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Office Hours: By appointment, Wilson Hall
Lecture: Tuesday and Thursday 8-9:15 A.M. WIL 1143

HSTR 322-01 19th Century Europe

General Introduction

This course examines the history of British Isles 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* (on reserve at Renne Library)
Joseph Conrad, *Heart of Darkness*
Thomas Seltzer, *Best Russian Short Stories: The Uncensored Edition*
Barbara Tuchman, *The Proud Tower* (on reserve at Renne Library)

** If you prefer to purchase your own copies of *Slumming* and *The Proud Tower*:

Seth Koven, *Slumming* ISBN: 9-780- 691-128009 (Princeton: Princeton University Press, 2004), 399 pp. including index.

Barbara Tuchman, *The Proud Tower* ISBN: 9-780-345-40501-2 (New York: Ballantine Books, 1962), 528 pp. including index.

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.
- 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 six additional books, aside from the textbook. You will be expected to read all six books for class discussion and quizzes (20% - 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.*

Lecture Schedule

WEEK ONE: *Getting Started and The End of the "Old Order"*
8/26 Introduction
8/28 European Society in the late 18th century: Enlightenment /
 Constitutionalism vs. Absolutism
 (Rapport, Chapter 1)

- WEEK TWO: *The French Revolution*
9/2 The Origins of the French Revolution
9/4 The French Revolution
(Rappport, Chapters 2 and 3)
- WEEK THREE: *New Wealth and Social Discontent*
9/9 Industrialization and Urbanization
9/11 Utopian Socialism and Marxism
(Rappport, Chapter 5)
- WEEK FOUR: *Clash of Consciousness*
9/16 Quiz and Conversation regarding Marx and Engels' *The Communist Manifesto*
9/18 Group 1: Romanticism
- WEEK FIVE: *Middle Class (Bourgeois) Culture*
9/23 Liberalism / "Cult of Domesticity"
9/25 Group 2: Jeremy Bentham and John Stuart Mill
(Rappport, Chapters 7 and 13)
- WEEK SIX: *Mid-Term Week*
9/30 Mid-Term Review
10/2 **MID-TERM EXAM**
- WEEK SEVEN: *Europe Overseas and Slavery*
10/7 Early Empire / Slavery
10/9 Conversation regarding Hochschild's *Bury the Chains*
*** PAPERS DUE IN CLASS***
(Rappport, Chapter 6)
- WEEK EIGHT: *Human Rights and 1848*
10/14 Film: *Amazing Grace*
10/16 "Springtime of Peoples"
(Rappport, Chapter 8 and 9)
- WEEK NINE: *Nation Building and Imperialism*
10/21 Group 3: Otto Von Bismarck and Giuseppe Garibaldi
10/23 The New Imperialism
(Rappport, Chapters 10,15, 17)

- WEEK TEN: *Imperialism – Cont'd and Modernity*
10/28 Quiz and Conversation regarding Conrad's *Heart of Darkness*
10/30 Modernity / Urban Voyeurism
(Rappport, Chapters 12 and 13)
- WEEK ELEVEN: *New Models of Self*
11/4 *No Class* (Election Day)
11/6 Group 4: Oscar Wilde
(Rappport, Chapter 14)
- WEEK TWELVE: *City Life*
11/11 *No Class* (Veteran's Day)
11/13 Quiz and Conversation regarding Koven's *Slumming*
- WEEK THIRTEEN: *The Moribund East*
11/18 Russian Revolution
11/20 Group 5: Reading and Discussion of *Russian Short Stories*
(Rappport, Chapter 16)
- WEEK FOURTEEN: *End of Innocence*
11/25 Film: *The Fall of the Romanovs*
11/27 *No Class* (Thanksgiving Holiday)
- WEEK FIFTEEN: *Conflagration*
12/2 European Society and World War One
12/4 Quiz and Conversation regarding Tuchman's *The Proud Tower* / Final Exam Review
(Rappport, Chapter 18)

Final Examination:

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

PAPER ASSIGNMENT

Due: 10/9 in class

Adam Hochschild's *Bury the Chains* recounts the story of the struggle for abolition in the British Empire. The author concentrates his study on the period between the 1780s through eventual emancipation throughout British possessions in 1838.

The narrative details the efforts of twelve men (and those they inspired) to work towards the abolition of the slave trade. During this time, both houses of Parliament opposed ending the lucrative trade. It was not until Parliament itself was reformed in the early 1830s that the necessary legislation could be passed, reflecting a British culture that was increasingly anti-slavery in nature.

Your paper should address the following questions:

1. What were the political, economic, and religious beliefs maintained by the British who supported the slave trade and slavery?
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,” successful at ending the slave trade in the period?

Your paper should be seven 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.