

Nineteenth-Century Europe

History 344
Sarah Curtis

Fall 2015
TTh 11:00-12:15

Course objectives:

This course covers the history of Europe from 1815 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 (announced in class), we will discuss that week's reading on Thursday; you should come to class prepared to do so.

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, ISBN 9781551111698; also e-Pub)

Karl Marx and Friedrich Engels, *The Communist Manifesto* (Bedford/St. Martin's, ISBN 9780312157111)

Barbara Engel and Clifford Rosenthal, eds., *Five Sisters* (Northern Illinois University Press, ISBN 9780875806907) (There is also an older edition from Indiana University Press, ISBN 978-0415907156)

Joseph Conrad, *Heart of Darkness* (Broadview, 2d ed., 9781551113074; also e-Pub)

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 the relevant chapters in John Merriman's *A History of Modern Europe*, vol. 2, *From the French Revolution to the Present* (WW Norton, ISBN 9780393933857). You can buy or rent 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:

The remaining readings in the schedule are available on iLearn, mostly through eReserves (button in the lower right-hand corner of the iLearn page). These readings are indicated on the schedule with the abbreviation eReserves. Some readings are directly accessible on the web, in which case the URL is given in the syllabus and linked on iLearn.

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 taking the course will have one additional assignment, due November 19. 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” until October 19 at midnight.

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** without proof of illness or natural disaster.

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 September 4; the last day with a “W” (except in extreme circumstances) is November 20.

Disability statement policy:

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email (dprc@sfsu.edu).

Required university statement on sexual violence:

“SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact: The SAFE Place - (415) 338-2208; http://www.sfsu.edu/~safe_plc/ Counseling and Psychological Services Center - (415) 338-2208; <http://psyservs.sfsu.edu/>. For more information on your rights and available resources: <http://titleix.sfsu.edu>.”

Office hours and contact information:

Tuesday 1:00-2:00 and Thursday 3:30-4:30, and by appointment

office location: Science 267

phone: (415) 338-2250

e-mail: scurtis@sfsu.edu

website: <https://faculty.sfsu.edu/~scurtis/home>

Schedule:

Week 1: August 25-27

Europe after the French Revolution

Reading:

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

Week 2: September 1-3

Nationalism and Romanticism

Reading:

The Carlsbad Resolutions (<http://history.hanover.edu/texts/carlsbad.html>)

Johann von Herder, "Materials for the Philosophy of the History of Mankind"

(<http://www.fordham.edu/Halsall/mod/1784herder-mankind.asp>)

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

Week 3: September 8-10

Liberalism and the Middle Classes

Reading:

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

Mrs. Beeton's Book of Household Management, chap. 1

(<https://ebooks.adelaide.edu.au/b/beeton/isabella/household/contents.html>)

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

Week 4: September 15-17

Poverty and the Working Classes

Reading:

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

Week 5: September 22-24

Utopian and Marxist Socialism

Reading:

The Communist Manifesto (pp. 61-96, documents 1, 3-9)

(The documents are available on eReserves if you have a different edition of the book.)

Week 6: September 29-October 1

Revolutions of 1848

Thursday: PAPER DUE

Week 7: October 6-8

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" (eReserves)

Week 8: October 13-15

Tuesday: MIDTERM

Thursday: The Darwinian Revolution

Week 9: October 20-22

Paris: Capital of the 19th Century

Reading:

Rupert Christiansen, *Paris Babylon*, pp. 1-14 (eReserves)

Week 10: October 27-29

The Unification of Germany

Reading:

Heinrich Mann, *Man of Straw*, chap. 3 (eReserves)

Week 11: November 3-5

Culture Wars

“Politics of Anticlericalism” and “French Schoolteachers’ Testimonies” (eReserves: folder is called “Nineteenth-Century Europe”)

No class Thursday, November 5

Week 12: November 10-12

Radical Politics

Reading:

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

Week 13: November 17-19

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 eReserves if you have a different edition of the book.)

Adam Hochschild, *King Leopold’s Ghost*, chap. 9 (eReserves)

Thursday: Graduate student book review due

November 24-26: Thanksgiving Break (no class)

Week 14: December 1-3

The New Woman

Thursday: PAPER DUE

Week 15: December 8-10

Europe on the Eve of the Great War

FINAL EXAMINATION: Thursday, December 17 (10:45-1:15)

PAPER ASSIGNMENTS

Each paper should be 5-6 pp. (7-8 pp. for graduate students), typed (12-point font) and double-spaced with normal margins. Staple it in the upper left-hand corner and include page numbers. 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. Please upload a copy of the paper to Turnitin (on iLearn) as well as handing in a paper copy in class.

Paper due October 1

- 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 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 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 Gaskell's fictional world did or did not reflect historical reality.
- 4) Imagine that the utopian socialists 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. You do not have to include all the utopian socialists, but should choose 2-3 for whom you have documents.)

Paper due December 3

- 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? (You might also want to consider if they mirror any of the issues or attitudes found by Turgenev in the 1850s.)
- 2) To what extent does Heart of Darkness condemn 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.
- 3) How closely does Heart of Darkness reflect real conditions in the Congo Free State in the early twentieth century? (Use the documents in the appendices to the novel and the Hochschild chapter as well as the novel itself.)