sections that are exceptionally well done*? Commend them.

Is the book especially *relevant* in the light of contemporary events? Does it make any *overall contribution* to our knowledge of history that characterizes the book as a distinguished volume?

IV. Sources Must Also Be Considered. No assessment of a book is complete without some comment on the scholarly evidence from which the author draws. Are there footnotes? Is there an extensive bibliography? Does the author use *primary source material* (documents, diaries, letters, newspapers, journals) or does he confine himself to *secondary materials* (books written by other authorities on the same subject)? Usually, more scholarly works will heavily employ original research in primary sources. "Popularized," "derivative," or "synthesized" works draw principally on the books of others.

V. Reviews Must Be Specific As Well As General. For every generalization that you make about the book, you should offer one or two specific examples clearly illustrating what you mean. If for no other reason, your specific illustrations will show your instructor that you have conscientiously read the book and that you have attained a certain mastery of basic factual material.

One word of caution is necessary about the use of extensive quotations. Merely to string sections of quoted material throughout your paper does not make your work scholarly. Each quotation that you use should be clearly linked to the material you are discussing. The quotation must be introduced by an appropriate comment that shows its relationship to the subject at hand.

Do not fall into the use of quotations out of laziness. Never borrow directly unless the quotation is so eloquent, witty, or precise that you could not possibly express the same idea in a better way yourself.

VI. Reviews Must Be Both Descriptive And Analytical. Would you believe that many reviews which are submitted might be written by the average bright student who has read only the table of contents and thumbed through the volume? You should communicate a few of the author's significant ideas. *Why* are they important? What disagreements or reservations would you have?

If a book is "good," *why*? If a book is "boring," *why*? (Oh yes, any book over one hundred pages is not automatically boring.)

Above all, do not be afraid to give your own opinion. Too often student papers are cop-outs--exercises in trying to say as little as possible. Avoid the use of the passive voice:

"Jefferson was said to....(*Who* said it? The author?

You? Jefferson's friends? His enemies?)

"It is believed...."

"England is shown...."

Also avoid weasel words:

"The author appears to say...." (Does he say it or not?)

"The book seems to say...."

"It may or may not be true...."

Be direct about what the author says and about what you think. Clearly distinguish between your ideas and those of the author.

Your instructors are aware that you are not an authority on the material you are studying. But they also know that you are a bright, intelligent person and are capable of forming critical judgments. Do not be intimidated by an author. Be decisive and forceful--even if it is only to state your approval of what you have read. For the purposes of learning, most teachers believe that it is better for you to attempt a critical judgment that may turn out to be unfounded than to make no judgment at all.

If you would like to see what other authorities have said about a book, check the *Reader's Guide to Periodical Literature* in the reference section at the library. It will direct you to journals where reviews have been published.

VII. Work Hard on Your Writing. Painful as it is to be so blunt, the writing in the majority of student papers runs from barely adequate to abominable. Too many papers are mechanically sloppy. You should understand that correct grammar, spelling, punctuation, choice of word, and syntax are not important merely because they are traditional or because English has "always been done that way." They are important because they make your writing clear. They enable you to say exactly what you mean.

Without the ability to write clearly and correctly, you will be an intellectual cripple all of your life. In spite of the onslaught by television, the printed word is still the most common means of communication among highly educated people. It does not matter how brilliant or how noble your intentions. Without the ability to write forcefully and clearly, your gifts will be wasted. How far do you think Thomas Jefferson would have gotten had he written, "We hold these truths to be self-evident, that all men is created equal..."?

A final suggestion may help. If you type your paper or have someone else do it (all instructors appreciate typed work, and some may require it), be sure to proofread your work before turning it in. Even after one typing, re-write your paper if necessary. Teachers have considerable sympathy for those students who try but who have never learned to write well: but they have little patience and show little mercy in awarding grades for those who are too careless to use their dictionaries or are too lazy to read their own papers before submitting them.

Historians as a rule pride themselves on a fine sense of the language. Moreover, history is one of the few disciplines left that offers the average educated person a clear and readable body of knowledge unencumbered by jargon and complicated by special vocabulary. Your papers will be most successful and your grades will be noticeably higher if your writing is in this tradition.