

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):

- Richard J. Evans, *The Pursuit of Power: Europe 1815-1914* (New York: Viking, 2016). ISBN: 978-0-670-02457-5.

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%):
 - 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%):
 - Analyze one of the primary source documents from Weeks 8-11 in its historical context. 3-4 pages, double-spaced, plus endnotes.
 - 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:

- Stefan Berger, "The Role of National Archives in constructing national master narratives in Europe," *Archival Science* 13, 1 (2013): 1-22.
- Richard D.E. Burton, *Blood in the City: Violence and Revelation in Paris, 1789-1945* (Ithaca: Cornell University Press, 2001), Chap. 1.

Wed., Jan. 24:

- Thomas E. Kaiser, "A Tale of Two Narratives: The French Revolution in International Context, 1787-93," in *A Companion to the French Revolution*, ed. Peter McPhee, 2013.

Fri., Jan. 26:

- Excerpts by Toussaint L'Ouverture (1794-95) and Adb al-Rahman al-Jabartî (1798).

Week 2 Napoleon and the Spread of Nationalisms

For the week:

- Evans, Chap. 1

Mon., Jan. 29:

- Michael Rowe, "The French Revolution, Napoleon, and Nationalism in Europe," from *The Oxford Handbook of the History of Nationalism*.

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:

- Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (London: Verso, revised edition 2006), Introduction.
- 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:

- Jennifer E. Sessions, “‘Unfortunate Necessities’: Violence and Civilization in the Conquest of Algeria,” *France and Its Space of War: Experience, Memory, Image*, ed. Patricia Lorcin and Daniel Brewer (London: Palgrave Macmillan, 2009).

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:

- Alison K. Smith, “Freed Serfs without Free People: Manumission in Imperial Russia,” *American Historical Review* 118, 4 (Oct. 2013): 1029-1051.

Wed., Feb. 14:

- Paper #1 due.
- Selected tracts from Kevin Binfield, ed., *Writings of the Luddites* (Baltimore: The Johns Hopkins University Press, 2004), Yorkshire documents.

Fri., Feb. 16 (Add/Drop ends)

- Selections from Mark Traugott, *The French Worker: Autobiographies from the Early Industrial Era* (Berkeley: University of California Press, 1993).

Week 5 Industrialization: "It Was a Town of Unnatural Red and Black"

For the week:

- Evans, Chap. 4.

Mon., Feb. 19:

- Sarah Pritchard and Thomas Zeller, "The Nature of Industrialization," in Reuss & Cutcliffe (eds.), *The Illusory Boundary: Environment and Technology in History* (Charlottesville: University of Virginia Press, 2010).

Wed., Feb. 21:

- Peter Kirby, "Victorian Social Investigation and the Children's Employment Commission," *Childhood and Child Labour in Industrial England: Diversity and Agency, 1750-1914* (Goose & Honeyman, eds.), pp. 135-155.

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:

- Maïté Bouyssy and Christine Fauré, "1848 in Paris," in Fauré (ed.), *Political and Historical Encyclopedia of Women* (London: Routledge, 2004).
- Recommended: Bonnie Anderson, "Women in the German States, 1848-1849," in Fauré (ed.), *Political and Historical Encyclopedia of Women* (London: Routledge, 2004).

Wed., Feb. 28:

- Karl Marx and Friedrich Engels, "The Communist Manifesto," 1848.
- 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:

- T.J. Clark, *The Painting of Modern Life: Paris in the Art of Manet and his Followers* (Princeton: Princeton University Press, revised edition 1999), Chap. 1 ("The View from Notre-Dame").
- Charles Baudelaire, "The Swan," from *Les Fleurs du Mal* (1861) – scroll PDF for English translations (you'll have a choice of versions).

➤ Selection of photographs: Paris, before and after Haussmann.

Wed., March 7:

- Tammy C. Whitlock, *Crime, Gender, and Consumer Culture in Nineteenth-Century England* (Aldershot: Ashgate, 2005), Chap. 2 (“Vanity Fairs: The Growth of Bazaars and Fancy Fairs”).

Fri., March 9: **MIDTERM**

March 10-18 Spring break

Week 8 Unifications and the Franco-Prussian War

For the week:

- Evans, pp. 239-273.
- John Breuilly, “Nationalism and National Unification in Nineteenth-Century Europe,” from *The Oxford Handbook of the History of Nationalism*.

Mon., March 19:

- Silvana Patriarca, “Indolence and Regeneration: Tropes and Tensions of Risorgimento Patriotism,” *The American Historical Review* 110, 2 (April 2005): 380-408.

Wed., March 21:

- David Wetzel, *A Duel of Giants: Bismarck, Napoleon III, and the Origins of the Franco-Prussian War* (Madison: University of Wisconsin Press, 2001), Chap. 1 (“A Bit about Personalities”).

Fri., March 23:

- Giuseppe Mazzini, “The Duties of Man,” (1860).
- 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:

- Jacques Rougerie, “1871: The Paris Commune,” in Fauré, *Political and Historical Encyclopedia of Women*.
- Recommended: Josep M. Pons-Altés and Miguel A. López-Morell, “Barcelona and the Tragic Week of 1909: A Crazy Mob or Citizens in Revolt?,” *International Journal of Iberian Studies* 29, 1 (2016): 3-19.

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.
- Clara Zetkin, “Only in Conjunction with the Proletarian Woman Will Socialism Be Victorious,” 1896.
- Excerpts, Eduard Bernstein, “Evolutionary Socialism,” 1899.

- Emmeline Pankhurst, "Speech from the Dock," 1908.
 - New York Times dispatches covering the Barcelona Tragic Week, 1909.
- Fri., March 30: (Last day CR/NC, withdraw w/ W)*

Week 10 Colonial Competition: The Scramble for Africa and Beyond

Mon., April 2:

- Ann Stoler, *Carnal Knowledge and Imperial Power: Race and Intimacy in Colonial Rule* (Berkeley: University of California Press, 2002), Chap. 3 ("Carnal Knowledge and Imperial Power: Gender and Morality in the Making of Race").

Wed., April 4:

- Rita G. Napier, "Across the Big Water: American Indians' Perceptions of Europe and Europeans, 1887-1906," in *Indians & Europe*, ed. Christian F. Feest (Lincoln: University of Nebraska Press, 1989).
- Daniele Fiorento, "'Those Red-Brick Faces': European Press Reactions to the Indians of Buffalo Bill's Wild West Show," in *Indians & Europe*, ed. Christian F. Feest (Lincoln: University of Nebraska Press, 1989).
- Naila Clerici, "Native Americans in Columbus's Home Land," in *Indians & Europe*, ed. Christian F. Feest (Lincoln: University of Nebraska Press, 1989).

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:

- Ellen Ross, *Love and Toil: Motherhood in Outcast London, 1870-1918* (New York: Oxford University Press, 1993), Chap. 2 and Chap. 4.

Wed., April 11:

- Antoinette Burton, "The White Woman's Burden," *Women's Studies International Forum* 13, 4 (1990): 295-308.
- Paula Bartley, *Prostitution: Prevention and Reform in England, 1860-1914* (New York: Routledge, 2000), Chap. 4 ("Wayward and Troublesome Girls").
- Recommended: Mariana Valverde, "The Love of Finery: Fashion and the Fallen Woman in Nineteenth-Century Social Discourse," *Victorian Studies* 32, 2 (Winter 1989): 168-188.

Fri., April 13:

- Selections from Chris White, *Nineteenth-Century Writings on Homosexuality: A Sourcebook* (London: Routledge, 1999).

- 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:

- Ruth Harris, "Letters to Lucie: Spirituality, Friendship, and Politics during the Dreyfus Affair," *Past & Present* (2006): 118-138.
- Emile Zola, "J'accuse!" 1898.

Wed., April 18:

- Paper # 2 due.
- T.G. Otte, "'Almost a Law of Nature'? Sir Edward Grey, the Foreign Office, and the Balance of Power in Europe, 1905-12," *Diplomacy & Statecraft* 14, 2 (2003): 77-118.

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:

- Richard S. Fogarty, *Race & War in France: Colonial Subjects in the French Army, 1914-1918* (Baltimore: Johns Hopkins University Press, 2008), Introduction.
- Barbara Alpern Engel, "Not by Bread Alone: Subsistence Riots in Russia during World War I," *The Journal of Modern History* 69 (Dec. 1997): 696-721.

Wed., April 25:

- Carole Fink, "The Minorities Question at the Paris Peace Conference: The Polish Minority Treaty, June 28, 1919," from *The Treaty of Versailles: A Reassessment after 75 Years*, ed. Manfred F. Boemeke, Gerald D. Feldman, and Elisabeth Glaser (Cambridge: Cambridge University Press: 1998).
- 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).
- Wilfred Owen, "Dulce et Decorum Est," (1917-1918).
- 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:

- Christopher Read, *War and Revolution in Russia, 1914-22: The Collapse of Tsarism and the Establishment of Soviet Power* (New York: Palgrave Macmillan, 2013), Chap. 3 and 7.

Wed., May 2:

- James E. Cronin, "Labor Insurgency and Class Formation: Comparative Perspectives on the Crisis of 1917-1920 in Europe," *Social Science History* 4, 1 (Winter 1980): 125-152.

Fri., May 4:

- Detlev Peukert, "The Weimar Republic—Old and New Perspectives," *German History* 6, 2 (1988).

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