

HIST 344: Nineteenth Century Europe

San Francisco State University – Fall 2007

Dr. Matthew Newsom Kerr

email: mnewsomkerr@gmail.com

Office: SCI244
Office hours: TBA

This course is a seminar-type examination of the history of nineteenth-century Europe. It is a very big and diverse period and we will not cover every aspect that you may hope, but we will try to hit upon many of the key political, social, economic, and cultural developments that helped shape our modern world and that continue to be relevant to our everyday lives. This course seeks to allow you to develop a critical understanding of *context* that comes from a practiced reading of historical texts. This is an ability useful in a variety of fields and endeavors, no matter what your major might be. The skills emphasized here are important for cultivating your capacity for critical thought and intellectual engagement. Ultimately, the goal of understanding the past provides a firm basis for comprehending our changing world.

Our readings and discussions will revolve around both major events and subtle changes which mark the nineteenth century, including Industrialization and the fallout of the French Revolution, the emergence of Middle-Class hegemony, the cultural revolutions of Romanticism and Realism, and the development of class- and gender-specific identities, urban life, nationalism and imperialism, and science and psychology.

Each class period has readings that need to be completed *prior to coming to class*. These readings, both primary and secondary sources, will average about 40-50 pages. This is not an unmanageable amount, but as we are only meeting once a week you need to be very careful to plan your time appropriately to ensure that you have “digested” the readings adequately. Many of our readings are somewhat complicated and not completely straightforward. They therefore demand close reading and attention. In other words, picking them up for the first time an hour before class will most definitely not do the trick. Additionally, there will be times when you will need to conquer a longer work, such the *Death, Dissection and the Destitute* and *Late Victorian Holocausts* (which will run well over our average of 40-50 pages). Manage your time accordingly!! This is obviously a life-skill, not just a pedantic feature of college life. If I feel the readings are not being taken seriously, I reserve the right to institute quizzes.

As you are reading, write down at least two questions you have. You will submit your questions at the beginning of class and we will try to answer as many questions as possible as a way of discussing that week’s theme.

Your overall grade will be computed as follows:

10% Participation

- Attendance
- Bringing readings to class with you
- Preparedness
- Engagement with the weekly topics
- Submit two questions each meeting

20% Class Presentation (Criteria distributed separately)

15% Short writing assignment (due September 13)

25% Research paper (first draft due October 11, final draft December 14)

30% Final Exam

Course Mechanics

- Please ensure you have turned off any pagers, cell phones, or any other noisy and annoying technology before coming to class. If your irritating device disturbs a class period, you may be asked to leave the room. A second such disturbance may reduce your final grade in the course by a full grade fraction.

- **Plagiarism** is treated as a serious offense and will be reported to the university authorities as a matter of course. Student work that does not meet SFSU's standards for academic integrity will not be graded. The instructor has discretion to give an F in the course to someone found guilty of a dishonest act. The College of Humanities' guidelines are as follows:

“Plagiarism is a form of cheating or fraud; it occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgment, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own. Any assignment found to be plagiarized will be given an “F” grade. All instances of plagiarism in the College of Humanities will be reported to the Dean of the College, and may be reported to the University Judicial Affairs Officer for further action.”

- “In this course, we will use **Turnitin.com**, an electronic resource that compares your essay to internet sources and a comprehensive database of other papers. It creates an originality report identifying which parts of your essay match any of their sources which will make it easy for you to make sure that you have cited all your sources and haven't accidentally picked up another author's language. All required papers will be submitted to Turnitin.com for the detection of plagiarism and retained as source documents in the Turnitin.com reference database to be used solely for the purpose of detecting plagiarism of such papers. Essays that are not submitted to Turnitin will be given an “F” grade.” [This previous paragraph is the recommended text distributed by the Center for Teaching and Faculty Development – see how easy it is to properly reference ideas not your own?]

- **Participation** accounts for a part of the overall grade. Simply sitting quietly in our classroom does not fulfill my expectations. I can appreciate shyness. If you are terrified of the prospect of talking in front of a group, then I ask that you at least come to class prepared to answer any direct questions about the readings. Everyone should know that participation also includes giving respectful attention to anyone presenting his or her views. And of course, *bring the appropriate readings with you to class*. I reserve the right to directly call upon persons who I have not heard speak in a while.

- **Attendance** will be recorded. There is no automatic penalty for occasional truancy, but poor attendance will affect your grade adversely and will be definitive in borderline

cases. This is the easiest part of your participation grade: just be here and be ready to discuss the readings.

- Part of your participation grade will consist of bringing at least two **discussion questions** with you to class on that day's readings. They need to be typed/printed-out and handed in at the beginning of class.
- Your individual **Presentation** constitutes a significant portion of your grade. It will also form the basis for your **Research Paper**. As I firmly believe that you learn as much from your revisions as you do your original writing, I will require a draft version of your paper at mid-semester. A final version of your paper will be due at the end of the semester. Particulars of the presentation and paper assignments will be distributed to you separately from this syllabus.
- The **Final Exam** will consist of your analysis of primary sources, plus other materials such as student presentations. The specifics of the exam format will be distributed separately from this syllabus.
- You are responsible for obtaining the appropriate readings and bringing them with you to class. If you have a problem with a website containing the readings, let me know immediately via email.
- Changes or adjustments to this syllabus are possible. I will inform you should this occur.
- Questions that you may have about any part of the course may be put to me at any time. Come by my office or email me whenever you need.

REQUIRED BOOKS for sale at the bookstore:

- **Richardson**. *Death Dissection, and the Destitute* [0226712400]
- (The **DOVER book**) *Communist Manifesto and Other Revolutionary Writings* [ISBN 0486424650]
- **Shelley**. *Frankenstein* [ISBN 0486282112]
- **Davis**. *Late Victorian Holocausts* [1859843824]

OPTIONAL BOOK:

- *Western Civilization: The Continuing Experiment* [ISBN 0618561927]

Week-by-Week Schedule

Δ = Sources available in the *Primary Source Reader* on ilearn.

Φ = Sources individually available through ilearn.

JSTOR = Sources available through SFSU library website databases login.

Aug 30 – INTRO: The Legacy of the French Revolution

Sept 6 – Industrialization, Individualism, Capitalism and its Discontents

Δ Adam Smith, *Wealth of Nations*

Δ Thomas Malthus, *Essay on Population*

Δ Samuel Smiles, *Self Help and Thrift*

Δ Thomas Carlyle, *Past and Present*

[JSTOR] E.P. Thompson, "Time, Work Discipline, and Industrial Capitalism," *Past and Present* 38 (1967): 56-97.

Sept 13 – NO CLASS MEETING

Φ Charles Dickens' Caricature of Nineteenth-Century Society
*** Short essay due – submit to turnitin.com

Sept 20 – The Triumph of the Middle Class, Dealing with the Poor

Ruth Richardson, *Death, Dissection, and the Destitute*, Chs. 1-6, 8-9, 11.

- ⊗ Jeremy Bentham, Utilitarianism, & the Auto-Icon
- ⊗ The “Bourgeois Monarch,” Louis Philippe & the July Revolution of 1830
- ⊗ Sir Charles E. Trevelyan & the Irish Famine

Sept 27 – Romanticism

Δ William Blake, “*And did those feet in ancient time...*”
Δ William Wordsworth, “*Tables Turned.*”
Mary Shelly, *Frankenstein*.

- ⊗ William Blake & *Jerusalem: The Emanation of the Great Albion*
- ⊗ Brothers Grimm & the Folklore Movement
- ⊗ *Deutschlandlied* & the March Revolution in Germany

Oct 4 – Class and Socialism

[DOVER] Marx and Engels, *Communist Manifesto*, 125-135
[DOVER] Peter Kropotkin, “*Appeal to the Young,*” 170-186
Φ Robert Roberts, *The Classic Slum*, 13-31.
Φ George Orwell, *The Road to Wigan Pier*, 121-131.

- ⊗ Robert Owen & New Harmony
- ⊗ Ferdinand Lassalle & the German SPD
- ⊗ The Paris Commune
- ⊗ *Rerum Novarum*

Oct 11 – NO CLASS MEETING

*** First draft of research paper due.

Oct 18 – Women & Separate Spheres.

Δ Pierre-Joseph Proudhon, *The Inferiority of Women*.
Δ Elizabeth Poole Stanford, *Woman in her Social and Domestic Character*.
Δ John Stuart Mill, *The Subjection of Women*.
[JSTOR] Mary Poovey, “*Scenes of an Indelicate Character: The Medical Treatment of Victorian Women,*” *Representations* 14 (Spring 1986): 137-168.

- ⊗ Mary Seacole's *Wonderful Adventures*
- ⊗ Hubertine Auclert & the French Suffrage Movement
- ⊗ Josephine Butler & the Contagious Diseases Acts
- ⊗ Edouard Manet, *Olympia*, & *Le déjeuner sur l'herbe*

Oct 25 – Cities, Countryside, and In-between Environments

- Φ Robert Fishman, “London: Birthplace of Suburbia,” in *Bourgeois Utopias* (Basic Books, 1987), pp. 18-38.
- Φ David S. Barnes. “Confronting Sensory Crisis in the Great Stinks of London and Paris,” in *Filth*, pp. 103-29.
- Φ Wolfgang Schivelbusch, “Panoramic Travel,” in *The Railway Journey* (Berkeley: University of California Press, 1986), 52-69.

- ⊗ Cholera in Nineteenth-Century Cities
- ⊗ Baron Haussmann & the Renovation of Paris
- ⊗ The Ringstraße of Vienna
- ⊗ Russian Emancipation of the Serfs

Nov 1 –New City Experiences: Spectacles, Commodities, and Pleasures

- Δ Gustave Le Bon, *The Crowd*
- Δ Georg Simmel, *Metropolis and Mental Life*
- [JSTOR] Judith Walkowitz, “Going Public: Shopping, Street Harassment, and Streetwalking in Late Victorian London,” *Representations* 62 (1998): 1-30.
- Φ Vanessa Schwartz, “Cinematic Spectatorship before the Apparatus: The Public Taste for Reality in Fin-de-Siècle Paris,” in *Cinema and the Invention of Modern Life* (California UP, 1995), 297-319.

- ⊗ Gustave Courbet & Realism
- ⊗ The Great Exhibition of 1851
- ⊗ Le Bon Marché & Department Stores
- ⊗ The Rise and Fall of Absinthe

Nov 8 – Nationalism

- Δ Johann Gottfried Herder, *Reflections on the Philosophy of the History of Mankind*
- Δ Lord Byron, “The Isles of Greece”
- Δ Johann Gottlieb Fichte, *Addresses to the German Nation*
- Δ Alexei Stepanovich Khomyakov, *To the Serbs, An Epistle from Moscow*
- Δ Emma Goldman, *Patriotism: A Menace to Liberty*

- ⊗ Sir Walter Scott & the Invention of Tartans
- ⊗ Philhellenism & the Greek Revolution
- ⊗ Otto van Bismarck & the Second Reich
- ⊗ Giuseppe Mazzini & the Risorgimento

Nov 15 – Science & Society, Race & Prejudice

- Δ Herbert Spencer, *Social Statistics*
- Δ Haycraft, *Is Preventive Medicine Causing Racial Degeneration?*
- Δ Édouard Drumont, *Jewish France*
- Δ Hermann Ahlwardt, *The Semitic Versus the Teutonic Race*
- Δ Theodor Herzl, *The Jewish State*

- ⊗ Thomas Huxley, *Natural Selection & Agnosticism*
- ⊗ Karl Pearson & Eugenics
- ⊗ The Dreyfus Affair, Anti-Semitism, & Frenchness
- ⊗ Cesare Lombroso & Racial Criminology

Nov 22

Thanksgiving Holiday - NO CLASS

Nov 29 – Metropole and Colony

- Δ Karl Pearson, *National Life from the Standpoint of Science*
- Δ J. A. Hobson, *Imperialism: A Study*
- Δ V. I. Lenin, *Imperialism: The Highest Stage of Capitalism*
- Φ Catherine Hall, *Civilising Subjects: Metropole and Colony in the English Imagination* (Chicago UP, 2002), 23-65.

- ⊗ Sir Richard Francis Burton & Orientalism
- ⊗ The Opium Wars
- ⊗ French Colonization of Algeria
- ⊗ Henry Morton Stanley & the Search for Dr. Livingston
- ⊗ Patrick Manson, Malaria & Colonialism
- ⊗ The Boxer Rebellion

Dec 6 – Europe and the Third World

Mike Davis, *Late Victorian Holocausts: El Niño Famines and the Making of the Third World* (Verso, 2001), 1-59, 91-209, 279-288

** Final draft of research paper due December 11

Dec 13 – Decadence, Modernism, and the Irrational

- Δ Sigmund Freud, *The Interpretations of Dreams*
- Δ Filippo Marinetti, *The Futurist Manifesto*

- ⊗ Arthur Rimbaud & Decadence
- ⊗ Havelock Ellis & Sexology
- ⊗ Oscar Wilde & “Art for Art’s Sake”
- ⊗ Igor Stravinsky & *The Rite of Spring*

Criteria for assessment

The following is a *basic* outline for the range of performance levels and corresponding grades.

A = Excellent work that goes above and beyond what is merely “sufficient” or “good.” Subtle and deft understanding of the historical material. Strong work ethic, plus a positive contribution to the class meetings. Written work shows close attention to critical and independent thought.

B = Good work that demonstrates a solid understanding and appreciative engagement with the material, but short of mastery. Decent work ethic, occasional positive contributions to class meetings. Written work shows some attention to critical and independent thought.

C = Sufficient but mediocre work that fulfils the minimum requirements, but does not stand out in any way. Just enough to get by. Work ethic is lacking, seldom contributes in a positive way to class discussions. Written work shows inadequate thinking-through and does not rise above superficiality.

D = Insufficient ability to demonstrate an understanding of the material. Poor work ethic, indicated by inadequate written work expressing little desire to cultivate a historical understanding of the material.

F = Completely deficient work and understanding. Lacking in serious attempts to fulfill assignments or engage with the required instructional material. Persists with manifestly inappropriate or distractive writing or behavior.