

HS 306: Nineteenth-Century Europe
Spring 2019
MWF 10-10:50a, Humanities Center 340

Professor Andrew Ross

Department of History

Humanities Center 311

E-mail: aross1@loyola.edu

Phone: 410-617-2229

Office Hours: MW 3-5p

Course Description: During the nineteenth century, Europeans came to see themselves as standing at the height of civilization. And yet, the century ended with the slaughterhouse of World War I. This course traces this contradiction as it explores the ways in which Europe wrestled with both the promises and problems that emerged in the wake of the French and Industrial Revolutions. Topics covered include the rise of liberalism and socialism, cultural movements such as Romanticism and modernism, the emergence of nationalism and the nation-state, the 1848 Revolutions, the unification of Germany and Italy, the "Eastern Question," imperialism and the rise of racial sciences, changing relations of class, gender, and sexuality, the emergence of mass culture and mass politics, and the origins of World War I.

Course Objectives: By the end of the semester, students will be able to:

- Identify and understand key themes and concepts in nineteenth-century European history
- Critically analyze primary and secondary sources
- Conduct and orally present original research
- Work effectively in groups

Required Texts:

- Hunt, Lynn, ed. *The French Revolution and Human Rights: A Brief Documentary History*. Second Edition. New York: Bedford/St. Martin's, 2016.
- Dickens, Charles. *Hard Times*. Mineola: Dover Publications, 2001.
- Conrad, Joseph. *Heart of Darkness*. New York: Penguin, 2007.
- Walser Smith, Helmut. *The Butcher's Tale: Murder and Anti-Semitism in a German Town*. New York: W.W. Norton, 2002.

Other readings will be available via URL or file download on our Moodle Site.

Please purchase the editions listed above, several of which are also available in e-book format.

Course Format: Class will meet three times a week. Meetings will be a mix of lecture, discussion, and group work.

Course Requirements:

1. **Readings:** All readings are due the day they are listed on the syllabus. You should arrive to class prepared to discuss all course readings and with questions you may have. While we will not have the luxury of discussing every reading, you remain responsible for them

and may appear on exams. Readings have been assigned to deepen, complement, and contribute to all class activities, including lecture, discussion, and other assignments.

As texts written in the past, some of our primary source documents will be particularly difficult. You may have to read them more than once and you may still not understand every nuance before arriving in class. Your task is to put in a good faith effort toward understanding the text. One of our goals for this semester is learning how to understand, synthesize, and critique difficult written (and other) material.

2. **Attendance and Participation (10%):** Attendance is a basic requirement of this course. You will be permitted three absences before your attendance and participation grade will automatically drop a full grade. Missing more than 5 classes will result in automatically failing the course. Please speak to me as soon as possible if you have an emergency that will require you to miss class.

Good attendance, however, is only the bare minimum of this component of your grade. Rather, active participation is key to your success in this course and to your time at Loyola more generally. Active participation comes in a variety of forms, of which regular and substantive contribution to class discussion is only one. Asking a good question, helping a classmate understand a key point, coming to office hours regularly, remaining attentive to lecture and to your classmates, being respectful of class time and different opinions, and taking good notes all contribute to your participation grade.

3. **In-Class Midterm (15%):** Your first exam will take place during a regular class meeting. The format will be a combination of a map identification exercise, term identification, and document analysis.
4. **Take-home Final (20%):** The final exam will be available on the last day of class and will be due during our scheduled final exam period. You should plan to take about three-hours to complete the take-home final. The format will be a combination of term identification, document analysis, and essay. One essay will cover the entirety of the course, but term identification and document analysis will only include material covered after the mid-term exam. The exam is open book, but no sources drawn from outside the course may be used. You are expected to cite your sources if drawing on material from readings.
5. **Essays (25%):** You will complete two short essays (c. 3 pages) on our two novels. The first, on Charles Dickens's *Hard Times* will ask you to analyze a character from the book of our choice. The second, on Joseph Conrad's *Heart of Darkness*, will ask you to respond to a question about the themes of the book.
6. **Oral Presentations (30%):** Your major research assignment in this course is a group presentation on a topic of your choice relating to nineteenth-century European history. All groups of four will complete the following tasks:
 - a. Group Contracts: After forming groups, we will draw up contracts amongst group members delineating rights and responsibilities as you proceed with the assignment.
 - b. Presentation Outline (10%): Prior to delivering your presentation, you will turn in

a written outline. This outline should give a sense of the content of the presentation and each group members' roles. The outline should clearly express your argument and include a bibliography.

- c. Presentations (15%): Presentations will take place during our last week of class. Presentations will be between 12 and 15 minutes long.
- d. Presentation Reports (5%): When you turn in your take-home final, you will include a (very) brief report that lays out your specific contribution to the group project and how that contribution related to your group contract.

Full details of all assignments, including specific instructions and grading rubrics, will be provided throughout the semester.

Grade Scale:

| | |
|---------|----|
| 100-93% | A |
| 92-90% | A- |
| 87-89% | B+ |
| 83-86% | B |
| 80-82% | B- |
| 77-79% | C+ |
| 73-76% | C |
| 70-72% | C- |
| 67-69% | D+ |
| 63-66% | D |
| 60-62% | D- |
| 0-59% | F |

Course Policies:

The Syllabus: I reserve the right to make changes to the syllabus. Such changes will be announced in advance.

Contacting Me: My contact information is listed at the top of the syllabus. The best way to get in touch with me is through e-mail (aross1@loyola.edu). In order to guarantee the most useful response, e-mails should include a clear subject, your name, the course the message is regarding, and your question or message. I generally respond to e-mails in the early afternoon on weekdays. If you have not heard back from me within 24-hours, feel free to send me another note. Do not hesitate to contact me should you have any questions or concerns, but I will not respond to queries that could be answered by reading the syllabus.

Office Hours: Office hours are listed at the top of the syllabus. During office hours, I will be in my office in order to meet with students on a first-come-first-serve basis. No appointment is necessary. This is your time to discuss with me whatever is on your mind; please take advantage of them.

Classroom Environment: As in most college courses, this class encourages a high level of active engagement, sometimes with controversial and sensitive material. Some of this material may challenge received wisdom, contrast with your personal beliefs, or make you otherwise

uncomfortable. Please help us foster an atmosphere that encourages critical reflection on and greater understanding of these issues by always remaining respectful to your peers, even when you disagree. I am always available to discuss course material or class discussion one-on-one during office hours or by appointment.

All student activities in the University, including this course, are governed by the [University's Community Standards](https://www.loyola.edu/departments/student-life/student-conduct) (<https://www.loyola.edu/departments/student-life/student-conduct>). Students who violate this code of conduct may be asked to leave the course and/or have their behavior reported to the administration.

Classroom Technology:

- Phones: All phones must be on silent (not vibrate) or turned off during class.
- Recording Devices: No recording devices may be used without my express, written permission.
- Computers and Tablets: Feel free to use your laptop or tablet to bring your readings to class or to take notes if that suits you, but refrain from using such devices for tasks unrelated to the class. Note that research consistently demonstrates that students retain information more readily by taking notes by hand.

Submission of Written Work: With the exception of in-class examinations, all written work will be submitted electronically via Moodle.

Late Assignments: Extensions on assignments will be granted under most circumstances, provided you speak with me prior to the due date. Assignments turned in late without my advance permission will receive a late penalty of one grade per day. Exams must be taken and presentations must be given on the day they are scheduled. Make-ups will only be provided in the case of a true emergency (e.g. a hospital visit).

Academic Integrity: All students at Loyola are bound by the University's honor code and are expected to demonstrate the highest levels of academic integrity in all they can do. Forms of academic dishonesty include (but are not limited to):

1. Cheating (including copying from others' work)
2. Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
3. Falsification of documents
4. Disclosure of test or other assignment content to another student
5. Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members' involved
6. Unauthorized academic collaboration with others
7. Conspiracy to engage in academic misconduct.

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions in accordance with the University Honor Code. *In this course, instances of academic dishonesty may result in penalties up to and including failing the course referral to the Honor Council.*

Loyola Resources:

The Writing Center: The Loyola Writing Center serves undergraduates, grad students, faculty, and staff. We gladly work with writers in any stage of their writing process, and we welcome writing from any discipline or subject matter. Our main offices are on the Evergreen campus in Maryland Hall 057. We also have satellite offices on the Timonium and Columbia campuses. See our Locations & Hours for complete availability.

The Study: The Study, located on the third floor of Jenkins Hall, is a quiet study space and computer lab. The Study also offers tutoring and academic support services for Loyola undergraduate and graduate students. The Study's primary services include:

- Peer and Professional Tutoring in nearly all courses, Reading Strategies, ESL and Math: Request a Tutor
- Academic Success Workshops on a variety of study skills: Register for a Workshop
- Organization and Time Management Coaching: Request Coaching

The Counseling Center: Stress is a normal part of a being a student. However, if personal or emotional concerns are interfering with your ability to live and learn at Loyola, please stop by the Counseling Center in Humanities 150 or call 410-617-CARE (2273). More information about the Counseling Center is on their website.

Students with Disabilities: If you are registered with DSS and a faculty notification email has been sent to me on your behalf, please schedule a brief meeting during my office hours to discuss accommodations. If you need academic accommodations due to a disability you must register with Disability Support Services. For more information please contact DSS at DSS@loyola.edu or (410) 617-2750.

Course Schedule

Week 1: January 14 - January 20:

Monday: Introductions

Wednesday: The Old Regime

Reading: Hunt, pp. 3-12

Friday: The Origins of the French Revolution

Reading: Hunt, docs. 1, 2, 8 and 10

Week 2: January 21 - January 27

Monday: No Class (MLK Holiday)

Wednesday: The Moderate Revolution

Reading: Hunt, pp. 12-15 and docs. 11, 13-17.

Friday: The Radical Revolution

Reading: Hunt, docs. 32, 34, 37, and 41. Timothy Tackett, "[The Flight to Varennes and the Coming of the Terror,](#)" *Historical Reflections/Réflexions historiques* 29, no. 3 (2003): 469-493.

Week 3: January 28 - February 5

Monday: Napoleon's Empire

Reading: [Excerpts from the Code Napoleon](http://www.historyguide.org/intellect/code_nap.html) (http://www.historyguide.org/intellect/code_nap.html); David A. Bell, "Days of Glory," in *The First Total War: Napoleon's Europe and the Birth of Warfare as We Know It* (Boston: Houghton Mifflin, 2007), 223-262.

Wednesday: The Haitian Revolution

Reading: Laurent Dubois, "Fire in the Cane" and "Liberty's Land," in *Avengers of the New World: The Story of the Haitian Revolution* (Cambridge, Mass: Harvard University Press, 2004), 91-114 and 152-170.

Friday: Discussion: Promise and Perils of the French Revolution

Reading: Hunt, docs 25-31

Week 4: February 4 - February 10

Monday: Defining Liberalism

Reading: [Excerpt from Adam Smith, *The Wealth of Nations*](https://history.hanover.edu/courses/excerpts/111smith.html) (<https://history.hanover.edu/courses/excerpts/111smith.html>); [Excerpt from John Stuart Mill, *Utilitarianism*](https://history.hanover.edu/courses/excerpts/161mill_util.html) (https://history.hanover.edu/courses/excerpts/161mill_util.html)

If you have not yet found a group, e-mail me.

Wednesday: The Process of Industrialization

Reading: "[The Life of the Industrial Worker in Nineteenth-Century England — Evidence Given Before the Sadler Committee](http://www.victorianweb.org/history/workers1.html)" (<http://www.victorianweb.org/history/workers1.html>); [Excerpt from Friedrich Engels, *The Condition of the Working Class in England in 1844*](https://sourcebooks.fordham.edu/mod/1844engels.asp) (<https://sourcebooks.fordham.edu/mod/1844engels.asp>).

Friday: Discussion: *Hard Times*, Part 1

Week 5: February 11 - February 17

Monday: Industrialization and Empire

Reading: [Commissioner Lin, Letter to Queen Victoria, 1839](https://sourcebooks.fordham.edu/mod/1839lin2.asp) (<https://sourcebooks.fordham.edu/mod/1839lin2.asp>); [Thomas Babington Macaulay, "On Empire and Education"](https://sourcebooks.fordham.edu/mod/1833macaulay-india.asp) (<https://sourcebooks.fordham.edu/mod/1833macaulay-india.asp>); [Dadabhai Nauroji, "The Benefits of British Rule, 1871"](https://sourcebooks.fordham.edu/mod/1871britishrule.asp) (<https://sourcebooks.fordham.edu/mod/1871britishrule.asp>)

Have one designated person e-mail me a list of your group members by 5:00p on Monday, February 11.

Wednesday: Completing a Group Presentation/Group Contracts

Friday: Discussion: *Hard Times*, Parts 2 and 3

Week 6: February 18 - February 24

Monday: **Midterm Exam (Weeks 1-5)**

Wednesday: The Restoration

Reading: [Excerpts from Edmund Burke, Reflections on the French Revolution](http://web.archive.org/web/19981206201151/http://pluto.clinch.edu/history/wciv2/civ2ref/burke.html)

(<http://web.archive.org/web/19981206201151/http://pluto.clinch.edu/history/wciv2/civ2ref/burke.html>); [Klemens von Metternich: Political Profession of Faith](http://www.fordham.edu/Halsall/mod/1820metternich.asp)

(<http://www.fordham.edu/Halsall/mod/1820metternich.asp>)

Friday: Romanticism

Reading: [Samuel Taylor Coleridge, "France: An Ode"](https://www.poetryfoundation.org/poems/43985/france-an-ode)

(<https://www.poetryfoundation.org/poems/43985/france-an-ode>); Arthur Ware Locke and E.T.A. Hoffmann, "[Beethoven's Instrumental Music: Translated from E.T.A Hoffmann's "Kreisleriana" with an Introductory Note,](#)" *The Musical Quarterly* 3, no. 1 (1917): 123-133; Browse images at <https://en.wikipedia.org/wiki/Romanticism>.

Week 7: February 25 - March 3

Monday: Brainstorming Presentation Topics (Meet in Library)

Have one group member e-mail me tentative topics before Spring Break.

Wednesday: Socialism

Reading: [Excerpt from Charles Fourier, *Theory of Social Organization*](https://sourcebooks.fordham.edu/mod/1820fourier.asp)

(<https://sourcebooks.fordham.edu/mod/1820fourier.asp>); [Excerpts from Karl Marx and Friedrich Engels, "The Communist Manifesto"](#)

(<https://history.hanover.edu/courses/excerpts/165marx2.html>)

Friday: Nationalism

Reading: [Ernst Renan, "What is a Nation?"](http://ucparis.fr/files/9313/6549/9943/What_is_a_Nation.pdf)

(http://ucparis.fr/files/9313/6549/9943/What_is_a_Nation.pdf); [Excerpt from Johann Gottfried von Herder, *Materials for the Philosophy of the History of Mankind*](https://sourcebooks.fordham.edu/mod/1784herder-mankind.asp)

(<https://sourcebooks.fordham.edu/mod/1784herder-mankind.asp>); [Johann Gottlieb Fichte, "To the German Nation,"](https://sourcebooks.fordham.edu/mod/1806fichte.asp) (<https://sourcebooks.fordham.edu/mod/1806fichte.asp>); [Excerpt from Guiseppe Mazzini, *On the Duties of Man*](https://history.hanover.edu/texts/mazzini/mazzini5.html)

(<https://history.hanover.edu/texts/mazzini/mazzini5.html>)

Hard Times Character Analysis Due by midnight on Friday, March 1.

March 4 - March 10: Spring Break

Over break: Begin locating sources for group presentations. Make library requests as necessary.

Week 8: March 11 - March 17

Monday: The Revolutions of 1848, Part 1

Reading: [François Guizot, "Condition of the July Monarchy"](http://www.fordham.edu/Halsall/mod/1848guizot.asp)

(<http://www.fordham.edu/Halsall/mod/1848guizot.asp>); [Jennifer E. Sessions, "Colonizing Revolutionary Politics: Algeria and the French Revolution of 1848," French Politics, Culture and Society 33, no. 1 \(2015\): 75-100.](#)

Wednesday: The Revolutions of 1848, Part 2

Reading: ["Documents of German Unification, 1848-1871,"](http://www.fordham.edu/Halsall/mod/germanunification.asp)

(<http://www.fordham.edu/Halsall/mod/germanunification.asp>) (First two documents only)

Friday: The Exceptions: Great Britain and Russia

Reading: Francis Place, [The People's Charter and National Petition](https://sourcebooks.fordham.edu/mod/1838chartism.asp)

(<https://sourcebooks.fordham.edu/mod/1838chartism.asp>); [Alexander II, "The Abolition of Serfdom in Russia"](http://academic.shu.edu/russianhistory/index.php/Alexander_II,_Emancipation_Manifesto,_1861)

(http://academic.shu.edu/russianhistory/index.php/Alexander_II,_Emancipation_Manifesto,_1861)

Week 9: March 18 - March 24

Monday: The Unification of Italy

Reading: ["Documents of Italian Unification, 1846-1861,"](https://sourcebooks.fordham.edu/mod/1861italianunif.asp)

(<https://sourcebooks.fordham.edu/mod/1861italianunif.asp>); Michael Rowe, "Nationalism and National Unification in 19th Century Europe," in *The Oxford Handbook to the History of Nationalism*, ed. John Breuilly (Oxford, UK: Oxford University Press, 2013).

Wednesday: The Unification of Germany

Reading: ["Documents of German Unification, 1848-1871,"](http://www.fordham.edu/Halsall/mod/germanunification.asp)

(<http://www.fordham.edu/Halsall/mod/germanunification.asp>) (Finish)

Friday: Race and Racial Sciences

Reading: [Excerpts from Charles Darwin, *The Origin of the Species*](https://history.hanover.edu/courses/excerpts/111dar.html)

(<https://history.hanover.edu/courses/excerpts/111dar.html>); [Excerpts from Herbert Spencer, *Progress: Its Law and Causes*](https://sourcebooks.fordham.edu/mod/spencer-darwin.asp) (<https://sourcebooks.fordham.edu/mod/spencer-darwin.asp>)

Begin Heart of Darkness over the weekend

Week 10: March 25 - March 31

Monday: The New Imperialism

Reading: [Rudyard Kipling, "The White Man's Burden,"](https://sourcebooks.fordham.edu/mod/kipling.asp)

(<https://sourcebooks.fordham.edu/mod/kipling.asp>); [Kaiser Wilhelm II, "A Place in the Sun,"](https://sourcebooks.fordham.edu/mod/1901Kaiser.asp)

(<https://sourcebooks.fordham.edu/mod/1901Kaiser.asp>); Lora Wildenthal, "Colonial Nursing as the First Realm of Colonialist Women's Activism, 1885-1907," in *German Women for Empire, 1884-1956* (Durham: Duke University Press, 2001), 13-53.

Wednesday: Early Modernism

Reading: *Continue Heart of Darkness*

Friday: Discussion: *Heart of Darkness*

Reading: Finish Conrad, *Heart of Darkness*; [Chinua Achebe, "An Image of Africa: Racism in Conrad's 'Heart of Darkness'"](http://kirbyk.net/hod/image.of.africa.html) (<http://kirbyk.net/hod/image.of.africa.html>)

Week 11: April 1 - April 7

Monday: Urbanization and the "Second Industrial Revolution"

Reading: Judith Walkowitz, "Urban Spectatorship," in *City of Dreadful Delight: Narratives of Sexual Danger in Late-Victorian London* (Chicago: Chicago University Press, 1992), 15-40.

Wednesday: Library Day

Friday: Gender and Sexuality

Reading: [Excerpt from Magnus Hirschfeld, *Berlin's Third Sex*](https://minorliteratures.com/2018/05/17/berlins-third-sex/) (<https://minorliteratures.com/2018/05/17/berlins-third-sex/>); [Emmeline Pankhurst's "Freedom or Death"](https://www.theguardian.com/theguardian/2007/apr/27/greatspeeches) (<https://www.theguardian.com/theguardian/2007/apr/27/greatspeeches>)

Week 12: April 8 - April 14

Practice Presentations!

Monday: Mass Politics

Reading: Walzer-Smith, *The Butcher's Tale*, chap. 1; [Excerpt from Edouard Bernstein, *Evolutionary Socialism*](https://sourcebooks.fordham.edu/mod/bernstein-revsoc.asp) (<https://sourcebooks.fordham.edu/mod/bernstein-revsoc.asp>); [Vladimir Lenin, "Marxism and Revisionism"](https://history.hanover.edu/courses/excerpts/1111lenin.html) (<https://history.hanover.edu/courses/excerpts/1111lenin.html>)

Mass Culture

Presentation Outline Due by Midnight on Monday, April 8

Wednesday: Mass Culture

Reading: Walzer-Smith, *The Butcher's Tale*, chap. 2

Friday: Challenging Reason

Reading: Excerpts from Friedrich Nietzsche, *The Genealogy of Morals* and Sigmund Freud, *Five Lectures on Psychoanalysis*.

Week 13: April 15 - April 21

Practice Presentations!

Monday: The Origins of World War I

Continue Reading *The Butcher's Tale* (chs. 3-4)

Heart of Darkness Analysis Essay Due by Midnight on Monday, April 15

Wednesday: Discussion: Fin-de-Siècle or Belle Epoque?

Reading: Walzer-Smith, *The Butcher's Tale* (finish)

Friday: No Class (Easter)

Week 14: April 22 - April 26

Monday: No Class (Easter)

Wednesday: Presentations

Friday: Presentations

Week 15: April 29 - April 30

Monday: Presentations

Take Home Exam available at the end of class, April 29.

Take Home Exam due Friday, May 3 at 4:00p.