

# **Making the Modern World: Europe in the 19<sup>th</sup> Century**

HIS 270-01, Fall 2020

Tues/Thurs 12:50-2:35

<http://makingthemodernworldf20.theleahgoldman.com/>

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Office Hours: Weds 10-12, Thurs 2:45-3:45 *\*All office hours meetings will take place on Zoom*

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## **Course Description**

This course explores the history of Europe in the long 19<sup>th</sup> century, from the French Revolution to the eve of WWI. This extraordinary century witnessed fundamental change across the European continent. From the rise of mass politics to new patterns of labor and consumption to major scientific advances, Europe in the 19<sup>th</sup> century was forced to substantially rethink its identity. Activists challenged accepted norms of class, gender, citizenship, and nation, while imperialism brought issues of race and “civilization” to the fore. Philosophers, scientists, and artists sought in different ways to define the human condition and discover underlying truths about what makes us who we are. The Europe that emerged from this turmoil was more recognizable to us than that of the preceding Age of Absolutism. Yet, as the subsequent century has demonstrated, Europeans were, and still are, no closer to agreeing on a unified identity and ideals. By exploring the conflicts, triumphs, and tragedies of the 19<sup>th</sup> century, we will develop our knowledge of Europe past and present and gain a deeper understanding of the issues that continue to shape Europe and the global space today.

## **Course Requirements**

**Modality:** We are using the **hybrid model** this semester. I will pre-record weekly lectures for you to **watch online** on your own time. (I recommend you watch them at the start of the week, to contextualize your other reading.) On **TUESDAYS** we will meet **face to face** in our classroom. On **THURSDAYS** we will meet **online via Zoom**. This will probably not be comfortable at first, but we will work together to get it right. If we have to shift to remote learning at some point, this will help us make a smoother transition. I’m new at this, too! Please feel free to share your thoughts on how it’s going and how we can improve.

**Attendance:** Because of the COVID-19 pandemic, I do not want anyone to feel pressured to come to class if they are unwell! We are going to use the honor system this semester. I will take attendance, but I won’t count it against you if you are absent. This is a discussion-based class, and it will work best if everyone attends as often as they can. If you miss a day, you can make up for it by writing an additional short post on the blog. If you are too ill to do that, please email me when you are able, and we will find a solution. Our number one priority this semester is taking care of ourselves and each other. In that spirit, I have two special requirements:

- When we meet face to face, **you must wear a mask**
- When we meet online, **you must keep your camera on**

Let’s think like a community, so we can have as safe and fulfilling an experience possible.

**Participation:** Whether we are meeting face to face or online, everyone must contribute to the discussion. You should do the reading before class on the day it is assigned and be prepared to discuss it. Bring the assigned materials with you, along with your notes. Even more important, bring your thoughts, ideas, and questions, and be prepared to share them with your colleagues. If you feel anxious about speaking in front of a group, please contact me during the first week so we can work out a plan for your success. All comments must be respectful, constructive, and to the point. Ad hominem attacks and rambling digressions have no place in my classroom.

**Blog Posts:** Starting in Week 2, the class will work together to create a blog, which will help shape our intellectual journey. There are two types of posts you can make. A **conversation starter** is a new post. It should be at least one paragraph long, include a properly cited quotation from one of the sources, and pose a discussion question (one that requires analysis, not a yes/no question). A **response** is a nested post that you write in the “Comment” box under an existing post. It should be at least three sentences long and respond to the post in a substantive way. You may give an answer, pose a related question, disagree, share a meme, etc.

**You must post on the blog for every class!** You must post EIGHT conversation starters over the semester. When you do not write a conversation starter, you should write a response.

- Conversation Starters are due at 10pm the night before each class. Responses may be posted before class or up to 24 hours after class.
- If you had to miss class and want to make up points: You can write one extra response, but you must respond to someone else’s thread.

**Discussion Leadership:** Starting in Week 3, each student will take **two turns** leading our discussion. You should plan to use the blog to get things started. You may use your own post or anyone else’s that you find interesting. It is a good idea to come up with 2-3 additional questions to keep the conversation going.

**Midterm Project:** To build your historical skills, for your midterm you will write a **1500-word primary source analysis**. Your task is to closely engage with and analyze a primary source of your choosing from anywhere on our syllabus, place it in its historical context, and use it as the basis for making a unique historical argument.

**Final Paper:** For your final project, you will write a **2500-word** analytical paper. You will make historical argument using primary sources we have read and discussed as evidence for your claim. I will give you several topics to choose from. You may also create our own topic, but you must get my approval before you start writing. You are not required to do any outside research. As part of this assignment, you must meet with me in advance to discuss your **thesis statement and abstract**. This assignment has three steps:

- 1) Thesis Statement and Abstract Meeting (Week 10)
- 2) Rough Draft + Peer Critique (Week 12)
- 3) Final Draft (Finals Week)

We will go over each of these steps in more detail when we get closer to them.

**Academic Integrity:** My policy on **plagiarism** is simple: **Don’t do it!** Plagiarism is a very serious offence, which can destroy your academic career and professional prospects. If you plagiarize, rest assured that I will catch you, and **you will automatically fail my class**. In addition, W&J upholds academic honesty in the College community by pursuing cases of

academic misconduct. Please read the College's Academic Honesty Policy here: <https://wiki.washjeff.edu/display/CATALOG2018/Academic+Honesty+Policy> . You are responsible for abiding by this policy. If you have any questions about what constitutes plagiarism or about the Academic Honesty Policy, please talk to me before your work is due!

**Resources for Student Success:** This is a challenging course, and I highly recommend that you make use of the many helpful resources available to you on campus:

- **PAL (Peer Assisted Learning) Tutors**, located on the ground floor of Alex Hall, can help you with all stages of the writing process. You don't need to make an appointment. Just drop by Sunday -Thursday, 7-9pm. You can check their schedule and other information here: <https://www.washjeff.edu/pal>
- **Information and Technology Services** can help you with hardware, software, and more. Visit the Help Desk in Technology Center Room 121 and learn more here: <https://wiki.washjeff.edu/display/IT/Information+and+Technology+Services>
- **Clark Library** can help you with books, information, research help, and more. We will also spend one day of class familiarizing ourselves with library resources.
- **Office of International Student Initiatives** provides a variety of support services for international students: <https://www.washjeff.edu/international-student-services>
- **Office of Diversity & Leadership Initiatives** offers programs that work to strengthen cultural awareness, diversity education, and leadership development: <https://www.washjeff.edu/diversity>

### **Grading**

Participation	10%
Blog Posts	15%
Discussion Leadership	15%
Primary Source Analysis	25%
Final Paper	35% (5% Thesis statement and Abstract, 10% Rough draft + Peer critique, 20% Final draft)

### **Course Policies**

**Office Hours:** I welcome you drop in on my virtual office hours to discuss our class! I will be on Zoom Wednesdays 10-12 and Thursdays 2:45-3:45 unless otherwise noted. If you know you want to talk with me, you can make an appointment; otherwise, just drop in. If you have a conflict with my regular office hours, we can make an appointment for a different time.

**Email:** Please feel free to email me any time with questions about the class or to schedule an appointment for office hours. I will respond within 24 hours. You must SIGN your email with your name. I won't write back if I can't figure out who you are. In the professional world, you will be expected to communicate via formal emails, so this is good practice for the future. **You are responsible for checking your W&J email at least once per day.** Email is my only way to communicate with you outside of class, and I need to be able to reach you.

**Technology:** On face to face days, you may bring computers or tablets to class for taking notes and viewing pdfs. If you fool around online instead of paying attention, you are only failing yourself. It's up to you to take responsibility for your own learning process. However, if you use your device to distract your colleagues, I will make you to put it away for the rest of class.

On Zoom days, **you must keep your camera on**. Nonverbal cues are a big part of how people communicate, so we need to be able to see each other.

I will be recording our meetings to promote equity of access. These videos AND the prerecorded lectures will be shared in a way that is password protected. They are *only for use of students enrolled in this class*. You may not post them online or share them with anyone else. Violating this policy will be treated as a break of W&J's Academic Honesty Policy (see above).

**Cell Phones**: Turn them off or set them to vibrate. Please do not take a call unless it is an emergency. If you must do so, leave the room quickly and quietly. You may not use your cell phone for course work. You may not use your phone for any reason in office hours.

**Student Support and Accommodations**: To serve our mission to promote academic excellence, W&J is committed to providing appropriate accommodations for students with documented physical, learning, and psychological disabilities. The College's goal is to make its programs and facilities available to all students so that students with disabilities can be integrated as completely as possible into the W&J community. Ensuring equal access for all students is a collaborative effort between the Director for Academic Success, students, and faculty. All participants have a role in making education accessible. It is your responsibility to self-identify to the Director for Academic Success as early as possible when accommodations, academic adjustments, and/or auxiliary aids are services are needed and to seek information, counsel, and assistance as necessary. Once I have been informed of your approved accommodations, it is my responsibility to provide them in a timely manner. Please help me help you by letting me know about any documented disabilities as early as possible in the semester. For more information about how to obtain documentation, please contact the Director for Academic Success Richard Barber by email at [rbarber@washjeff.edu](mailto:rbarber@washjeff.edu), by phone at 724-223-6008, or on the ground floor of Clark Library. You can find more information here: <http://wiki.washjeff.edu/display/disabilitysupport>

**Notice of Nondiscrimination**: W&J does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, gender expression, or any other basis prohibited by applicable federal, state, and local laws, and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws. W&J is committed to creating an environment in which every student feels safe and empowered to learn, and I, too, am strongly committed to this goal. That doesn't mean we won't argue with each other in this class, sometimes intensely. We will do so often! But we will do so respectfully. To ensure that respect, I reserve the right to intervene as I deem necessary, while doing my utmost to safeguard your right to free speech. If something happens in class that upsets you or makes you feel unsafe, *please* come talk to me about it, or if you prefer, leave an anonymous note on my office door.

## **Course Materials**

The following books are required for HIS 270-01 and are available for purchase or rental at the W&J Bookstore. You are welcome to purchase or rent your books elsewhere, but you are responsible for ensuring you have the **correct edition**. You can also find reserve copies in the Library. Shorter readings, links to **eBook** versions of required texts, and all other materials are available to you on the blog. Always bring the text under discussion to class.

Robin W. Winks and Joan Neuberger, *Europe and the Making of Modernity, 1815-1914*. Oxford: Oxford University Press, 2005. ISBN 9780195156225

Friedrich Engels, *The Condition of the Working Class in England*. Oxford: Oxford University Press, 2009. ISBN 9780199555888

Chinua Achebe, *Things Fall Apart*. Penguin Books, 2006. ISBN 9780141023380

## **Course Schedule**

### **Week 1: The French Revolution**

Aug. 25: Introduction to 19<sup>th</sup> century Europe

Aug. 27: *Europe and the Making of Modernity*, Introduction

French National Assembly, "Declaration of the Rights of Man and Citizen," *Readings in Western Civilization*, v. 7, pp. 236-237

Olympe de Gouges, "Declaration of the Rights of Woman," *Readings in Western Civilization*, v.7, pp. 261-268

Free Citizens of Color, "Address to the National Assembly (Sept 1789)," *Slave Revolt in the Caribbean*, pp. 67-70

"Haitian Declaration of Independence (1804)," *Slave Revolt in the Caribbean*, pp. 188-191

### **Week 2: Conservatism and Romanticism**

Sept. 1: *Europe and the Making of Modernity*, chapter 1

Prince Klemens von Metternich, "Political Confession of Faith"

"Statute of the Union of Welfare," *Imperial Russia Sourcebook*, pp.162-167

Sept. 3: *Europe and the Making of Modernity*, chapter 2

E.T.A. Hoffmann, "The Sandman," *The Best Tales of Hoffman*, pp. 183-214

Romanticism Slide Show

### **Week 3: Industrialization**

Sept. 8: *Europe and the Making of Modernity*, chapter 3

Friedrich Engels, *Condition of the Working Class in England*, pp. 9-11, 15-31, 36-39

Sept. 10: Friedrich Engels, *Condition of the Working Class in England*, pp. 57-66, 85-100, 106-115, 127-135

### **Week 4: Societal Challenges**

Sept. 15: Mary Wollstonecraft, *Vindication of the Rights of Woman*, chapters 2 and 9

"Documents on the Status of German Jewry," *Readings in Western Civilization* v.8, pp. 154-158

Sept. 17: *Europe and the Making of Modernity*, chapter 4

Flora Tristan, "The Workers' Union," *Readings in Western Civilization* v. 8, pp.188-201

Sarah Stickney Ellis, "Characteristics of the Women of England," *Making of the West Sourcebook*, pp. 154-157

### **Week 5: Liberalism**

Sept. 22: *Europe and the Making of Modernity*, chapter 5

John Stuart Mill, "Chapter 4: The Limits of the Authority of Society over the Individual," *On Liberty*, pp. 85-105

Sept. 24: John Stuart Mill, "Chapter 2: On the Liberty of Thought and Discussion," *On Liberty*, pp. 22-63

### **Week 6: Socialism**

Sept. 29: Karl Marx and Friedrich Engels, *The Communist Manifesto*

Oct. 1: **Mid-Semester Check In Day**

### **Week 7: The Springtime of Nations**

Oct. 6: Alexis de Tocqueville, *Recollections: The French Revolution of 1848*, Part One, chapters 3-5; Part Two, chapters 1-2

Oct. 8: *Europe and the Making of Modernity*, chapter 6

Heinrich von Gagern, "Speech to the Frankfurt National Assembly on German Unity," *Readings in Western Civilization v. 8*, pp. 269-279

Lajos Kossuth, "Address by the Hungarian Parliament and Demands of the Hungarian People," *Making of the West Sourcebook*, pp. 419-421

Sándor Petöfi, "The National Song of Hungary"

**\*Midterm Primary Source Analysis DUE at 10pm on Sunday, October 11\***

### **Week 8: The Nation-State Ascendant**

Oct. 13: Ernest Renan, "What Is A Nation?," *Becoming National*, pp. 42-55

Theodor Herzl, "The Jewish State," *Readings in Western Civilization v. 8*, pp. 483-492

Karl and Viktor Lischka, eds., "The Pan-German ABC"

Otto von Bismarck, "Speech on the Law for Workmen's Compensation," *Readings in Western Civilization v.8*, pp. 419-425

Oct. 15: *Europe and the Making of Modernity*, chapter 7

Giuseppe Mazzini, "Duties to Country," *Readings in Western Civilization v.8*, pp. 282-287

### **Week 9: The Human Animal**

Oct. 20: *Europe and the Making of Modernity*, chapter 8

Charles Darwin, "Natural Selection (*The Origin of the Species*)," *The Darwin Reader*, pp. 101-116

Realism and Impressionism Slide Show

Oct. 22: Emile Zola, *The Ladies' Paradise*, chapter 3-4

**\*Final Paper Thesis Statement and Abstract DUE at 10pm on Sunday, October 25\***

**Paper Topics Meetings this week**

### **Week 10: Imperialism**

Oct. 27: *Europe and the Making of Modernity*, chapter 9  
Chinua Achebe, *Things Fall Apart*, chapters 1-2, 14-15

Oct. 29: Chinua Achebe, *Things Fall Apart*, chapters 16-25

### **Week 11: Modernity and Its Discontents**

Nov. 3: Vera Figner, *Memoirs of a Revolutionist*, pp. 68-76, 93-119  
Rosa Luxemburg, "Mass Strike, Party, and Trade Union," *Readings in Western Civilization v. 8*, pp. 519-538

Nov. 5: **No class**—work on your rough drafts!

**\*Rough Drafts DUE at 10pm on Sunday, Nov. 8\***

### **Week 12: Modernity and Its Discontents, Continued**

Nov. 10: Rough Draft Peer Critique

Nov. 12: *Europe and the Making of Modernity*, chapter 10  
Sigmund Freud, "The Interpretation of Dreams," *The Freud Reader*, pp. 129-142

### **Week 13: Tensions on the Rise**

Nov. 17: *Europe and the Making of Modernity*, chapter 11  
Emile Zola, "J'accuse!," *Making of the West Sourcebook*, pp. 210-214  
Emmeline Pankhurst, "Speech from the Dock," *Making of the West Sourcebook*, pp. 469-472

Nov. 19: "Futurist Manifestos," *Readings in Western Civilization v. 9*, pp. 6-15  
Franz Kafka, "The Judgment," *The Complete Stories*, pp. 77-89  
Modernism Slide Show  
Arnold Schoenberg, *Five Pieces for Orchestra*

### **Week 14**

Nov. 24: Final Paper roundtable discussion

**\*Final Papers due at 10pm, Wednesday, December 2\***  
**Good luck!!!**