

Nineteenth-Century Europe

HIST 308-001

Syllabus

Prof. Sun-Young Park
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Robinson B 336
Office hours: R 3-4pm, or by appointment

Fall 2018
TR 12-1:15pm
Robinson B 201

(Please always e-mail me in advance if you plan on coming to office hours, as I may have unforeseen commitments on certain weeks. If you are not available during the scheduled office hours, please feel free to get in touch with me to set up an appointment.)

Contact information of 2 classmates:

1. _____
2. _____

Course overview

This course will provide an overview of European history over the long 19th century, from the French Revolution to the eve of World War I. We will explore the intersecting strands of political, social, intellectual, and cultural movements of this period, through topics including: industrialization and labor; class and the rise of the bourgeoisie; urbanization and urbanism; nationalism and imperialism; gender and early feminism; developments in science, technology, and medicine; mass culture and consumption. The aim of the course is to gain a deeper understanding of the major issues and themes spanning 19th-century politics, culture, and society, and how they have come to shape our understanding of modernity. Through readings and discussions of a variety of primary and secondary documents, we will also question how we use different kinds of sources to reconstruct the past, and think critically about ways of writing history.

Course requirements

Grade breakdown:

Class participation 20%
Take-home midterm 25%
Primary source analysis 25%
Take-home final exam 30%

1. *Class participation:* This course will be comprised of both lectures and discussions. You are expected to come to each class prepared with thoughts and questions on the day's reading assignment. One of the aims of this course is to teach you how to read and reflect critically on a range of historical texts. Learning to respond to your fellow students' opinions and comments is a valuable part of this process, and a skill you will be able to take with you to future courses. I may occasionally give unannounced reading quizzes to check that you are keeping up.
2. *Take-home midterm* (Thursday 10/11): The midterm will cover material from weeks 1 through 6. You will be asked to write 2 essay responses from a selection of 3 topics.
3. *Primary source analysis:* This essay will be a 5-6 page analysis of a primary source (text or artifact, such as an artwork) that relates to the topics and themes covered in class. You will be expected to

situate the text in its larger historical context to interpret and analyze its significance. I will provide a list of suggestions, but you are also welcome to make a different selection based on your interests. The deadline for this assignment is rolling. As a preliminary step, you will be asked to prepare a short presentation on your document on the day we study the related topic. Your paper will be due two weeks after that date.

4. *Take-home final exam* (due by 5pm on Thursday 12/13): The final exam will comprise three essays, each 3-4 pages in length, in response to a selection of 4 questions that will be sent out to you on Monday 12/10.

Reading assignments

The following textbook is available for purchase at the university bookstore:

- John Merriman, *A History of Modern Europe, vol. 2: From the French Revolution to the Present* (New York: W.W. Norton, 2010).

This book will serve as the background reading for the course, and you will be assigned approximately 20-40 pages each week to give you a broad overview of that week's topic. Additional reading assignments for each week, comprising both primary and secondary texts, will be made available online through Blackboard.

Course policies

- *Academic integrity:* The integrity of the University community is affected by the individual choices made by each of us. GMU has an Honor Code (<http://www.gmu.edu/academics/catalog/9798/honorcod.html>) with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using MLA or Chicago format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me.
- *Course communication:* Mason uses only Mason e-mail accounts to communicate with enrolled students. Students must activate their Mason e-mail account, use it to communicate with their department and other administrative units, and check it regularly for important university information including messages related to this class.
- *Attendance and conduct:* You are expected to attend and participate in every class session. For justifiable absences (such as illness or other emergencies), you may be asked to provide official documentation. You should e-mail me in advance if you know of an upcoming conflict. Repeated absences will impact your participation grade. Please refrain from eating or sleeping during class time.

- *Use of technology:* Cell phones and other communicative devices must be switched off or put on silent (not vibrate) mode during class hours. If you are seen using your phone during class time, it will be confiscated until the end of the class. Laptops/tablets may be used solely for note-taking purposes, and not for e-mailing, internet browsing, or using social media. I may occasionally check that you are complying with this policy, and in the case that it is not respected, I reserve the right to prohibit laptop/tablet use for the remainder of the course.
- *Late assignments:* For all written work, lateness will be penalized by 1/3 of a letter grade (for example, A to A-) for every 24-hour period beyond the deadline. If you have extenuating circumstances, you should always get in touch with me directly.
- *Special accommodations:* If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services at 703.993.2474 or ods.gmu.edu. All academic accommodations must be arranged through this office.

Weekly schedule

Week 1 The French Revolution

T 8/28 Introduction

R 8/30 The French Revolution

- Merriman, p.435-478
- Declaration of the Rights of Man and Citizen (1789)
- Abbé Sieyès, "What is the Third Estate?" (1789)

Week 2 Napoleon, the Congress of Vienna, and the Restoration

T 9/4 Napoleon's rise and fall

- Merriman, p.479-512
- K. von Metternich, "Political confession of faith" (1820)

R 9/6 The Restoration

- Edmund Burke, *Reflections on the Revolution in France* (1790), excerpts
- Adam Mickiewicz, *The Books and the Pilgrimage of the Polish Nation* (1832), excerpt

Week 3 New movements

T 9/11 Liberalism

- J.S. Mill, *On Liberty* (1859)
- Recommended: Merriman, p.576-612

R 9/13 Romanticism

- Alfred Musset, "Reflections," in *Confession of a Child of the Century* (1836)

Week 4 The Industrial Revolution

T 9/18 The age of industry

- Merriman, p.513-532
- Andrew Ure, "The Philosophy of the Manufacturers" (1835)
- Alexis de Tocqueville, "A description of Manchester in 1835" (1835)

R 9/20 Urbanization and its consequences

- Edwin Chadwick, *Report on Sanitary Conditions* (1842), excerpt
- Michael Faraday, "Observations on the Filth of the Thames" (1855)

Week 5 Class and culture

T 9/25 Working classes

- Merriman, p.532-563
- Friedrich Engels, *The Condition of the Working Class in England* (1845), excerpt
- E.P. Thompson, "Exploitation," in *The Making of the English Working Class* (1963)

R 9/27 The bourgeoisie

- Simon Gunn, "The industrial city, the middle class and bourgeois culture," in *The Public Culture of the Victorian Middle Class: Ritual and Authority and the English Industrial City, 1840-1914* (2000)

Week 6 Socialism and 1848

T 10/2 Socialism's rise

- Merriman, p.563-568
- Marx and Engels, *The Communist Manifesto* (1848)

R 10/4 The 1848 revolutions

- Merriman, p.613-643
- G. Mazzini, "Europe, its Conditions and Prospects" (1852)

Week 7 Midterm (no class meetings this week)

T 10/9 NO CLASS (Columbus Day recess)

R 10/11 Take-home midterm (through Blackboard)

Week 8 Modern metropolis

T 10/16 Haussmann's Paris

- Patrice Higonnet, "The Urban Machine," in *Paris, Capital of the World* (2002)

R 10/18 London and Vienna

- Carl Schorske, "The Ringstrasse, Its Critics, and the Birth of Urban Modernism," *Fin-de-siècle Vienna* (1981)

Week 9 Nations and nationalism

T 10/23 Nationalism and identity

- J.G. Fichte, "Thirteenth address to the German nation" (1808)
- G. Mazzini, "Duties towards your country" (1860)
- E. Renan, "What is a nation?" (1882)

R 10/25 Italian and German unification

- Merriman, p.649-683

Week 10 Gender and society

T 10/30 Gender and society

- Merriman, p.758-773, 778-782
- Flora Tristan, *The Workers' Union* (1843), excerpt
- Emile Zola, *The Ladies' Paradise* (1883), excerpt

R 11/1 NO CLASS (Professor away)

Week 11 Science, technology, medicine

T 11/6 Hygiene and the social question

- David S. Barnes, "The Sanitarians' Legacy, or How Health Became Public" in *The Great Stink of Paris and the 19th Century Struggle Against Filth and Germs* (2006).

R 11/8 Advancements in modern science

- Merriman, p.742-758
- Tom F. Peters, "Creating the Modern World Through Communications, Commerce, and Progress," in *Building the Nineteenth Century* (1996).

Week 12 New and old beliefs

T 11/13 The Darwinian revolution

- Merriman, p.773-778
- Janet Browne, "Darwin in Caricature: A Study in the Popularisation and Dissemination of Evolution" *Proceedings of the American Philosophical Society* 145 (2001)

R 11/15 Religion and secularism

- David Blackbourn, *Marpingen: Apparitions of the Virgin Mary in 19th-Century Germany* (1994), ch.1
- Nietzsche, "Parable of the Madman" (1882)

Week 13 Fin-de-siècle Europe

T 11/20 Beyond reason

- Merriman, p.798-818
- Georg Simmel, "The Metropolis and Modern Life" (1903)

R 11/22 NO CLASS (Thanksgiving break)

Week 14 The age of empires

T 11/27 Imperialism and colonial identity

- Merriman, p.819-859

R 11/29 Representing the "other"

- Alexis de Tocqueville, "Notes on the voyage to Algeria" (1841)
- J.A. de Gobineau, "Essay on the Inequality of Human Races" (1853), excerpt

Week 15 Towards the Great War

T 12/4 Mass culture and politics

- Merriman, p.783-798
- Emile Zola, "J'accuse...!" (I accuse) (1898)

R 12/6 The origins of World War I

- Merriman, p.863-892
- Freud, "Thoughts for the time on war and death" (1915)