

San José State University
College of Social Sciences/History Department
Hist143 -01 (28445), Europe, 1750-1900

This class provides 4 Units of university credit

Spring 2023

Instructor:	Dr. Mary Pickering
Office Location:	DMH 218
Cell Phone:	(415) 203-0422 (ok to text me)
Email:	Mary.Pickering@sjsu.edu
Office Hours:	Monday, 3:00 – 4:00 by Zoom (text me for a link) Tuesday, 12:00 – 13:00, at DMH 218 By appointment on other days – text or email me
Class Days/Time:	Tuesday, Thursday, 10:30-11:45
Classroom:	DMH 167

“Constant revolutionizing of production, uninterrupted disturbance of all social conditions, everlasting uncertainty and agitation distinguish the bourgeois epoch from all earlier ones. All fixed, fast-frozen relations, with their train of ancient and venerable prejudices and opinions, are swept away, all new-formed ones become antiquated before they can ossify. All that is solid melts into air, all that is holy is profaned, and men at last are forced to face . . . the real conditions of their lives, and their relations with their fellow men.”

Karl Marx, *The Communist Manifesto*

Course Material and Messages

Copies of the course materials, such as the syllabus and reading assignments, can be found on Canvas. For help with using Canvas, see [Canvas Student Resources page](#)

(http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) You are responsible for regularly checking your email to get updates and/or course materials from me. Please make sure SJSU has your current email address.

Course Description

This course traces the exciting history of Europe during the Enlightenment and the Along nineteenth century, @ that is, the period from the French Revolution to the eve of World War I. We will look at the ideas of the philosophes and their society, the turmoil of 1789, the Terror, and the Napoleonic Empire, focusing on the rise of nationalism, liberalism, socialism, conservatism, and feminism. We will see how these forces then played out in other significant events of the century: The Revolutions of 1830 and 1848, the passing of the Reform Bills in England, the Crimean War, the unification of Italy and Germany, the Paris Commune of 1871, the suffrage movement, and the imperial drive in Africa and Asia. At the end of the course, we will consider World War I as the culmination of the forces that shaped the nineteenth century. During the semester, we will also investigate the intellectual and cultural developments of the period, familiarizing ourselves with Darwin, Marx, Freud, the romantics, the Impressionist painters, and the first photographers and movie directors. In addition, the course will examine social and economic movements: industrialization, urbanization, changes in family life, and the growth of mass literacy and consumerism. We will ask ourselves whether this period really was an era of growing liberty, secularization, optimism, and progress, as is often claimed. Through lecture, class discussion, exams and analytical essays, students will investigate European history in depth while sharpening their skills in historical analysis and written and oral communications.

Course Goals and Student Learning Objectives (CLOs)

By the end of this course, students will be able to use what they have learned about Europe between 1750 and 1900 to:

- identify key trends and tensions in European culture beginning with the Enlightenment
- analyze connections between scientific discoveries and cultural values and explain theories of evolution and the problems they created
- discuss intelligently the causes and effects of the French Revolution, reform movements, industrialization, the Crimean War, the Paris Commune, the Franco-Prussian War and Imperialism.
- debate the strengths and weaknesses of liberal democracy and capitalism and explain the evolution of the concepts of human rights and individualism.
- define political ideologies, such as conservatism, liberalism, nationalism, and socialism
- describe restrictions and opportunities for women of different classes and the instability of norms of masculinity and femininity

- compare the relative strengths and weaknesses of nation-states and multi-national empires
- demonstrate the significance of visual culture, art, and music in the nineteenth century
- discern the roots of modernism and fascism
- discuss the notion of class
- debate the image of the nineteenth century as an age of secularization
- elaborate on the pros and cons of launching a revolution
- show the origin of people's fascination with the irrational
- evaluate the influence of consumerism as an aspect of social behavior
- discuss the phenomenon of urbanization
- reflect on the role of individuals (Napoleon, Bismarck, Pankhurst, and so forth) in history
- analyze a range of primary sources
- synthesize multiple historical perspectives
- develop a written, evidence-based, logically organized historical argument
- display their improved oral communication skills

Required Texts/Readings

1. Johann Wolfgang Von Goethe, *Sorrows of Young Werther* (New York: Random House/Modern Library, 2005).
2. Honoré de Balzac, *Eugénie Grandet* (Oxford: Oxford University Press, 2003).
3. Leo Tolstoy, *Death of Ivan Ilyich and Other Stories* (New York: Random House/Vintage, 2010).
4. Helmut Walser Smith, *The Butcher's Tale* (New York: W. W. Norton, 2002).
5. Rudyard Kipling. *The Man Who Would Be King and Other Stories* (New York: Dover, 1994).
6. Joseph Conrad, *Heart of Darkness and other Selected Fiction* (New York: Barnes and Noble, 2003).
7. Oscar Wilde, *The Picture of Dorian Gray* (New York: Penguin Classic, 2003).
- 8 Rachilde, *Monsieur Venus: A Materialist Novel* (New York: Modern Language Association, 2004).

Recommended:

Michael Rapport, *Nineteenth-Century Europe* (New York: Palgrave Macmillan, 2005).

Buy this work only if you feel the need for an outside textbook.

It is not at Spartan Bookstore.

Required Movies:

Germinal – based on novel by Emile Zola and starring Gérard Dépardieu – Amazon Instant Video

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. Please turn off your cell phone. Refrain from roaming the internet during class, which disturbs students behind you and has been shown to hurt students' grades. Scientific evidence points to the importance of hand-written notes in helping students' memory. In addition, once you have entered the room, please do not leave until the class is over, as your departure is distracting to your fellow students and your professor. Thank you.

Assignments and Assessment of Student Learning

Class will consist of lectures and discussions. You will be expected to have completed every reading assignment on time so that you can participate actively in the class discussion. Class participation counts 10% of your 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 and/or watched the material under discussion. Improving oral communication is one of the learning objectives.

In addition, you are required to take NINE quizzes on the movies, readings on Canvas, and books. I will drop your lowest grade. Quizzes count 40% of your grade. So in effect, each quiz counts 5%. The quizzes will take place Feb. 16, Feb. 28, March 16, April 6, April 13, April 20, April 25, May 2, and May 9. The quizzes consist of multiple-choice questions and questions that ask you to write short essays and to think more deeply about important issues in order to fulfill all the CLO's.

You will take a midterm examination on March 23 and a final examination on May 23. The midterm counts 15%, and the final 20% of your grade. You will be given a detailed study guide beforehand to help you to prepare. These tests consist of five short-answer questions and two essays that will require you to discuss intelligently large questions.

There will be no make-up quiz or examinations unless a medical excuse is provided. It must explain the reasons for your absence on the day of the test. Be sure to prepare for the quizzes and exams.

Finally, you will be asked to write a paper based on primary sources. It counts 15% of your grade. The paper should be an in-depth analysis of gender roles (masculinity or femininity) in two of the novels or short stories that you have read this semester. You could also use *Germinal* or *La Traviata* as a primary source. You should explain the significance of your findings, that is, describe what the gender roles tell you about the era in which the works were written. Tie your analysis to the historical context. You could, for example, compare and contrast men's and women's roles in *The Portrait of Dorian Gray* and *Monsieur Venus*, connecting them to the decadence of the fin de siècle. Because the reading requirements for this course are not exactly light, you do not have to do any outside research. Of course, if you choose to do so, your paper will be richer. **You should see me or email me before the end of the semester to discuss the paper.**

The paper must be five to seven pages and 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. Failure to use proper form will result in a ten-point penalty. (The paper is worth 100 points.) You must upload your papers to Canvas, where it will be evaluated by Turnitin.com for plagiarism.

The paper is due Saturday, May 13 at midnight. You should upload it on Canvas. A late paper will be marked down unless you **EMAIL me before** it is due. Otherwise, ten points will be subtracted for every day that it is late. After one week, a late paper will not be accepted.

To do well on the paper and essay questions on the quizzes and exams, you will have to display good writing skills. You should begin with an introductory paragraph, which sets forth a central argument. This argument reflects your insights into the material. The rest of the paper or essay should include facts supporting this argument. Each paragraph should have a topic sentence! Supporting evidence, that is, quotations, are essential. 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 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 - 10%
- 8 quizzes and in-class essays 40% (each counts 5%)
You take 9 quizzes. I drop the lowest grade.
- one paper – 15%
- midterm examination - 15%
- final examination – 20%

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.

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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

INCOMPLETES

Incompletes are given only if the student has completed in a satisfactory manner at least half of the course requirements and cannot finish the course because of illness, an accident, or some event beyond his or her control.

UNIVERSITY POLICIES

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

History 143

Europe, 1750-1900

Fall Semester, 2018

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.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Thurs., Jan. 26	INTRODUCTION TO THE COURSE <i>Film: Ridicule</i>
2	Tues., Jan. 31 Thurs., Feb. 2	STATE AND SOCIETY IN EIGHTEENTH-CENTURY EUROPE THE ENLIGHTENMENT Read excerpts from the writings of Kant, Voltaire, and Rousseau in file labeled "Enlightenment Readings" on Canvas (11 pages)
3	Tues., Feb. 7	THE FRENCH REVOLUTION: THE CAUSES AND OUTBREAK Abbé Sièyes, "What is the Third Estate?" in file labeled "French Revolution Sieyes" on Canvas. Lynn Hunt, "The Many Bodies of Marie-Antoinette: Political Pornography and the Problem of the Feminine in the French Revolution," in Gary Kates (ed.), <i>The French</i>

Week	Date	Topics, Readings, Assignments, Deadlines
	Thurs., Feb. 9	<p><i>Revolution: Recent Debates and Controversies</i> (London: Routledge, 2002), 279-301. (on Canvas)</p> <p>THE TERROR AND FRENCH REVOLUTIONARY CULTURE</p> <p>Read <i>Declaration of the Rights of Man</i>, Olympe de Gouges, Robespierre, reactions of French male revolutionaries to women's demands for equality in file labeled "French Revolution Documents" on Canvas. (12 pages)</p> <p>Leora Auslander, "Making French Republicans: Revolutionary Transformatoin of the Everyday," chapter in <i>Cultural Revolutions: Everyday Life and Poltics in Britain, North America, and France</i> (Berkeley: Univesity of California Press, 2009), 113-48. (on Canvas)</p>
4	Tues., Feb. 14 Thurs., Feb. 16	<p>NAPOLEON</p> <p>Read file labeled "Napoleon Readings" on Canvas (15 pages)</p> <p>REFLECTIONS ON THE NAPOLEONIC ERA</p> <p>***QUIZ: <i>Ridicule</i>, the primary sources on Canvas, and articles by Hunt and Auslander on Canvas</p>
5	Tues., Feb. 21 Thurs., Feb. 23	<p>INDUSTRIALIZATION</p> <p>LIBERALISM AND FEMINISM</p>
6	Tues., Feb. 28 Thurs., March 2	<p>ROMANTICISM AND THE BIEDERMEIER STYLE</p> <p>***QUIZ: Goethe, <i>Sorrows of Young Werther</i></p> <p>THE EVOLUTION OF POLITICAL THOUGHT: CONSERVATISM</p>
7	Tues., March 7	THE WORKING CLASS: UTOPIAN AND MARXIST SOCIALISM

Week	Date	Topics, Readings, Assignments, Deadlines
	Thurs., March 9	NATIONALISM
8	Tues., March 14 Thurs., March 16	THE REVOLUTIONS OF 1848 REALISM AND NATURALISM ***QUIZ: Balzac, <i>Eugénie Grandet</i>
9	Tues., March 21 Thurs., March 23	THE UNIFICATION OF ITALY AND GERMANY MIDTERM EXAMINATION
10	Tues., March 28 Thurs., March 30	SPRING BREAK SPRING BREAK
11	Tues., April 4 Thurs., April 6	SCIENCE AND RELIGION: DARWINISM RUSSIA: THE CRIMEAN WAR, SERFS, ASSASSINS, AND THE CHALLENGE OF MODERNIZATION ***QUIZ: Chekhov, "Peasants," "The Darling," and "Gooseberries," (Handout) Tolstoy, "Death of Ivan Ilyich" in <i>Death of Ivan Ilyich and Other Stories</i>
12	Tues., April 11 Thurs., April 13	THE PARIS COMMUNE AND NAPOLEON III URBAN LIFE ***QUIZ: Oscar Wilde, <i>Picture of Dorian Gray</i>
13	Tues., April 18	NEW MUSICAL FORMS: OPERA Selections from the movie: <i>La TRAVIATA</i> , starring Teresa Stratas and Plácido Domingo and directed by Zeffirelli (1982).

Week	Date	Topics, Readings, Assignments, Deadlines
	Thurs., April 20	FIN-DE-SIECLE: SEX AND GENDER *** QUIZ <i>Rachide, Monsieur Venus</i> Tolstoy, “Kreutzer Sonata,” in <i>Death of Ivan Ilyich and Other Stories</i>
14	Tues., April 25 Thurs., April 27	FIN-DE-SIECLE: POLITICS, ECONOMICS, AND SOCIETY ***QUIZ: Movie: <i>Germinal</i> – Amazon Instant Video You need to watch this movie at home before class. NEW VISUAL ART FORMS: FROM VICTORIANISM TO IMPRESSIONISM
15	Tues., May 2 Thurs., May 4	THE OUTSIDER: RACISM AND ANTI-SEMITISM ***QUIZ: Helmut Walser Smith, <i>Butcher=s Tale</i> Joseph Conrad, “Amy Foster” in <i>Heart of Darkness and Selected Short Fiction</i> IMPERIALISM In class: excerpts from <i>White King, Red Rubber, Black Death</i> (documentary film).
16	Tues., May 9	THE IMPACT OF IMPERIALISM ON CULTURE ***QUIZ: Rudyard Kipling , “The Man Who Would Be King” and “Without Benefit of Clergy,” in <i>The Man Who Would Be King and Other Short Stories</i> Joseph Conrad, <i>Heart of Darkness</i> in <i>Heart of Darkness and Selected Short Fiction</i>

Week	Date	Topics, Readings, Assignments, Deadlines
	Thurs., May 11	EUROPE AND THE COMING OF WWI
-----	Sat., May 13 -----	UPLOAD PAPER ON CANVAS BY MIDNIGHT -----
18	Tues., May 23	FINAL EXAMINATION: 9:45-12:00, 9:45 AM-12:00 PM 12:00 PM