

**San José State University
College of Social Sciences/Department of History**

**History 240 -01 (49028)
SEMINAR IN PRE-TWENTIETH-CENTURY EUROPE**

**This class provides 4 units of university credit.
Fall 2020 – Second Semester of the Covid Pandemic**

Instructor: Mary Pickering
Office Location: Second floor of home in San Francisco
Telephone: 415-203-0422 (cell; ok to text me)
Email: Mary.Pickering@sjsu.edu
Office Hours: Wednesday, 2:45-4:45 (Zoom) and by appointment anytime
TEXT me for a Zoom invitation or a conversation
Class Days/Time: Monday, 6:00-8:45
Classroom: Zoom Black Box

Faculty Web Page and Message

Copies of the course materials such as the syllabus, major assignment handouts, etc. are 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.

Course Description

This course introduces graduate students to leading historical works covering the period 1750 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 causes of the Industrial Revolution, consumerism, 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 nineteenth-century wars and civil unrest, and visual culture. To hone their skills in intellectual history, students will also read rich primary sources: Stendhal's *The Red and the Black*, Karl Marx's *Communist Manifesto*, Tolstoy's "Hadji Murad," and excerpts from the works of John Stuart Mill and Sigmund Freud. 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 1750 and 1900 to:

1. explain the causes and results of industrialization, wars, civil unrest, the rise of consumerism, 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

1. Wolfgang Schivelbusch, *Railway Journey: The Industrialization of Time and Space in the Nineteenth Century* (Berkeley: UC Press, 2014).
2. Deborah Cohen, *Household Gods: The British and Their Possessions* (New Haven: Yale University Press, 2006).
3. Jerrold Seigel, *Modernity and Bourgeois Life: Society, Politics, and Culture in England, France, and Germany since 1750* (Cambridge: Cambridge University Press, 2012).

4. Karl Marx, *Communist Manifesto* with introduction by Gareth Stedman Jones (New York: Penguin), 1948).
5. Stendhal, *The Red and the Black*, trans Robert M. Adams (New York: Norton, 2007).
6. Orlando Figes, *Crimean War* (New York: Metropolitan Books, 2010).
7. John Merriman, *Massacre; The Life and Death of the Paris Commune of 1871* (New Haven: Yale University Press, 2014).
8. Janet Browne, *Darwin's Origin of Species* (New York: Grove/Atlantic, 2008).
9. Jennifer Tucker, *Nature Exposed: Photography as Eyewitness in Victorian Science* (Baltimore: Johns Hopkins University Press, 2005).
10. Richard Price, *Making Empire: Colonial Encounters and the Creation of Imperial Rule in Nineteenth-Century Africa* (Cambridge: Cambridge University Press, 2008).
11. Scott Spector, *Violent Sensations: Sex, Crime, and Utopia in Vienna and Berlin, 180-1914* (Chicago: University of Chicago Press, 2016).
12. Carl Schorske, *Fin-de-Siècle Vienna*. (New York: Vintage Books 1984).
13. Vanessa Schwarz, *Spectacular Realities: Early Mass Culture in Fin-de-Siecle Paris* (Berkeley: University of California Press, 1998).

The texts are available for purchase at the Spartan University Bookstore. Other readings are on Canvas. **Look under “Files.”**

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

T. C. W. Blanning, *The Nineteenth-Century: Europe 1789-1914* (Oxford: Oxford University Press, 2000).

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. Do not monopolize discussions; remember other students need a chance to talk and contribute. Please put “video on” during Zoom discussions so that we communicate as full human beings, not as black boxes.

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 minutes – no more. Please consult with me before you make the presentation. This assignment satisfies CLO#6.

As for the short assignments, the papers should be three to five pages. One paper must be on Stendhal's *Red and Black* and should be turned in on Oct. 19. You pick a theme, such as gender, class, religion, or the printed word, and develop an argument, which you support with material from the novel. The second paper should be a response to the assigned material on nationalism or imperialism and is due November 9. In this paper, you take two or three readings, summarize and evaluate their arguments and methodologies, describe what they contribute to a certain issue, and explain why you think one is superior to the others. 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 may choose the book and hand it in **a week** after we have read it and discussed it in class.

Each student will also be expected to write a fifteen-to-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 Sunday, December 20.

A late paper will be marked down unless you talk to me before it is due. Ten points will be subtracted for every day that it is late.

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.

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

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), 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](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

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.

History 240
Europe, 1750-1900
Fall Semester 2020
Course Schedule

This schedule is subject to change with fair notice via a Canvas announcement or email. You are responsible for keeping track of announcements and assignments given in class.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Mon., Aug. 24	Introduction to the Course
2	Mon., Aug. 31	<p>The Industrial Revolution</p> <p>R.C. Allen, "Why the Industrial Revolution was British: Commerce, Induced Invention, and the Scientific Revolution," <i>The Economic History Review</i> 64, no. 2 (May 2011): 357-84.</p> <p>Nicolas Crafts, "Explaining the First Industrial Revolution: Two Views." <i>European Review of Economic History</i> 15, no. 1 (2011): 153-68.</p> <p>Margaret Jacob, <i>Scientific Culture and the Making of the Industrial West</i> (Oxford: Oxford University Press, 1997), 1-11, 73-130.</p> <p>Cormac Ó Gráda, "Did Science Cause the Industrial Revolution"? <i>Journal of Economic Literature</i> 54, no. 1 (March 2016): 224-239.</p> <p>Sven Beckert, <i>Empire of Cotton: A Global History</i> (New York: Vintage Books, 2015), ix-xx, 39-82.</p> <p>Georgio Riello, <i>Cotton: The Fabric That Made the Modern World</i> (Cambridge: Cambridge University Press, 2013), 1-13, 210-63.</p> <p>Priya Satia, <i>Empire of Guns: The Violent Making of the Industrial Revolution</i> (New York: Penguin Press, 2018), 1-22, 101-218.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
3	Mon., Sept. 7	Labor Day – NO CLASS
4	Mon., Sept. 14	<p>Technology, Material Culture, and Changes in Perception</p> <p>Wolfgang Schivelbusch, <i>Railway Journey: The Industrialization of Time and Space in the Nineteenth Century</i></p> <p>Deborah Cohen, <i>Household Gods: The British and Their Possessions</i></p>
5	Mon., Sept. 21	<p>Rise of the Bourgeoisie</p> <p>Jerrold Seigel, <i>Modernity and Bourgeois Life: Society, Politics, and Culture in England, France, and Germany since 1750</i> (Cambridge: Cambridge University Press, 2012), 1-304.</p> <p>Suzanne L. Marchand, <i>Porcelain: A History from the Heart of Europe</i> (Princeton: Princeton University Press, 2020), 1-7, 195-239.</p>
6	Mon., Sept. 28	<p>A Spate of Isms: Capitalism, Liberalism, Feminism, and Socialism</p> <p>Karl Marx, <i>Communist Manifesto</i> with introduction by Gareth Stedman Jones (New York: Penguin, 2002). Read the ENTIRE book.</p> <p>J. S. Mill, <i>On Liberty</i>, chapters 1, 2.</p> <p>Ross Harrison, “John Stuart Mill, Mid-Victorian,” in <i>The Cambridge History of Nineteenth-Century Political Thought</i>, edited by Gareth Stedman Jones and Gregory Claeys (Cambridge: Cambridge University Press, 2011), 295-318.</p> <p>Alan Ryan, <i>The Making of Modern Liberalism</i> (Princeton, Princeton University Press, 2012), 5-17, 21-44, 68-72, 257-78.</p> <p>Jerrold Siegel, “European Liberalism in the Nineteenth Century,” <i>The Cambridge History of Modern European</i></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><i>Thought</i>, edited by Warren Breckman and Peter E. Gordon (Cambridge: Cambridge University Press, 2019), 172-95.</p> <p>Uday Singh Mehta, <i>Liberalism and Empire: A Study in Nineteenth-Century Liberal Thought</i> (Chicago: University of Chicago Press, 1999), 1-8,77-114.</p> <p>Jerrold Seigel, <i>Modernity and Bourgeois Life: Society, Politics, and Culture in England, France, and Germany since 1750</i> (Cambridge: Cambridge University Press, 2012), 305-75.</p> <p>Naomi J. Andrews, “The Woman Question: Liberal and Socialist Critiques of the Status of Women,” in <i>The Cambridge History of Modern European Thought</i>, edited by Warren Breckman and Peter E. Gordon (Cambridge: Cambridge University Press, 2019), 255-78.</p> <p>J. S. Mill, <i>On the Subjection of Women</i>, chapters 1, 2, and 4.</p>
7	Mon., Oct. 5	<p>The Rise of the Novel</p> <p>Stendhal, <i>The Red and the Black</i>, trans. Lloyd Parks (New York: Signet, 1995).</p>
8	Mon., Oct. 12	<p>Europeans’ Engagement with Religion and Religious “Others”</p> <p>Ruth Harris, <i>Lourdes: Body and Spirit in a Secular Age</i> (New York: Penguin, 1999), 3-135, 210-366.</p> <p>Jerrold Seigel, <i>Modernity and Bourgeois Life: Society, Politics, and Culture in England, France, and Germany since 1750</i> (Cambridge: Cambridge University Press, 2012), 376-410. (On Jews in Europe)</p> <p>Nancy Fitch, “Mass Culture, Mass Parliamentary Politics, and Modern Anti-Semitism: The Dreyfus Affair in Rural France,” <i>American Historical Review</i> 97, 1 (February</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>1992): 55-95.</p> <p>Christopher Forth, <i>The Dreyfus Affair and the Crisis of French Manhood</i> (Baltimore: Johns Hopkins University Press, 2004), 1-102, 235-41.</p>
9	Mon., Oct.19	<p>Military Life</p> <p><i>Orlando Figes, Crimean War</i> (New York: Metropolitan Books, 2010).</p> <p>The paper on Stendhal is due.</p>
10	Mon., Oct. 26	<p>Nationalism: Germany</p> <p>Benedict Anderson, "Introduction" to <i>Imagined Communities</i> (New York: Verso, 2006), 1-9.</p> <p>Eric Hobsbawm, "Mass-Producing Traditions: Europe, 1870-1914," in <i>The Invention of Tradition</i>, edited by Hobsbawm and Terence Ranger (Cambridge: Cambridge University Press, 1983), 263-307.</p> <p>Alan Confino, <i>Germany as a Culture of Remembrance: Promises and Limits of Writing History</i> (Chapel Hill: University of North Carolina Press, 2006), 23-56.</p> <p>Andrew Zimmerman, <i>Anthropology and Antihumanism in Imperial Germany</i> (Chicago: Univ. of Chicago Press, 2001), 1-11, 134-46, 15-37, 172-200.</p> <p>David Blackbourn, <i>The Conquest of Nature</i> (New York: W. W. Norton, 2006), 3-75.</p> <p>Isabel Hull, <i>Absolute Destruction: Military Culture and the Practices of War in Imperial Germany</i> (Ithaca: Cornell University Press, 2005), 1-130.</p> <p>Sebastian Conrad, <i>Globalization and the Nation in Imperial Germany</i> (Cambridge: Cambridge University Press, 2010), 1-76, 334-79.</p>
11	Mon., Nov. 2	<p>Approaches to Imperialism</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Richard Price, <i>Making Empire: Colonial Encounters and the Creation of Imperial Rule in Nineteenth-Century Africa</i> (Cambridge: Cambridge University Press, 2008).</p> <p>Robert Crews, "Empire and the Confessional State: Islam and Religious Politics in Nineteenth-Century Russia," <i>American Historical Review</i> 108, no. 1 (February 2003): 50-83.</p> <p>Leo Tolstoy's "Hadji Murad," in <i>The Death of Ivan Ilyich and Other Stories</i>, translated by Richard Pevear and Larissa Volokhonsky (New York: Random/Vintage 2009), 374-487.</p>
12	Mon., Nov. 9	<p>Science and Technology</p> <p>Jennifer Tucker, <i>Nature Exposed: Photography as Eyewitness in Victorian Science</i> (Baltimore: Johns Hopkins University Press, 2005).</p> <p>Sharon Sliwinski, "Kodak on the Congo." <i>Human Rights in Camera</i> (Chicago: University of Chicago Press, 2011), 57-81.</p> <p>Janet Browne, <i>Darwin's Origin of Species</i> (New York: Grove/Atlantic, 2008).</p> <p>Gregory Radick "Darwinism and Social Darwinism," in <i>The Cambridge History of Modern European Thought</i>, edited by Warren Breckman and Peter E. Gordon (Cambridge: Cambridge University Press, 2019), 279-300.</p> <p><i>Response paper on nationalism and/or imperialism is due</i></p>
13	Mon., Nov. 16	<p>The European Civil War: The Commune</p> <p>John Merriman, <i>Massacre; The Life and Death of the Paris Commune of 1871</i>.</p> <p>Robert Tombs, <i>The Paris Commune 1871</i> (White Plains: Pearson, 1999) 72-108, 184-216.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
14	Mon., Nov. 23	<p>The Fin-de-Siècle City and Its Culture</p> <p>Carl Schorske, <i>Fin-de-Siècle Vienna</i>. (New York: Vintage Books 1984). Skip chapters four, six, and seven.</p> <p><i>Vanessa Schwartz, Spectacular Realities: Early Mass Culture in Fin-de-Siècle Paris</i></p>
15	Nov. 30	<p>Sexuality and Freud</p> <p>Robert, Beechy, “The German Invention of Homosexuality” <i>Journal of Modern European History</i>, vol. 82/4 (Dec. 2010): 801-38.</p> <p>Scott Spector, <i>Violent Sensations: Sex, Crime, and Utopia in Vienna and Berlin, 1800-1914</i>.</p> <p>Alison Rowly, “Bodies on Display,” in <i>Open Letters” Russian Popular culture and the Picture Postcard 1880-1922</i> (Toronto: Toronto University Press, 2013), 105-135.</p> <p>Sigmund Freud, <i>The Interpretation of Dreams</i>, 128-54, 167-84, 196-216, 223-32, 241-53, 461-67. Read these pages before Schorske’s article, which analyzes the dreams recounted by Freud.</p> <p>Carl Schorske, <i>Fin-de-Siècle Vienna</i>, chap. 4, “<i>Politics and Patricide in Freud’s Interpretation of Dreams</i>,” 181-208.</p> <p>Edward Timms, “Coffeeshouses and Tea Parties: Conversational Spaces as a Stimulus to Creativity in Sigmund Freud’s Vienna and Virginia Woolf’s London,” in <i>The Viennese Café and Fin-de-siècle Culture</i>, edited by Charlotte Ashby, Tag Gronberg, and Simon Shaw-Miller (New York: Berghahn, 2013), 199-219.</p>
16	Dec. 7	No Class – Work on Final Paper
17	Sun. Dec. 20	UPLOAD PAPER TO CANVAS

