

**HS 330.01: Gender, Race, and Class in Modern Europe**  
**Spring 2020**  
**MW 4:30-5:45p**  
**Maryland Hall 247**

**Professor Andrew Ross**

Department of History

Humanities Center 311

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Office Hours: MW 11a-12p and 1-2p and by appointment

## Course Information:

**Description:** This course showcases the role women, people of color, workers, and the poor played in shaping modern European history. Emphasizing the theme of “citizenship,” the course traces the inclusions and exclusions that have defined European history. At the same time, we will see how major historical events and processes – such as the French and Industrial Revolutions and the two world wars – shaped the lives of supposedly marginalized people just as those groups played important roles in those events and processes. Taking an intersectional approach, this course will also address the ways that race, gender, and class inflect one another as they emerged as political, as well as personal, identities.

**Objectives:** By the end of the semester, students in HS 330 will be able to:

- Recognize key themes, events, and ideas central to European history since 1789
- Identify and explain the role people of color, women, and workers, among others, played in European history
- Analyze and interpret primary and secondary sources
- Situate histories of marginalized people in relation to contemporary issues
- Recognize and respond to the exclusions within historical and other narratives
- Formulate original arguments using historical evidence

**Required Texts:** The following books are required and are available at the Loyola Bookstore:

1. Hunt, Lynn, ed. *The French Revolution and Human Rights: A Brief History with Documents*. 2<sup>nd</sup> Edition. Boston: Bedford/St. Martin’s 2016.
2. Chin, Rita. *The Crisis of Multiculturalism in Europe: A History*. Princeton: Princeton University Press, 2017.
3. Harp, Stephen L. *A World History of Rubber: Empire, Industry, and the Everyday*. Malden, Mass: Wiley Blackwell, 2016.
4. Boittin, Jennifer. *Colonial Metropolis: The Urban Grounds of Anti-Imperialism and Feminism in Interwar Paris*. Lincoln: University of Nebraska, 2010.

*Remaining readings will be available on Moodle, via hyperlink or download.*

**Format:** Class will meet two times a week in a mixed lecture/discussion format.

## Course Requirements:

1. **Readings:** Readings are due the day they are listed in the syllabus. You should arrive in class having already completed the readings and ready to discuss them. You are not expected, however, to understand everything in a given reading. Rather, your task is to wrestle with some of the themes and content of each reading so that you are best prepared to understand the lecture and/or participate in discussion. In addition to their role in lecture and discussion, readings will be featured in your take-home, open book exams.
2. **Attendance and Participation:** 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. I do not distinguish between “excused” and “unexcused” absences except in cases of medical emergency (e.g. hospitalization). You may use your three absences however you wish; I do not need to see a note.

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. A grading rubric for attendance and participation will be provided at the beginning of the semester.

3. **Exams:** You will have two exams. Both exams will be take-home and open book and will be comprised of essay questions.
4. **Timeline Assignment:** Your major assignment this semester is to develop a visual and descriptive timeline of European history from the perspective of a marginalized group (a list of possibilities will be provided). This assignment will be partly independent and partly done in groups and will be comprised of the following steps:
  - a. **Textbook Analysis:** Each group will be assigned a single textbook, which you will then break into parts. Each group member will then, in a short essay, analyze their part with particular focus on 1) the major themes of European history addressed by the textbook and 2) themes, people, ideas, or movements that are mentioned by not fully explored.
  - b. **Visual and Descriptive Timeline:** As a group, you will prepare a timeline in a format of your choice (digital or analog) that presents a new narrative of European history from the perspective of your chosen group.

- c. **Reflective Essay:** Each group member will write a short essay reflecting on the assignment by explaining the choices the group made and how they reflect a narrative of European history. In particular, this essay will address the relationship between your narrative and the “standard” narrative you began to draw in the first part of the assignment.

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

## Grade Breakdown

Attendance and Participation: 10%

Take Home Midterm: 20%

Take Home Final: 20%

Timeline Assignment:

1. Textbook Analysis: 15%
2. Visual Timeline: 20%
3. Reflective Essay: 15%

## 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

*Note: Final grades will be “rounded” to the nearest grade (i.e. a 92.5 becomes an A).*

## 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](mailto: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 one business day, 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:** Take-home exams and other written assignments will be submitted via Turnitin.com on Moodle. Your visual timeline will either be submitted physically or digitally, depending on your chosen format.

**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 submitted 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 and Policies:

**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
- Academic Success Workshops on a variety of study skills:
- Organization and Time Management Coaching
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Register for these services at <https://www.loyola.edu/department/the-study>

**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 at <https://www.loyola.edu/department/counseling-center>.

**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](mailto:DSS@loyola.edu) or (410) 617-2750.

**Title IX:** Loyola University Maryland is committed to a learning and working environment free from sexual and gender-based misconduct, including sexual harassment, sexual verbal abuse, sexual assault, domestic violence, dating violence, stalking, and sexual exploitation. Reports of

such offenses are taken seriously, and Loyola encourages students experiencing sexual misconduct to report the incident in accordance with the University's policy on [Reporting Misconduct \(PDF\)](#) (pages 36-37). Loyola is also committed to an environment free of other forms of harassment and discrimination. For information about policies and reporting resources, please visit [harassment and discrimination policy \(PDF\)](#).

**Food and Housing Support:** Any student who has difficulty securing their food or housing is urged to contact Christina Spearman, the Dean of Students, at [cjspearman1@loyola.edu](mailto:cjspearman1@loyola.edu) or 410-617-5171. Loyola may have resources available to help.

## Course Schedule

### Introductions

Monday, January 13: Introductions

Wednesday, January 15: European History and the Question of Difference  
Reading: Chin, *The Crisis of Multiculturalism*, "Introduction," pp. 1-22; Hunt, pp. 1-12.

Monday, January 20: No Class (MLK Day)

### Citizenship and the French Revolution

*Who belongs to the "nation?" What defines a "citizen?" How did the French Revolution define these debates and what was its lasting legacy?*

Wednesday, January 22: Introduction: The French Revolution

Monday, January 27: What is a Citizen?  
Reading: Hunt, pp. 19-22, docs. 15-17, and 22-24

Wednesday, January 29: Race and Revolution/Constructing New Narratives  
Reading: Hunt, pp. 22-25 and docs. 25-31; Nikole Hannah-Jones, "The Idea of America," *New York Times Magazine*, August 14, 2019,  
<https://www.nytimes.com/interactive/2019/08/14/magazine/black-history-american-democracy.html>

Monday, February 3: Defining and Defending Women's Rights  
Reading: Hunt, pp. 25-29, docs. 32, 34-35, and 37; Katie Jarvis, "'Patriotic Discipline': Cloistered Behinds, Public Judgment, and Female Violence in Revolutionary Paris," in *Practiced Citizenship: Women, Gender, and the State in Modern France*, ed. Nimisha Barton and Richard S. Hopkins (Lincoln: University of Nebraska Press, 2019), 19-49 (Moodle).

Wednesday, February 5: The Legacy of the French and Haitian Revolutions

Reading: Janet Polasky, “Rumors of Freedom in the Caribbean: ‘We know not where it will end,’” in *Revolutions without Borders* (New Haven: Yale University Press, 2015) ([Available online via LNDL](#)); Laurent Dubois, “Confronting the Legacy of Slavery,” *New York Times* 2013 October 28 (<https://www.nytimes.com/2013/10/29/opinion/international/confronting-the-legacies-of-slavery.html?pagewanted=all>).

## Industry and Difference

*How did the Industrial Revolution shape the everyday life of people of color, women, and/or the poor and working classes? What was the relationship between industrialization and imperialism in the nineteenth century?*

Monday, February 10: Introduction: The Industrial Revolution

Reading: Kathleen Canning, “Gender and Sexual Politics in the Transition from Home to Factory Industry,” in *Languages of Labor and Gender: Female Factory Work in Germany, 1850-1914* (Ithaca: Cornell University Press, 1996) (Moodle).

Wednesday, February 12: Class and Class Consciousness

Reading: Kathleen Gleadle, “‘We Will Have it’: Children and Protest in the Ten Hours Movement,” in *Childhood and Child Labour in Industrial England: Diversity and Agency, 1750-1914*, ed. Nigel Goose and Katrina Honeyman (London: Routledge, 2013), 215-230 ([Available online via LNDL](#)); Evidence from the Sadler Report (excerpts on Moodle)

Monday, February 17: Gender in the Industrial Era

Reading: John Tosh, “Chapter 3: Husband and Wife,” in *A Man’s Place: Masculinity and the Middle-Class Home in Victorian England* (New Haven: Yale University Press, 1999) ([Available online via LNDL](#)).

Wednesday, February 19:

Activity: Constructing a Narrative of European History  
***Textbook Analysis Due in Class***

Monday, February 24: A New Age of Empire

Reading: Harp, chaps. 1-2; [Commissioner Lin, Letter to Queen Victoria](#) (available at <https://sourcebooks.fordham.edu/mod/1839lin2.asp>).

Wednesday, February 26: Empire at “Home”

Reading: Robin Mitchell, “Enduring Darkness: Colonial Anxieties and the Cultural Production of Sarah Baartmann,” in *Venus Noire: Black Women and Colonial Fantasies in Nineteenth-Century France* (Athens: University of Georgia Press, 2020) (Moodle); Harp, chap. 3.

***Friday, February 28, by 11:59p: Take Home Midterm Due***

Monday, March 2 - Sunday, March 8: Spring Break

## **Mass Politics and Modernity**

*How did the arrival of mass politics reshape questions of difference in Europe? What specific challenges and opportunities did this new politics offer to marginalized people?*

Monday, March 9: Introduction: The Era of Total War

Reading: Harp, chap. 4; [Julia Roos, "Women's Rights, Nationalist Anxiety, and the 'Moral' Agenda in the Early Weimar Republic: Revisiting the 'Black Horror' Campaign against France's African Occupation Troops," \*Central European History\* 42 \(2009\): 473-508.](#)

Wednesday, March 11: Modern Feminism and the Vote

Reading: Nicoletta F. Gullace, "Reinventing Womanhood: Suffragettes and the Great War for Citizenship," in *"The Blood of Our Sons: Men, Women, and the Renegotiation of British Citizenship During the Great War"* (New York: Palgrave MacMillan, 2002) (Moodle)

Monday, March 16: The Russian Revolution

Reading: Sheila Fitzpatrick, "The Bolsheviks' Dilemma: Class, Culture, and Politics in the Early Soviet Years," *Slavic Review* 47, no. 4 (1988): 599-613 (Available at <https://www.jstor.org/stable/2498180>);

Wednesday, March 18: Mass Culture and the Politics of Race

Reading: Boittin, chaps. 1-2

Monday, March 23: Sexual Modernity?

Reading: Robert Beachy, "Weimar Sexual Reform and the Institute for Sexual Science," in *Gay Berlin: Birthplace of a Modern Identity* (New York: Knopf, 2014) (Moodle)

Wednesday, March 25: Forming Anti-Imperialist Politics

Reading: Boittin, chaps. 3-4

Monday, March 30: Sex, Gender, and Race in the Holocaust

Reading: Regina Mühlhäuser, "Between 'Racial Awareness' and Fantasies of Potency: Nazi Sexual Politics in the Occupied Territories of the Soviet Union, 1942-1945," in *Brutality and Desire: War and Sexuality in Europe's Twentieth Century*, ed. Dagmar Herzog (New York: Palgrave Macmillan, 2009), 197-220 (Moodle)

Wednesday, April 1: Research Day (or Snow Day Make-up)

## **Multicultural Europe?**



*How has decolonization reshaped the politics of belonging in Europe? What impact has globalization had on European political debates?*

Monday, April 6: Introduction: Europe in a Globalized World

Reading: Chin, chap. 1

Wednesday, April 8: Decolonization and Migration

Reading: Chin, chap. 2-3

Monday, April 13: No Class (Easter Break)

Wednesday, April 15: The New Feminism

Reading: [Michael Mulvey, "The Problem that Had a Name: French High-Rise Developments and the Fantasy of a Suburban Homemaker Pathology, 1954-173," \*Gender and History\*, 177-198;](#)

Simone de Beauvoir, *The Second Sex* (Excerpts on Moodle)

Monday, April 20: Youth Culture and the Politics of Protest

Reading: Raymond Patton, "The Politics of Aesthetics: Punk in East and West," in *Punk Crisis: The Global Punk Rock Revolution* (New York: Oxford University Press, 2018) (Moodle).

Wednesday, April 22: Immigration and Modern Crisis

Reading: Chin, chap. 4-5 and epilogue

Monday, April 27: Study Day/Review

***Timeline and Reflective Essay Due in Class (or beforehand if electronic)***

***Friday, May 8 at noon (the end of our final exam period): Take Home Final Due.***