

Nineteenth-Century Europe

History 344
Sarah Curtis

Spring 2009
TTh 11:00-12:15

Course objectives:

This course covers the history of Europe from the Napoleonic period to the eve of World War I. It will concentrate primarily on the historical experience of Britain, France, Germany, and Russia with occasional attention paid to other European nations. But above all, we will examine the issues common to the European experience in the nineteenth century: industrialization and its consequences, new forms of political organization, social reform, urbanization, the emergence of mass culture and politics, and the expansion of European power. The course attempts to balance political, social, and cultural history.

In order to examine these themes and to make the course comprehensible, balanced, and (hopefully) exciting, we will examine the main events of the nineteenth-century in week-long units. With a few exceptions, we will discuss that week's reading on Thursday; you should come to class prepared to do so.

This course meets the Segment III requirement in Nineteenth and Twentieth Century European Contributions to World Culture. All Segment III courses include a minimum of 10 pages of corrected writing. Segment III rules are described in the Class Schedule and Bulletin; student must have earned 60 units by the end of the semester in which they take the course.

Reading:

The reading is mainly drawn from nineteenth-century novels, memoirs, and original documents and is designed to give you a taste of nineteenth-century writings and issues.

The following books are required and are available for purchase at the bookstore:

Elizabeth Gaskell, *Mary Barton* (Broadview)

Karl Marx and Friedrich Engels, *The Communist Manifesto* (Bedford/St. Martin's)

Heinrich Mann, *Man of Straw* (photocopy available at bookstore or find used)

Barbara Engel and Clifford Rosenthal, eds., *Five Sisters: Women Against the Tsar*
(Routledge)

Joseph Conrad, *Heart of Darkness* (Broadview, 2d ed.)

If you buy your books outside of the bookstore, please get the same editions.

I do not ordinarily assign a textbook in this class, but if you feel in need of one, I recommend John Merriman's *A History of Modern Europe*, vol. 2, *From the French Revolution to the Present*. You can buy it online. I have put one copy of the book on reserve in the library if you just want to consult it occasionally.

Electronic reserves and websites:

Some of the readings are available on electronic reserves at the library. They can be accessed via the internet on campus or at home at the following address: <http://eres.sfsu.edu/> (or by the link on the library web page or my web page). The password for this course is Freud. If you are having trouble logging in, check that you have capitalized and correctly spelled the password.) These readings are indicated on the schedule with the abbreviation ER.

Some readings are directly accessible on the web, in which case the URL is given in the syllabus. There are also links on my web page.

Course requirements:

There will be two exams (midterm and final) and two paper assignments in this class. Dates are indicated on the schedule. Paper topics are on the last page of the syllabus.

Graduate students in history will have one additional assignment. Please see information sheet.

Grading:

Grades will be calculated as follows: midterm 25%, final 25%, each paper 20%, participation 10%. (Graduate students: midterm 20%, final 20%, each paper 20%, book review 20%.) Students who wish to take the course CR/NC can change their grading status via "My SFSU" before March 20.

Papers due on Thursday and turned in on Tuesday will be two-half grades (e.g. A to B+) and papers turned in one week late one full grade (e.g. A to B). Papers more than one week late will not be accepted.

If you are unable to complete the course requirements by the end of semester, it is your responsibility to withdraw from the course. I will issue no instructor-initiated withdrawals or incompletes. Student-initiated incompletes are reserved for serious medical excuses (with documentation) or other natural disasters within the last three weeks of the semester. The last day to drop a course without a "W" is February 20; the last day with a "W" (except in extreme circumstances) is April 24.

Office hours and contact information:

Tuesday 3:00-4:30; Thursday 2:00-3:30; and by appointment

office location: Science 267

phone: (415) 338-2250

e-mail: scurtis@sfsu.edu website: <http://bss.sfsu.edu/scurtis>

Week 1: January 27-29

Europe after the French Revolution

Reading:

Begin Elizabeth Gaskell, *Mary Barton* (chaps. 1-9)

Week 2: February 3-5

Nationalism and Romanticism

Reading:

Johann von Herder, "Materials for the Philosophy of the History of Mankind"
(<http://www.fordham.edu/halsall/mod/1784herder-mankind.html>)

Lord Byron, "The Isles of Greece"
(<http://www.fordham.edu/halsall/mod/byron-greece.html>)

William Wordsworth, "Tables Turned"
(<http://rpo.library.utoronto.ca/poem/2373.html>)

William Wordsworth, "Tintern Abbey"
(<http://www.fordham.edu/halsall/mod/wordsworth-tintern.html>)

Continue *Mary Barton* (chaps. 10-18)

Week 3: February 10-12

Liberalism and the Middle Classes

Reading:

Samuel Smiles, *Self Help*, chaps. 1, 2, 10 (ER; this is also an e-book in the SFSU library; look it up on the Investigator catalogue and click on "computer file.")

Mrs. Beeton's Book of Household Management, chap. 1
(<http://etext.library.adelaide.edu.au/b/beeton/household/index.html>)

Continue *Mary Barton* (chaps. 19-27)

Week 4: February 17-19

Poverty and the Working Classes

Reading:

Finish *Mary Barton* (chaps. 28-38, appendices C and E) (The two appendices are also available on ER if you have a different edition of the book.)

Week 5: February 24-26

Utopian and Marxist Socialism

Reading:

The Communist Manifesto (pp. 61-96, documents 1, 3-9)
(The documents are available on ER if you have a different edition of the book.)

Week 6: March 3-5
Revolutions of 1848
Thursday: PAPER DUE

Week 7: March 10-12
Russia and the Emancipation of the Serfs

Reading:

Ivan Turgenev, *Sketches from a Hunter's Album*: "Yermolay and the Miller's Wife,"
"Farmer Ovsyanikov," "Bailiff," "Two Landowners" (ER)

Week 8: March 17-19
Tuesday: **The Darwinian Revolution**
Thursday: **MIDTERM**

March 24-26 SPRING BREAK

Week 9: March 31 – April 2
Tuesday : **No class (César Chavez' birthday)**
Paris: Capital of the 19th Century
Reading:
Rupert Christiansen, *Paris Babylon*, pp. 1-14 (ER)
Begin Heinrich Mann, *Man of Straw* (chaps. 1-3)

Week 10: April 7-9
The Unification of Germany
Reading:
Finish Heinrich Mann, *Man of Straw* (chaps. 4-6)

Week 11: April 14-16
Culture Wars
Reading:
David Blackbourn, *Marpingen: Apparitions of the Virgin Mary in a Nineteenth-Century German Village*, chap. 1 (ER)
"Politics of Anticlericalism" and "French Schoolteachers' Testimonies" (ER)

Week 12: April 21-23

Radical Politics

Reading:

Five Sisters (introduction, Vera Figner, Praskovia Ivanovskaia, Elizaveta Kovalskaia)

Thursday: Graduate student book review due

Week 13: April 28-30

The New Imperialism

Reading:

Joseph Conrad, *Heart of Darkness* (pp. 9-13, 61-148; Appendix C, docs. 1-17, Appendices E, F, G) (The Conrad appendices, except the photos, are available on ER if you have a different edition of the book.)

Adam Hochschild, *King Leopold's Ghost*, chap. 9 (ER)

Week 14: May 5-7

The New Woman

Thursday: PAPER DUE

Week 15: May 12-14

Europe on the Eve of the Great War

FINAL EXAMINATION Tuesday, May 19 (10:45 am - 1:15 pm)

PAPER ASSIGNMENTS

Each paper should be 5-6 pp., typed (12-point font) and double-spaced with normal margins. Staple it in the upper left-hand corner. Citations of quoted material can be informal (e.g. pp. nos. in parenthesis after the quotation), but all material taken from another source (including the internet!) should be put in quotation marks and cited appropriately. The paper should advance an argument that answers one of the questions below, using specific examples and evidence from the assigned readings. You are not expected to do outside research. If you hate all the paper topics and have a better idea, see me.

Paper due March 5

- 1) Both Self-Help and Mrs. Beeton's Book of Household Management are examples of advice or prescriptive literature; that is, they told the emerging middle classes how to behave and how to succeed. Compare and contrast the advice given by these two books with the conditions described by Elizabeth Gaskell in Mary Barton.
- 2) Mary Barton is an example of the "condition of England" novels that became popular in the 1830s and 1840s. To what extent does Elizabeth Gaskell suggest in this novel that England is divided into "two nations" of rich and poor? Does she believe that those nations ever be reconciled and if so, how?
- 3) Using the historical documents provided in the appendices of Mary Barton, examine the extent to which Elizabeth Gaskell's fictional world reflected (or did not reflect) historical reality.
- 4) Imagine that the utopian socialists (you may choose two or three to consider) and Marx and Engels were called upon to solve the problems of the characters in Mary Barton. What solutions would they propose? (You may write this either as an analytical piece or in a more creative format.)

Paper due May 7

- 1) How do the memoirs by the women revolutionaries in Five Sisters reflect the problems faced by the Russian radical movement in the 1870s and 1880s? Do they mirror any of the issues or attitudes found by Turgenev in the 1850s?
- 2) What elements of German culture and society does Heinrich Mann critique in his novel Man of Straw? Is his criticism fair?
- 3) To what extent does Heart of Darkness condemn of European imperialism in Africa? Use specific examples from the text to show the ways in which Conrad criticized or accepted the standards of late 19th-century imperialism.

Graduate student assignment (due April 23)

Graduate students in history enrolled in History 344 will be expected to complete the regular assignments (two papers, midterm, and final) as well as a book review on one of the following books:

E.P. Thompson, *The Making of the English Working Class*

Anna Clark, *The Struggle for the Breeches: Gender and the Making of the British Working Class*

Leonore Davidoff and Catherine Hall, *Family Fortunes: Men and Women of the English Middle Class, 1780-1850*

Eugen Weber, *Peasants into Frenchman: The Modernization of Rural France*

David Blackbourn and Geoff Eley, *The Peculiarities of German History: Bourgeois Society and Politics in Nineteenth-Century Germany*

Margaret Lavinia Anderson, *Practicing Democracy: Electors and Political Culture in Imperial Germany*

Carl Schorske, *Fin-de-Siècle Vienna: Politics and Culture*

Book reviews should be 5-6 pp. long, typed, and double-spaced. The full bibliographic data for the book (author, title, place and date of publication, publisher) should be typed at the beginning of the review. If you quote from the book, you should indicate the source of quotations by placing page numbers in parentheses after the quote.

The review should summarize the main arguments and conclusions of the book(s), situating them in historical, and, if known, historiographical, context. You should discuss briefly the author's method and/or sources, and mention any serious flaws with the book. But I do not expect you to tear a book to pieces; concentrate on its strengths.

You should not simply summarize the contents of the book, although you do need to first answer the question: "**What is this book about?**" Assume that the reader of your review is familiar with the history of this period in a general way, but has not read the book or plunged deeply into arguments about it.

The next question you need to answer is: "**Why is this book important?**" In other words, what does it add to the field or subject of study, how does it fit in with other books on the subject (if known) or the way in which the subject has been generally studied. Sometimes the author of the book will make explicit statements on this issue, especially if the subject is very contentious. In other cases, you will have to situate the book in its context yourself, relying on your general knowledge of the period. You may also discuss this issue with me or consult published reviews of the book. Published reviews may also be useful as models of how to write book reviews.

The final question that you want to answer is "**What does the reader learn from the book?**" In other words, how does it advance our knowledge about the period? Here you may want to criticize the content or method of the book, but do not criticize a book for not being another book; pay attention to the author's own statements about what s/he is trying to accomplish.