

# HS 330/410: Gender, Race, and Class in Modern Europe

Fall 2023

MWF 12-12:50p

Maryland Hall 340

## Professor Andrew Ross

Department of History

Humanities Center 311

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Office Hours (Available in-person or via Zoom):

- Drop-in or [make an appointment](#): Mondays and Fridays 10:00a-11:00a
- [Virtual only office hours by appointment](#): Tuesdays 1:30p-2:30p
- [E-mail me for an appointment](#) if you cannot attend office hours during these times

## 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 330/410 will be able to:

1. Recognize key themes, events, and ideas central to European history since 1789
2. Identify and explain the role people of color, women, and workers, among others, played in European history
3. Analyze and interpret primary and secondary sources
4. Understand historiographic debate regarding how to situate marginalized people in history
5. Conduct research and formulate original arguments using historical evidence
6. Present their research digitally

**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. Dickens, Charles. *Hard Times*. Mineola: Dover, 2001.
3. Chin, Rita. *The Crisis of Multiculturalism in Europe: A History*. Princeton: Princeton University Press, 2017.

*All other course texts or materials will be available on our course Moodle page, online, or as handouts in class.*

**Format:** The course will meet three times a week in a mixed lecture, discussion, small-group activity format.

## **Course Requirements**

1. **Engagement (15%):** Actively engaging with course material is the best way to ensure your success and learning in the course. Engagement is not simply equivalent to participation, but rather involves a broader effort to accomplish the goals of the course. Engagement will come in a number of forms:
  - a. Preparation: Prior to almost every class meeting you will have reading to complete, occasionally in combination with other media. Preparation entails engaging concretely with the material – using the provided reading questions -- in ways that show a willingness to deepen your understanding of the reading and go beyond a surface-level understanding of the text. You demonstrate this preparation by arriving to class with notes on the text and participating in discussion. You can also demonstrate good preparation by coming to class or office hours with questions, comments, and/or worksheets on the material or assignments.
  - b. Participation: 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:
    - i. Offering your assessment of a text in class
    - ii. Asking questions in class
    - iii. Coming to office hours
    - iv. Completing tasks in small groups
    - v. Taking good notes during lectures
    - vi. Being respectful of class time and of different opinions
    - vii. E-mailing me your questions or concerns about the course
    - viii. Following Covid-19 protocols, as applicable
    - ix. Other demonstrations of keeping up with the course, showing genuine interest in the material, and proceeding through assignments
2. **3-2-1 Posts (10%):** Eight times over the course of the semester, you will write a discussion post that consists of the following in response to the day's reading: **3 things you learned or found interesting, 2 things you didn't understand, and 1 discussion question for the class.** 3-2-1 posts do not need to be complete paragraphs, but must use proper grammar, punctuation, and be comprised of complete sentences. Posts should revolve around the readings of a single class meeting and are due by 10:00a the day of the relevant class. These posts will be graded on a high pass (100), pass (85), low pass (70), fail (50), and incomplete (0) scale. Posts will be used to aid me in preparing to lead discussion and will be used to develop questions on the final exam.
3. **Midterm Exam (15%):** An open-note essay exam will cover parts 1 and 2 of the course.

4. **Digital Exhibit (45%):** Over the course of the semester, you will conduct research on a digital exhibit relating to the history of marginalized people in European history. This exhibit will be constructed using WordPress and will contain an introduction and conclusion, one historiographic essay, and two primary source analyses. You will be graded on the following separate components:
  - a. Digital Exhibit Analysis (10%)
  - b. Historiography (10%)
  - c. Primary Source Analysis 1 (10%)
  - d. Complete Exhibit (15%)
  
5. **Final Exam (15%):** An open-note essay exam will conclude our course and assess your understanding of the course content, with a particular emphasis on our readings. Questions will be developed in dialog with the class during our final review day.

*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  
70-82% C-  
67-69% D+  
63-66% D  
60-62% D-  
59% and below F

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

### **Course Policies**

**The Syllabus:** The syllabus serves as the official schedule and policy document of the class. I reserve the right to make changes to the syllabus. Such changes will be announced in advance. When in doubt about a course policy or deadline, refer to the syllabus.

**Attendance:** Attendance is a requirement of the course and will be taken every day. You will be allowed three “free” absences before your engagement grade begins to be affected. That said, in the context of a post-pandemic world, it is important for us to also prioritize our health. **DO NOT attend class if you are sick.** Please continue completing work assigned, get notes from a

classmate, and see me in virtual office hours while you are out. Please be sure to be assessed by the Health Center if you believe you will need to be out for a longer period of time and keep me apprised as well.

**Contacting Me:** My contact information is listed at the top of the syllabus and on Moodle. 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 midday on weekdays and on Sunday (I do not respond to non-emergency e-mails on Saturdays). 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.

**Office Hours:** Office hours are for individual meetings about the course. We can review material, talk about assignments, go over drafts, or discuss any other concerns you may have. One of the best ways of showcasing engagement is to come to office hours.

Office hours are listed at the top of the syllabus. I will be holding office hours this semester in-person and over Zoom. Zoom meetings are by appointment only. In-person office hours are available either on a walk-in basis or by appointment. Appointments will be prioritized. If you cannot make my regular office hours, please [e-mail me for an alternative appointment day and time](#).

#### **Technology in the Classroom:**

1. *Note Taking:* The use of laptop computers or tablets to take typed notes is prohibited in this class in order to reduce distractions; please keep them stored during class. You may use a tablet to take notes if you are using a stylus.
2. *Audio-visual Recording:* Recording of class lectures or discussion without permission from the instructor is strictly prohibited.
3. *“AI” or large-language-models (e.g. ChatGPT):* The use of large-language-model chatbots like ChatGPT may not be used in this course without permission and discussion with the instructor.
4. *Phones:* Smartphones and other devices should remain out of sight unless otherwise instructed.

**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/department/student-life/student-conduct) (<https://www.loyola.edu/department/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.

**Submission of Written Work:** All written work and homework will be submitted on Moodle.

**Late Assignments:** Feel free to discuss with me any difficulties you are having with your written work prior to the deadline. After we touch base, an extension on an assignment may be in order and will be granted without a penalty. In other words, *an extension on most assignments will be granted if you speak with me prior to the deadline.*

**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.

The use of ChatGPT, Cactus, and other generative AI tools will only be allowed when explicitly stated; otherwise, the use of AI is prohibited. Using AI at other times or in other ways than what is allowed would be considered a violation of the Honor Code.

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 and referral to the Honor Council.*

## **Loyola Resources and Policies:**

**The Counseling Center** ([www.loyola.edu/counselingcenter](http://www.loyola.edu/counselingcenter)) supports the emotional well-being of the student body and is committed to a respectful understanding and honoring of the social, emotional, and cultural contexts represented by each individual student. We provide brief individual and group counseling, emergency and crisis intervention, and comprehensive referral services for those in need of longer-term therapy. Please call (410) 617-CARE (2273) or [schedule online](#). For after-hours emergencies, please call our after-hours counselor at (410) 617-5530 or Campus Police at (410) 617-5911. Let's Talk!

**Togetherall** ([www.loyola.edu/togetherall](http://www.loyola.edu/togetherall)) is an online peer-to-peer platform, offering a safe space to connect with others experiencing similar feelings. There are trained professionals on hand, 24/7, 365 days a year, helping to moderate the platform, and all members are anonymous to each other. And, if sharing isn't your thing, Togetherall has tools and courses to help you look after yourself, along with plenty of resources to explore. Get Support. Take Control. Feel better.

**Disability and Accessibility Services:** [Disability and Accessibility Services](#) (DAS) works with students needing accommodations or support to live and learn at Loyola. Students must have documented physical or psychological conditions, and many conditions can be considered disabilities. For example, ADHD, anxiety and depression, hearing impairment, severe food allergies, etc., are examples of disabilities we serve.

Can DAS help you? Consider these questions, do you need help because you have trouble concentrating in class? Do you need more time for tests? Do you face a difficulty that prevents you from fully participating in class? If so, consider meeting with a DAS advisor to discuss support that might help. Please email [DAS@loyola.edu](mailto:DAS@loyola.edu) to set up a time to talk. The information you provide DAS is confidential, and DAS will not disclose information without your permission.

If you are a student registered with DAS and have academic accommodations, please send me your Faculty Notification Email as soon as possible and let me know a good time to meet to discuss the accommodations you need for this course.

**Title IX:** Loyola University Maryland is committed to a learning and working environment free from sexual and gender-based misconduct including sexual harassment, sexual assault, fondling, incest, statutory rape, 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 Sexual Misconduct](#). Because of the University's obligation to respond to reports of sexual misconduct, mandated reporters including faculty members, are required to report incidents of sexual misconduct to the Title IX coordinator even if the reporting party requests confidentiality. Information about confidential resources that are not required to report sexual misconduct to the Title IX coordinator may be found on the [Title IX reporting resources page](#). For more information about policies and resources or reporting options, please review the [Title IX](#) web page. Once a student reports sexual misconduct, Title IX will contact the student to discuss supportive measures- such as no contact orders and academic support- and options for addressing the incident on and off campus. Loyola is also committed to an environment free of other forms of harassment and discrimination. For information about policies and reporting resources, please review the Bias Related Behaviors Process and Policy in the [Community Standards](#) for policies related to students and the [harassment and discrimination policy](#) for policies related to employees.

**The Loyola Writing Center** is open for both face-to-face and Zoom appointments. The complete schedule of hours is posted on the website: <https://www.loyola.edu/department/writing-center/about/location-hours>. For questions, or help making an appointment, students can email [lwc@loyola.edu](mailto:lwc@loyola.edu).

**The Study** is located on the third floor of Jenkins Hall and serves as Loyola University Maryland's academic support center. Our mission is to help Loyola students become successful, independent learners. We do this through a variety of free academic support services, such as peer and professional tutoring, academic success workshops, academic coaching, and time

management and organization coaching. These services are available in-person and online, and students can register for them through The Study's website at [www.loyola.edu/thestudy](http://www.loyola.edu/thestudy).

**Student Success Emergency Fund:** Any student who has difficulty securing their food, housing or textbooks is urged to apply for the Student Success Emergency Fund. The Student Success Emergency Fund Application can be found [here](#). Those requesting textbook or instructional supplies should complete the application [here](#). Should students have additional questions, they can reach out to the committee at [studentsuccessfund@loyola.edu](mailto:studentsuccessfund@loyola.edu). Loyola may have resources to help.

## Introductions

### Wednesday, January 17: Introductions

Complete Before Class: [First Day Questionnaire](#)

### Friday, January 19: European History and the Question of Difference / Engagement

Read Before Class: Hunt, *The French Revolution and Human Rights* (hereafter just Hunt), "Introduction" and document (hereafter doc.) 14.

## Part 1: Essential Concepts through the French Revolution

*What is a nation? What is a citizen? What does it mean to speak of "gender, race, and class" in light of these concepts? How did the French Revolution define the terms of the debate around the inclusion of racial minorities, women, and the lower-classes going forward?*

### Monday, January 22: Citizenship and the French Revolution / 3-2-1 Posts

Read Before Class: Hunt, doc. 10.

### Wednesday, January 24: Class and the French Revolution

Read Before Class: Hunt, docs. 15-17, and 39.

*3-2-1 Posts Begin*

### Friday, January 26: Digital Websites and Exhibits

Bring computer or device with you to class.

### Monday, January 29: Gender and the French Revolution

Read Before Class: Hunt, docs. 32, 34-35, and 37-38.

### Wednesday, January 31: Race and the French Revolution

Read Before Class: Hunt, docs. 26-29 and 31.

### Friday, February 2: Legacies of the French Revolution

Read Before Class: Janet Polasky, "Chapter 5: 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?unlocked\\_article\\_code=1.ME0.VR1.ZzjrCaSnaCaH&smid=url-share](http://the-legacies-of-slavery.html?unlocked_article_code=1.ME0.VR1.ZzjrCaSnaCaH&smid=url-share)).

*Before Class: E-mail me a link to your chosen website you are analyzing*

## **Part 2: Industry, Empire, and Citizenship**

*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? How did industry reshape the politics of liberation?*

### **Monday, February 5: Citizenship and the Industrial Revolution**

#### **Wednesday, February 7: Women, Men, and the Home**

Read Before Class: 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](#)).

#### **Friday, February 9: Introduction to Historiography**

*Assignment Due Before Class: Digital Exhibit Analysis*

### **Monday, February 12: Class and Class Consciousness I**

Read Before Class: Dickens, *Hard Times*, 1-114.

### **Wednesday, February 14: Library Session: Locating Secondary Sources**

*Bring laptops to Library Classroom Lab B*

### **Friday, February 16: Introduction to WordPress**

### **Monday, February 19: Class and Class Consciousness II**

Read Before Class: Dickens, *Hard Times* (Finish)

Assignments due before Class: E-mailed list of historiography sources

### **Wednesday, February 21: A New Age of Empire**

Read Before Class: [Commissioner Lin, Letter to Queen Victoria](https://sourcebooks.fordham.edu/mod/1839lin2.asp) (available at <https://sourcebooks.fordham.edu/mod/1839lin2.asp>); [Rudyard Kipling, "The White Man's Burden"](https://sourcebooks.fordham.edu/mod/kipling.asp) (available at <https://sourcebooks.fordham.edu/mod/kipling.asp>); [Dadabhai Naoroji, "The Benefits of British Rule"](https://sourcebooks.fordham.edu/mod/1871britishrule.asp) (available at <https://sourcebooks.fordham.edu/mod/1871britishrule.asp>); and [Bal Gangadhar Tilak, "Address to the Indian National Congress, 1907"](https://sourcebooks.fordham.edu/mod/1907tilak.asp) (available at <https://sourcebooks.fordham.edu/mod/1907tilak.asp>)

### **Friday, February 23: Empire at "Home"**

Read Before Class: [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\* \(Athens: University of Georgia Press, 2020\)](#)

### **Monday, February 26: In-Class Workshop on Historiography and Exam Review**

**Wednesday, February 28: In Class Exam on Parts 1 and 2**

**Friday, March 1: Introduction to Primary Source Analyses**

*Assignments Due Before Class: Historiography (Text Only)*

**Monday, March 4 - Friday, March 8: No Class (Spring Break)**

### **Part 3: 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 11: Introduction: Citizenship in the Era of Total War**

Read Before Class: Kathleen M. Canning, "Claiming Citizenship: Suffrage and Subjectivity in Germany after the First World War," in *Gender History in Practice: Historical Perspectives on Bodies, Class, and Citizenship* (Ithaca: Cornell University Press, 2006) (Moodle).

**Wednesday, March 13: Workshop: Uploading Our Historiographies to Wordpress**

**Friday, March 15: No Class (Conference Travel)**

*Due before class: Two primary source identified and sent to me via e-mail*

**Monday, March 18: Feminism and Suffrage**

Read Before Class: Emmaline Pankhurst, "Why We Are Militant" (Moodle)

**Wednesday, March 20: Socialism and Working-Class Politics**

Read Before Class: Karl Marx and Friedrich Engels, *Manifesto of the Communist Party* Eduard Bernstein, *Evolutionary Socialism*; Vladimir Lenin, *Our Programme*; Otto Krille, "Autobiography of a Factory Worker" (Excerpts available on Moodle).

**Friday, March 22: Empire and Total War**

Read Before Class: [Stovall, Tyler. "The Color Line behind the Lines: Racial Violence in France during the Great War." \*The American Historical Review\* 103, no. 3 \(1998\): 737-69.](#)

**Monday, March 25: Empire and Total War Continued**

*Assignment Due Before Class: Primary Source Analysis 1 Due (Text Only)*

**Wednesday, March 27: Mass Culture and the Politics of Race**

Read Before Class: [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.](#)

**Friday, March 29: No Class (Easter Break)**

**Monday, April 1: No Class (Easter Break)**

**Wednesday, April 3: Class and the Russian Revolution**

[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>);

**Friday, April 5: Gender, Race, and Class in Fascism**

Read Before Class: [Benito Mussolini, “What is Fascism”](#) (Available at <https://sourcebooks.fordham.edu/mod/mussolini-fascism.asp>); [Hitler’s Speech to the National Socialist Women’s League](#) (September 8, 1934) (Available at [https://ghdi.ghi-dc.org/sub\\_document.cfm?document\\_id=1557](https://ghdi.ghi-dc.org/sub_document.cfm?document_id=1557))

*Assignment Due Before Class: Upload Revised Primary Source Analysis to Your Website*

**Monday, April 8: Gender, Race, and Class in the Holocaust**

Read Before Class: 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)

## **Part 4: Multicultural Europe**

*What are some of the legacies of World War II for marginalized people? How has decolonization reshaped the politics of belonging in Europe? What impact has globalization had on European political debates?*

**Wednesday, April 10: Introduction: Citizenship in Cold War Europe**

Read Before Class: Chin, *The Crisis of Multiculturalism in Europe*, “Introduction”

**Friday, April 12: Cold War Politics**

Read Before Class: [Winston Churchill, “The Iron Curtain”](#) (Available at <https://sourcebooks.fordham.edu/mod/churchill-iron.asp>); [Let Us Face The Future: A Declaration of Labour Policy for the Consideration of the Nation, 1945](#) (Available at <https://sourcebooks.fordham.edu/mod/1945labour-letsusface.asp>)

**Monday, April 15: Decolonization and Migration**

Read Before Class: Chin, chaps 1-2

**Wednesday, April 17: Decolonization and Migration Continued**

**Friday, April 19: Youth Culture and the Politics of Protest in the West**

Read Before Class: Read Before Class: [“This Just In: Posters of May ’68”](#) (Available at <https://letterformarchive.org/news/atelier-populaire-posters-of-may-1968/>)

*Assignment Due Before Class: Primary Source Analysis 2 (Upload to Website)*

**Monday, April 22: The New Feminism and Gay Rights**

Read Before Class: [Betty Friedan, \*The Feminine Mystique\*](https://www.nytimes.com/2006/02/05/us/excerpt-from-the-feminine-mystique.html?unlocked_article_code=1.100.f_b6.z6pLMA8a7NNP&smid=url-share) (Excerpt at [https://www.nytimes.com/2006/02/05/us/excerpt-from-the-feminine-mystique.html?unlocked\\_article\\_code=1.100.f\\_b6.z6pLMA8a7NNP&smid=url-share](https://www.nytimes.com/2006/02/05/us/excerpt-from-the-feminine-mystique.html?unlocked_article_code=1.100.f_b6.z6pLMA8a7NNP&smid=url-share)); Simone de Beauvoir, *The Second Sex* (Excerpt on Moodle); [Gay Liberation Front Manifesto](https://sourcebooks.fordham.edu/pwh/glf-london.asp) (Available at <https://sourcebooks.fordham.edu/pwh/glf-london.asp>)

**Wednesday, April 24: Workshop Day: Finalize Websites**

**Friday, April 26: Modern Immigration and the Rise of the New Right**

Read Before Class: Chin, chaps. 4-5

*Assignment Due by Midnight: Digital Exhibit*

**Monday, April 29: Review and Conclusions**

**Monday, May 6 at 9:00a: Final Exam**