San José State University

College of Social Sciences/Department of History

History 240 -01 (48567)
SEMINAR IN PRE-TWENTIETH-CENTURY EUROPE
This class provides 4 units of university credit.

Fall 2016

Instructor: Dr. Mary Pickering
Office Location: MOD A
Telephone: (408) 924-5516 (office)
(415) 921-3157 (home) – no calls after 9:30
Email: Mary.Pickering@sjsu.edu
Office Hours: Mon., Wed. 3:00-4:00, and by appointment
Class Days/Time: Mon., 6:00-8:45
Classroom: Sweeney Hall, 313

Faculty Web Page and Messages
Course materials, such as the syllabus and reading assignments, can be found on Canvas. You are responsible for regularly checking your emails to get updates and/or course materials from me. Please make sure SJSU has your current email address. Use email, not CANVAS, to communicate with me.

Course Description
This course introduces graduate students to leading historical works covering the period 1800 to 1900. It will help prepare students to take their Plan B exam in modern European history. Students will investigate some of the issues that have intrigued historians in recent years: the notion of human rights, gender, sexuality, the history of the body, class, anti-Semitism, scientific theories of evolution, the impact of science on everyday life, imperialism, the significance of the Franco-Prussian War and the Crimean War, and visual culture. To hone their skills in intellectual history, students will also read rich primary sources: John Stuart Mill’s leading political work; Stendhal’s The Red and the Black; Karl Marx’s Communist Manifesto; Fyodor Dostoevsky’s Notes from Underworld; and Sigmund Freud’s Dora. In addition, students will have the pleasure of becoming familiar with prominent works in the relatively new field of
cultural history. After completing their survey of these salient works of modern European intellectual, political, social, and cultural history in order to be able to discuss them intelligently, students will have the opportunity to develop some of their own interests in a fifteen-to-twenty-page seminar paper. In this way, they will learn how to write, organize, and document a long paper, developing their research skills in the process.

**Course Goals and Course Learning Objectives (CLOs)**

After successfully completing the course, students will be able to use what they have learned about Europe between 1800 and 1900 to:

1. explain the causes and results of wars, civil unrest, and cases of injustice in the nineteenth century
2. discuss the development of the concept of the self, liberty, and human rights in Europe in the nineteenth century
3. point out the ways in which notions of empire developed
4. elaborate on how the body and mind were perceived in the nineteenth century
5. exhibit skills in analyzing and evaluating primary and secondary sources
6. display skills in oral communication

**Required Texts**


The texts are available for purchase at the Spartan University Bookstore. From time to time, there will be additional handouts.

If you need a background text, I recommend the following book, which you can purchase at Amazon.com or elsewhere:


**Library Liaison**

Nyle Monday is the library liaison for History students. Contact him at 408-808-2041 or Nyle.Monday@sjsu.edu.

**Classroom Protocol**

It is important that students attend class regularly. Be polite. Turn off cell phones. Confine laptop use to note taking. Roaming the internet during class disturbs other students and ultimately hurts your own grade in the course.

**Assignments and Assessment of Student Learning**

This course is a four-unit, graded course, satisfying GWAR (Graduation Writing Assessment Requirement). To meet this requirement, all papers must be individual projects.
This class is a seminar for graduate students. By signing up for this course, each of you has made a commitment to attend the class regularly, read the assignments on time, and participate actively in discussion. In order for the course to succeed, you must fulfill these requirements. Please let me know in advance if an emergency will oblige you to skip class.

Class participation will count heavily -- 15% -- in the final grade. I will assess you based on the number of times you speak up in class and the quality of your comments. If you do not participate at all, you will receive a C. Participation from time to time is equivalent to a B. If you participate in every class discussion, you will receive an A. Your participation must indicate that you have read watched the material under discussion. Oral communication is one of the learning objectives. Indeed, this component of the course satisfies CLO# 6.

Each student will do an in-class PowerPoint presentation and write four short papers and one long paper. The five papers must follow the form given in Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*. Footnotes or endnotes and a bibliography must be included. Turabian is the designated style manual of the History Department. These assignments satisfy CLO# 1, CLO# 2, CLO# 3, CLO# 4, and CLO# 5.

The PowerPoint presentation must be on an artist, photographer, caricaturist, film maker, or poster designer. You must put that artist into his or her historical context and examine at least one work in depth. You could also explore a theme or event and determine how it was represented in visual culture. You will speak for fifteen to twenty minutes. You do not have to hand in anything at the end. Please come to my office a week before you make the presentation. This assignment satisfies CLO#6.

As for the short assignments, the papers should be around three pages. One paper must be on Stendhal’s *Red and Black* and should be turned in on October 24. The second paper should be a response to the material on imperialism and is due November 21. The third paper is a book review that evaluates the author’s arguments, sources, and assumptions and the strengths and weaknesses of the book. You must tell me which book you want to review by September 12.

Each student will also be expected to write a twenty-page paper, based at least partly on primary sources. You may have great latitude in choosing a paper topic, but I would like to approve of your final selection. We will meet periodically throughout the semester to discuss your progress. You may call me, visit me during my office hours, or make an appointment to see me if you are experiencing difficulties of any sort. Replacing the final examination, the paper is due on December 22.

A late paper will be marked down unless you talk to me before it is due. Ten points will be subtracted for every class period that it is late. After two weeks, late papers will not be accepted.

To do well on the papers, you will have to display good writing skills. You must begin with an introductory paragraph, which sets forth a central argument. This argument should reflect your insights into the material. The rest of the paper should include facts supporting this...
argument. Finally, you must end with a conclusion, which summarizes the argument and adds, hopefully, something provocative. Excellent grammar, perfect spelling, and clarity of writing style are essential for success. In reading your papers, I will pay special attention to the quality and extent of your research and your ability to put your subject into the historical context.

**Qualities of an “A” Assignment**

**Content and Organization**
- fulfills all the requirements of the assignment
- presents a recognizable, strong thesis or argument
- contains unified paragraphs that support recognizable topic sentences
- makes sure that the topic sentence of each paragraph relates to the thesis or argument in some way
- presents accurate information, with generalizations supported by facts, examples, or analysis
- displays original thought
- defines terms if necessary
- is clearly organized with an appropriate essay structure
- has an effective introduction and conclusion
- contains effective transitions between sentences and between paragraphs

**Clarity and Correctness**
- uses sentences that are easy to understand on a first reading
- includes a variety of sentence constructions
- has no serious errors of diction, syntax, grammar, punctuation, or spelling
- shows evidence of careful editing

**Qualities of a “B” Assignment**

**Content and Organization**
- fulfills most of the requirements of assignment
- presents accurate information, with generalizations supported by facts, examples, or analysis
- argues logically
-defines terms if necessary
-has a recognizable thesis or subject line but the argument is not original or striking
-has appropriate organization
-contains unified paragraphs that support recognizable topic sentences
-has an appropriate introduction and conclusion
-contains transitions

Clarity and Organization
-uses sentences that are easy to understand on a first reading
-includes a variety of sentence constructions
-has very few errors of diction, syntax, grammar, punctuation, or spelling. The errors do not prevent comprehension.
-shows evidence of editing.

Qualities of a “C” Assignment

Content and Organization
-fulfills the main parts of the assignment
-supports generalizations with some detail
-defines terms if necessary
-has a barely recognizable thesis or subject line
-uses appropriate organization
-contains unified paragraphs with topic sentences
-has an introduction and conclusion

Clarity and Correctness
-uses understandable sentences
-shows some variety in sentence construction
-has a few errors of diction, syntax, grammar, punctuation, or spelling. Errors occasionally prevent comprehension
-shows an understanding of the conventions of written English
Qualities of a “D” or “F” Assignment

Content and Organization
- fails to fulfill main parts of the assignment
- provides scant information and little support
- fails to provide much of a thesis or subject line
- has poor organization
- contains only a few paragraphs with topic sentences

Clarity and Correctness
- has many sentences that are not understandable upon first reading
- shows little variety in sentence construction
- has many errors of diction, syntax, grammar, punctuation, or spelling. The errors often prevent comprehension

Grading Policy

Final grades will be based on the following:
Class participation based on contributions to discussions - 15%
Three short papers - 15% each – 45%
PowerPoint Presentation – 10%
Seminar paper of fifteen to twenty pages - 30%

Grades are calculated according to the following percentages:
A: 93-100; A-: 90-92; B+: 87-89; B: 83-86; B-: 80-82; C+: 77-79; C: 73-76; C-:70-72; D+:67-69; D:63-66; D-:60-62; F: anything below 60. A student earning a grade below 60% will not pass the course.

SJSU mandates that a grade of Incomplete be granted only when a student has satisfactorily completed a substantial portion of the course requirements and is unable to complete the course because of an accident, illness, or some other event beyond the student's control.

University Policies

Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus related University Policies and resources information listed on GUP’s Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/
Course Workload
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with one of the hours used for lecture) for instruction, studying, and completing the assignments and other course-related activities. (See SJSU Academic Senate Policy S12-3.)

In this 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments. Because this course is a graduate course that relies on student discussion and demands a great deal of writing, the workload is heavier than that of a normal undergraduate lecture course. Careful time management will be required to keep up with readings and assignments in an intensive course such as this one.
## Course Schedule

*This schedule is subject to change with fair notice via in-class announcement, email, or a post on the instructor’s web site. You are responsible for keeping track of announcements and assignments given in class.*

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<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 1    | Mon., Aug. 29 | **Introduction to the Course**  
Luchino Visconti’s film *The Leopard*, based on Giuseppe Tomasi di Lampedusa’s novel by the same name |
| 2    | Mon., Sept. 5 | **NO CLASS** |
| 3    | Mon., Sept. 12 | **The Industrial Revolution and Liberalism**  
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| 4    | Mon., Sept. 19  | **Technology, Material Culture, and Changes in Perception**  
| 5    | Mon., Sept. 26  | **Karl Marx and Socialism**  
Karl Marx, *Communist Manifesto* with introduction by Gareth Stedman Jones (New York: Penguin, 2002). (Skim the introduction too.)  
| 6    | Mon., Oct. 3    | **NO CLASS** |
| 7    | Mon., Oct. 10   | **The Rise of the Novel**  
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| 8    | Mon., Oct. 17 | **European Engagement with Islam**  
| 9    | Mon., Oct. 24 | **Military Life**  
|      |             | The paper on Stendhal is due |
| 10   | Mon., Oct. 31 | **Germans as a Nation and as Conquerors**  

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| 11   | Mon., Nov. 7 | **Science**  
| 12   | Mon., Nov. 14 | **Paris: From Haussmann to the Commune**  
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|      |          | Robert, Beechy,”The German Invention of Homosexuality”  
| 15   | Mon., Dec. 5 | **Case Study of a Nineteenth-Century City and Its Culture: Vienna and the Rise of Modernism**  
<p>| 16   | Dec. 12  | <strong>No Class – Work on Final Paper</strong> |</p>
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<td>17</td>
<td>Dec. 22</td>
<td>UPLOAD PAPERS TO CANVAS</td>
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