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Office Hours: By appointment, Wilson Hall 2-162
Lecture: Tuesday and Thursday 8-9:15 A.M. LINH 109

HSTR 322-01 **19th Century Europe**

General Introduction

This course examines the history of Britain and the European continent during the “long nineteenth century” lasting from the French Revolution to the outbreak of World War I. The course is designed to explore the dominant trends of the era by way of lecture, primary source material, film, scholarly analysis, and salon-style discussion. Themes will include: The Enlightenment and the end of the Old Order, industrialization, socialism, the abolition of slavery, democratization, liberalism, nationalism, feminism and imperialism. Please be aware that this course includes significant required reading.

Required readings (available for purchase in the MSU bookstore)

Michael Rapport, *Nineteenth Century Europe*
Karl Marx and Friedrich Engels, *The Communist Manifesto*
Adam Hochschild, *Bury the Chains*
Seth Koven, *Slumming*
Joseph Conrad, *Heart of Darkness*
Barbara Tuchman, *The Proud Tower*

Classroom conduct

Turn cell phones off. If you are expecting an important call during lecture, please program your phone to ring on vibration mode and sit in the back of the classroom so that you may easily exit the hall. No video, digital, or audio recording of any kind is permitted without permission from the instructor. No talking when the instructor is talking. Please hold your questions until after lecture – as your question may be answered during the course of the presentation. Any violation of the above will be met with a request from the Instructor for you to leave the class. Repeat violations will be met with a formal report to the Dean of Students.

Any form of cheating or plagiarism will be met with a failing grade on the assignment and most likely a failing grade in the course, accompanied by a formal report to the Dean of Students.

Course requirements and grading

- Attendance and participation in lecture is required to succeed in this course (10%).
- Reading of the assigned texts is required to succeed in this course.
- Successful group presentation is required to succeed in this course (20%).
- The Midterm Exam will include material discussed in the first half of the course (20%).
- The Final Exam will cover material since the Midterm (20%).
- Over the course of the semester, you will be reading 5 additional books, aside from the textbook. You will be expected to read all 5 books for class discussion and quizzes (10% - cumulative) and write a paper on Adam Hochschild's, *Bury The Chains*. The paper is due **in class** on the day the book is discussed. No late papers will be accepted (20%).

The numbers in parentheses refer to the chapters of *Nineteenth Century Europe* that you should read for the corresponding lecture. Not all material in these chapters will be addressed in lecture. However, you will be responsible for the assigned readings on exams. *Please note that some of the lectures will have no corresponding text material to read.*

Lecture Schedule

WEEK ONE:	<i>Getting Started</i> 1/10 Introduction
WEEK TWO:	<i>The End of the "Old Order"</i> 1/15 European Society in the 18 th century: Constitutionalism vs. Absolutism / Enlightenment 1/17 The Origins of the French Revolution (Rapport, Chapters 1 and 2)
WEEK THREE:	<i>French Revolution and Napoleon</i> 1/22 The French Revolution 1/24 The Reign of Terror / Napoleon / Congress of Vienna (Rapport, Chapters 2, 3 and 4)

- WEEK FOUR: *Revolution and Reaction*
1/29 Film: *Liberté, Égalité, Fraternité*
1/31 Student Presentation – Group 1: Olympe de Gouges
 (Rapport, Chapters 7 and 8)
- WEEK FIVE: *New Wealth and Social Discontent*
2/5 Industrialization and Urbanization
2/7 Utopian Socialism and Marxism
 (Rapport, Chapter 5)
- WEEK SIX: *Clash of Consciousness*
2/12 Quiz and Conversation regarding Marx and Engels' *The Communist Manifesto*
2/14 Student Presentation – Group 2: Chartism
- WEEK SEVEN: *Middle Class Culture and New Ideas*
2/19 Liberalism / “Cult of Domesticity”
2/21 Film: *The Origin of Species* and conversation regarding Darwinism
 (Rapport, Chapters 7 and 13)
- WEEK EIGHT: *Mid-Term Week*
2/26 Mid-Term Review
2/28 **MID-TERM EXAM**
- WEEK NINE: *Europe Overseas and Slavery*
3/5 Early Empire / Abolition and Emancipation
3/7 Student Presentation – Group 3: Life in Dutch colonies by the 1850s
 (Rapport, Chapter 6)
- WEEK TEN: ***SPRING BREAK***
- WEEK ELEVEN: *“The Other”*
3/19 Conversation regarding Hochschild's *Bury the Chains*
 * **PAPERS DUE IN CLASS***
3/21 Student Presentation – Group 4: Otto Von Bismarck and the growth of German nationalism
 (Rapport, Chapters 9,10 and 15)

- WEEK TWELVE: *Conquest, Consolidation, Colonization*
3/26 The New Imperialism
3/28 Quiz and Conversation regarding Conrad's *Heart of Darkness*
(Rappport, Chapter 17)
- WEEK THIRTEEN: *City Life / Feminism*
4/2 Modernity / New Models of Self / Urban Voyeurism
4/4 Student Presentation: Group 5: Oscar Wilde
(Rappport, Chapters 12, 13 and 14)
- WEEK FOURTEEN: *End of Innocence*
4/9 Quiz and Conversation regarding Koven's *Slumming*
4/11 Russian Revolution
(Rappport, Chapter 14)
- WEEK FIFTEEN: *Conflagration*
4/16 European Society and World War One
4/18 Student Presentation: Group 6: The Fall of the Romanovs
(Rappport, Chapter 18)
- WEEK SIXTEEN: *Fall from Grace*
4/23 Quiz and Conversation regarding Tuchman's *The Proud Tower*
4/25 Final Exam Review

Final Examination:

Please see University Exam Schedule. Bring a bluebook and a pen or pencil.

PAPER ASSIGNMENT

Due: 3/19 in class

Adam Hochschild's *Bury the Chains* recounts the story of the struggle for abolition in the British Empire. The author concentrates on a fifty-year period beginning in the 1780s through eventual emancipation throughout British possessions in 1838.

Starting in 1787, the book covers the efforts of a group of 12 men and those they inspired to work towards the abolition of the Slave Trade. During this time Parliament was always a step behind popular opinion, which grew increasingly more anti-slavery with each passing year. It was not until Parliament itself was reformed in the 1830s that the necessary legislation could be passed to reflect the sentiment of the nation.

Your paper should address the following questions:

1. What were the political, economic, and religious beliefs maintained by the British who resisted abolition?
2. What arguments eventually convinced Parliament to abolish the institution?
3. Among anti-slavers, what tactics were most effective in convincing the British population to support the movement?
4. Are there any heroes in this story? If so, who and for what reasons?
5. What does the British abolition movement tell us about the political and economic differences between England and France in the early nineteenth century? For example, if we see tackling the slavery question as “progress,” why wasn't France, arguably the harbinger of “liberty, equality, and fraternity,” a leader in such a fight?

Your paper should be 7 pages in length, double spaced. Please see the attached “paper format” to guide the construction of your document.

PAPER FORMAT

1. Title: Whether on the first page of the paper, or better yet on a proper “title page,” you should list your paper title, name date, class, and instructor.
2. Instruction: Make general comments about the topic – for example, think of a story or incident from your reading or research that will “hook” the reader. Moreover, take the time to explain why it is that your topic, narrative, and argument are original and significant.
3. Thesis: In a sentence or two (usually toward the end of the introduction), clearly state your argument and describe your paper’s organization. In its most concise form, a thesis may read something like, “In this paper, I intend to demonstrate that...” or “This paper argues that...” In terms of organization, say something like, “For this purpose, I have divided this paper into three parts. Part one illustrates...” The purpose of the thesis is to establish your interpretation of a book, or a collection of books, sources, and other documents. Summarize what you intend to say in the paper and how you intend to set up your paper to most effectively say it. A lucidly articulated thesis and organizational statement strengthen the basic nature of your argument and paper.
4. Body: The body of the paper should be divided according to the organization you described in the thesis; be sure to stick to the organization you outlined in the thesis or the logic of your argument, not to mention the paper’s basic coherence, will be lost. Cite evidence from the source material that best supports the main points of your argument. In this course, parenthetical references following quotations are sufficient. Ideas drawn from lectures, discussions, and textbooks do not need to be cited; but if you consult them, you should include them in the paper’s bibliography. Of course, if you quote from a textbook or borrow an original idea, you should cite it. A proper bibliography can be found in *The Chicago Manual of Style*. Examples of book references:

Bibliography:

Cooper, Frederick. *Colonialism in Question: Theory, Knowledge, History*. Berkeley: University of California Press, 2005.

Footnotes or endnotes:

Frederick Cooper, *Colonialism in Question: Theory, Knowledge, History* (Berkeley: University of California Press, 2005).

5. Conclusion: Restate your thesis and summarize your argument. For example, “In this paper I have shown...” This is a good chance to go back through your paper and make sure you’ve done what you’ve said you’ve done.

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6. Bibliography: A bibliography should be attached at the end of the paper and list, in the proper form, all of the sources consulted in your paper.
7. Page numbers: should appear on all but the first page of the text.

Montana State University seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the instructor, who will make the necessary arrangements.

Some of the readings, lectures, films, or presentations in this course may include material that may conflict with the core beliefs of some students. Please review the syllabus carefully to see if the course is one you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience.