Modern Europe, 1789-1921
Revolutionaries, Citizens, and Subjects in Europe’s Long 19th Century
(HIST 3A)

Professor Megan Brown
Schedule: MWF, 10:30-11:20am
Room: Trotter 203

Office Hours: Wednesdays 1:30-3:30 or by appointment, Trotter 219
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E-mail hours: M-F 9am-5pm

This course surveys European history’s “Long 19th Century,” a periodization we may challenge throughout the semester. We will begin with the French Revolution and the First French Republic. We will end with the Russian Revolution and the emergence of the Weimar Republic. In between, we will see other revolutions foment, ideals of republicanism espoused, citizenship bestowed (and revoked), and the borders of Europe expand and contract both on the continent of Europe and much further afield during waves of colonial expansion. Themes include nationalism, ideology, diplomacy, class, and violence.

Learning Objectives:

1. Deepen knowledge of modern European history.
2. Draw connections across geographic and chronological divides to analyze larger themes.
3. Improve ability to produce argument-driven academic writing, including through independent analysis of scholarly materials.
4. Approach primary and secondary sources with a confident and critical eye.
5. Gain confidence expressing ideas, opinions, and questions during class meetings.
6. Set challenging but attainable individual goals for academic excellence. What would you like to achieve in this class? We can meet to discuss what you would like to get out of this semester and how you can approach your objectives.

Required readings:

Students are expected to arrive in class having already read the material assigned for that day. Please note that some texts are indicated as being for the week. These should be completed by Friday’s class meeting unless otherwise specified.

Please acquire the following book (all other readings on Google Drive):


Assessment:

-Participation: Strong participation during group work days (including well-crafted discussion questions), will result in up to three points added to your final average. Poor attendance and/or
disruptive classroom behavior (including inappropriate use of electronic devices) will result in up to three points deducted from your final average.

-Two papers, due by 10am on the specified due date. Please submit via MOODLE.
  • Wed., Feb. 14, Paper #1 (approx. 20%):
    o Analyze one of the primary source documents (†) from Weeks 1-3 in its historical context. 3-4 pages, double-spaced, plus endnotes.
  • Wed., April 18, Paper #2 (approx. 25%):
    o Analyze one of the primary source documents from Weeks 8-11 in its historical context. 3-4 pages, double-spaced, plus endnotes.
    o Alternative assignment: create a fake primary source document (letter or diary entry, for example) and annotate it with endnotes pointing to the historical context and importance of the document’s content. 3-4 pages of “document,” plus 1-2 pages of endnotes.

-Midterm exam (approx. 25% of final grade).
  • Fri., March 9, in-class.
  • Closed book.
  • Covers Weeks 1-6.
  • PLEASE NOTE: This is the day before Spring Break begins. You must be present on campus to complete this test.

-Final exam (approx. 30% of final grade).
  • Date and time TBA.
  • Open book.
  • Cumulative.
  • This is a timed test. You will receive test instructions at the start of the test time and will submit your completed test via Moodle at the end time. Thus, you may complete it from any location that has an Internet connection.

Why “approx. X% of final grade?” Because effort and improvement will be accounted for in the calculation of your final grade.

Please note the following:
• 10:01am = half a letter grade deduction, 10:01am the day after the due date = another half letter off, etc... Papers over four days late will not be accepted.
• Papers must be submitted via Moodle in .doc, .docx, or .pdf form ONLY. Please take technical timing into account and give yourself ample time to upload the attachment prior to the deadline. Note that submissions are automatically run through anti-plagiarism software. If you
have any doubt about whether you successfully submitted via Moodle, immediately e-mail your assignment to me, as well.

- A guide to writing and citations will be distributed in class and uploaded to Drive.
- All assignments will receive numerical grades, which correspond to letter grades: 96-100 = A; 90-95 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+ ... 60-62 = D; >60 = F.

Campus Resources:

We all hit stressful points in the semester. To that end, in addition to my office hours, I would encourage you to keep in mind the variety of resources Swarthmore has to offer. As the Student Handbook reminds us:

“All disability-related accommodations must be arranged through the Director of Student Disability Services and Learning Resources. Programs in learning and studying at Swarthmore are available throughout the year and particularly suited to First Year students in the fall semester. Support in the form of departmental clinics and peer supports, The Writing Center, and Student Academic Mentors (SAMs) are also available. Peer tutors are provided free of charge, within reasonable use, and when the tutor resource is available. Deans, professors, and other professional staff can help students to access these resources.”

If you are unclear about what these resources are or how you can learn more about them, please don’t hesitate to speak with me.

Further:
If you believe that you need accommodations for a disability, please contact the Office of Student Disability Services (Parrish 113W) or email studentdisabilityservices@swarthmore.edu to arrange an appointment to discuss your needs. As appropriate, the Office will issue students with documented disabilities a formal Accommodations Letter. Since accommodations require early planning and are not retroactive, please contact the Office of Student Disability Services as soon as possible. For details about the accommodations process, visit the Student Disability Service Website at http://www.swarthmore.edu/academic-advising-support/welcome-to-student-disability-service. You are also welcome to contact me privately to discuss your academic needs. However, all disability-related accommodations must be arranged through the Office of Student Disability Services.

Course Etiquette:

- The Swarthmore History Department expects students to attend every class session, barring an excused absence.
- Please be on time. Habitual tardiness will impact your participation grade.
- Please see me if you plan on using a laptop or other Wi-Fi-enabled device. If you choose to use such a device, the only programs open should be for typing and for accessing assigned
readings. If a student habitually accesses programs or Web sites unrelated to the class, the right to use said device may be revoked for that class period or the entirety of the semester. Please disable text messaging capability on your computer for the duration of the class period.

- Cell phones (on silent, of course) and headphones should be kept out of sight for the entire of the class period.
- Please respect deadlines and due dates. Come to class prepared to participate, having already completed the required readings for that day.

Academic Honesty:

Students are responsible for familiarizing themselves with Swarthmore’s academic policies (found here: http://www.swarthmore.edu/student-handbook/academic-policies) and will be held accountable for any breach of “the College’s standards of academic integrity whether these violations are intentional or unintentional.” When in doubt, footnote. I will distribute further information on the History Department’s guidelines of academic honesty and we will discuss academic honesty in class.

Schedule:

Week 1: The French Revolution

Mon., Jan. 22:

Wed., Jan. 24:

Fri., Jan. 26:
- Excerpts by Toussaint L’Ouverture (1794-95) and Adb al-Rahman al-Jabarti (1798).

Week 2: Napoleon and the Spread of Nationalisms

For the week:
- Evans, Chap. 1

Mon., Jan. 29:

Wed., Jan. 31:
- Eric Hobsbawm, Primitive Rebels: Studies in Archaic Forms of Social Movement in the 19th and 20th Centuries (New York: Frederick A. Praeger, 1963), Chap. 2
- Selection of primary sources from Primitive Rebels.
Fri., Feb. 2:
  - Johann Gottlieb Fichte, “13th Address: To the German Nation,” 1808.
• Please bring in two discussion questions related to this week’s reading, with an emphasis on Fichte’s relationship to the week as a whole.

Week 3 Formal and Informal Empire
*For the week:*
• Evans, Chap. 8
• Miroslav Hroch, “National Movements in the Habsburg and Ottoman Empires,” from *The Oxford Handbook of the History of Nationalism*.

Mon., Feb. 5:

Wed., Feb. 7:
  - Thomas Babington Macaulay selections, 1830s.
  - Hazewell articles from *The Atlantic* (1857 x2).

Fri., Feb. 9:
  - *The Chinese War: An Account of All the Operations of the British Forces from the Commencement to the Treaty of Nanking by Lt. John Ouchterlony, FGC, of the Madras Engineers; Late Acting Engineer at the New Settlement of Hong-Kong* (Chap. 1 and 38).
  - Commissioner Lin to Queen Victoria (1839).
  - Nanjing Treaty (1842).
• Please bring in two discussion questions related to this week’s reading, with an emphasis on today’s reading and its connection to the week as a whole.

Week 4 The Worker in Early 19th Century Europe
*For the week:*
• Evans, Chap. 2

Mon., Feb. 12:

Wed., Feb. 14:
• Paper #1 due.

Fri., Feb. 16 (Add/Drop ends)
Week 5 Industrialization: “It Was a Town of Unnatural Red and Black”

For the week:
• Evans, Chap. 4.

Mon., Feb. 19:

Wed., Feb. 21:

Fri., Feb. 23:
➢ Berlin factory rules (1844).
➢ Selections from the *Morning Chronicle*.
➢ Please bring in two discussion questions related to this week’s reading, with an emphasis on today’s reading and its connection to the week as a whole.

Week 6 The Springtime of Nations

For the week:
• Evans, pp. 169-239.

Mon., Feb. 26:

Wed., Feb. 28:
➢ Please bring in two discussion questions related to today’s reading.

Fri., March 2:
• Andrew Rath, “Petropavlovsk, Japan, and After,” in *The Crimean War in Imperial Context* (New York: Palgrave Macmillan, 2015).

Week 7 Haussmann and the Reaction to the Modern World

For the week:
• Evans, Chap. 5.

Mon., March 5:
➢ Selection of photographs: Paris, before and after Haussmann.

**Wed., March 7:**

**Fri., March 9: MIDTERM**

March 10-18 Spring break

**Week 8 Unifications and the Franco-Prussian War**

**For the week:**
- Evans, pp. 239-273.

**Mon., March 19:**

**Wed., March 21:**

**Fri., March 23:**
- Please bring in two discussion questions related to this week’s reading, with an emphasis on today’s reading and its connection to the week as a whole.

**Week 9 The Commune and Lingering Divides**

- No office hours this week.

**For the week:**
- Evans, Chap. 7

**Mon., March 26:**

**Wed., March 28 and Fri., March 30:**
- Class will not formally meet. Please gather in your assigned group and have a discussion about the following texts. I will distribute some questions in advance and invite you to bring your own questions, as well.
Modern Europe, 1789-1918: Syllabus


**Fri., March 30:** (Last day CR/NC, withdraw w/ W)

**Week 10 Colonial Competition: The Scramble for Africa and Beyond**

**Mon., April 2:**

**Wed., April 4:**

**Fri., April 6:**
- Renan, “What is a Nation, 1882.”
- Jules Ferry, “Speech before the French Chamber of Deputies,” 1884.
- Kaiser Wilhelm II, “Speech to the North German Regatta Association (A Place in the Sun),” 1901.
- Please bring in two discussion questions related to this week’s reading, with an emphasis on today’s reading and its connection to the week as a whole.

**Week 11 Class and Sexuality in the Mid-Late 19th century**

**Mon., April 9:**

**Wed., April 11:**

**Fri., April 13:**
• Please bring in two discussion questions related to this week’s reading, with an emphasis on today’s reading and its connection to the week as a whole.

Week 12 Decline and Malaise? Dreyfus and Diplomacy in the late 19th Century

For the week:

• Evans, Chap. 6

Mon., April 16:
  ➢ Emile Zola, “J’accuse!” 1898.

Wed., April 18:
• Paper # 2 due.

Fri., April 20:
  ➢ Rosa Luxemburg on Dreyfus (1899) and the Russian Revolution of 1905 (1906).
• Please bring in two discussion questions related to this week’s reading, with an emphasis on today’s reading and its connection to the week as a whole.

Week 13 World War I and War Guilt

Mon., April 23:

Wed., April 25:
• Sally Marks, “Smoke and Mirrors: In Smoke-Filled Rooms and the Galerie des Glaces,” from *The Treaty of Versailles: A Reassessment after 75 Years*.

Fri., April 27:
  ➢ Herman Hesse, “The European,” in *If the War Goes On: Reflections on War and Politics*, 1918 (published 1946).
• Please bring in two discussion questions related to this week’s reading, with an emphasis on today’s reading and its connection to the week as a whole.
Week 14 Revolutions and Republics: Russia, Weimar

Mon., April 30:

Wed., May 2:

Fri., May 4:

May 10-17: Final exam (Date and time TBA)