The European nineteenth century (1789-1914) began with a blaze that gave birth to the modern world. The events that unfolded on that continent influenced all others. We cannot hope to understand the world within which we live—or its history—without firm grounding in the history of the “long” nineteenth century with Europe at its center. This graduate seminar examines the dynamic changes that occurred in politics, economics, culture, social structure, gender and sexual relations, and Europe’s relationship to the rest of the world. We will begin the course with a study of the French Revolution, focusing on its history and historiographical debates. We will then turn to the industrial revolution, with particular focus on the formation of new social classes and the influence of Marx and Marxist thought. Within the framework of political, cultural, and economic transformations, we will examine gender and sexuality which, in turn, had an intricate relationship with the revolution that occurred in consumerism. Culture—literature, art, and other forms of visual culture—also underwent fundamental transformation in this century, giving birth to new forms of entertainment and ways of seeing and consuming. Finally, political, cultural and economic revolution created the new nation-states, nationalism, and imperialism all of which created the context for the catastrophe world war that ended the nineteenth century and shaped our contemporary world.

Goals of the course:
This course is designed to give students of nineteenth-century European history a clear sense of the developments in literature around new questions, problems, and historical debates. For history students, it will help prepare for field examinations in nineteenth century history; it will also strengthen and broaden the knowledge of students in other disciplines working on the period. The primary goal of this course is to prepare students for Ph.D. qualifying examinations and dissertation research, as well as to prepare them for pre-and post-doctoral undergraduate teaching. Because this course seeks broad coverage as well as depth of understanding in certain topics, I will loan to each student one or more textbook to supplement weekly readings.

Course Requirements and Grading
Review essays: (3-5 pages) You will be required to submit two book reviews on the assigned reading over the course of the semester, each due Monday before the class meeting, and distributed to members of the class either by e-mail or on Blackboard. Fuller instructions for what is expected of these reviews will be forthcoming.

20-30 minute lectures on a major historical event: Each student will be responsible for one 20-30 minute oral presentation, based on a text book, of major points about a specific historical event or period relevant to the week’s discussion. Power point and visual aids are encouraged, but not mandatory. Textbooks will be distributed for this purpose.

Class participation. Each student is responsible for well-informed, substantive, and thoughtful participation in class discussion every week. For each class session, you will be responsible for summarizing the major points of the week’s assigned reading, and preparing discussion questions. Each student will also be asked over the course of the semester to take responsibility for leading the class discussion at least two times. Leading the discussion means responding to, directing, and synthesizing comments through the duration of the class meeting.

Final Paper: (20 pages) This paper will be based on one event, theme, or period in nineteenth-century European history and will be an analysis of secondary sources (books or articles) or an analysis of primary sources about a specific topic (but in this case, not a research paper based on primary sources). You are strongly encouraged to use the recommended readings on this syllabus to write a paper related to one or more of the weekly topics. At the same time, the subject for this assignment is intentionally wide open to suit individual interests, methodological approaches, and research emphases. The topic must be directly related to material covered in the course. We will discuss in further detail the content and methodological approach, as well as possible topics for this paper in class. A prospectus and annotated bibliography will be due on October 13 in class. You will be expected to make weekly progress on this paper in close consultation with me. A draft of the paper must be submitted to the whole class by email (or posted on Blackboard) no later than November 24, for the final class meeting on December 2. The final paper will be due Thursday, December 10.

Grading: The final grade will be based on the following:
Presentation(s) and performance in class: 30%
3-5 page review essays (30%)
Final Paper: (40%)

Required Reading:
In addition to a basic text book that will be lent to each student, the following books are or will be available the university bookstore:

Jeremy Popkin, A Short History of the French Revolution
Suzanne Desan, The Family on Trial in Revolutionary France
David Bell, The First Total War: Napoleon’s Europe and the Birth of Warfare as We Know It
Anna Clark, The Struggle for the Breeches
Lenore Davidoff and Catherine Hall, Family Fortunes
Karl Marx and Frederick Engels, with John E. Toews, *The Communist Manifesto with Related Documents* (Bedford St. Martins)
Wolfgang Schivelbusch, *The Railway Journey: The Industrialization of Time and Space*
Michel Foucault, *Discipline and Punish: the Birth of the Prison*
T.J. Clark, *The Painting of Modern Life: Paris in the Art of Manet and His Followers*
Carl Schorske, *Fin-de-Siècle Vienna: Politics and Culture*
Laura Engelstein, *The Keys to Happiness Sex and the Search for Modernity*
Deborah Cohen, *Household Gods: The British and Their Possessions*
Andrew Zimmerman, *Anthropology and Antihumanism in Imperial Germany*
Isabell Hull, *Absolute Destruction: Military Culture and the Practices of War in Imperial Germany*

The following articles or book chapters are or will be available on JSTOR, Blackboard, or electronic reserves (ARES); they will be marked by an asterisk in the weekly readings:

Joan Scott, “Gender: A Useful Category of Historical Analysis”
------, “On Language, Gender and Working-Class History”
David Kuchta, “The Making of the Self-Made Man”
E.P. Thompson, “The Poverty of Theory”
E.P. Thompson, “Time, Work-Discipline, and Industrial Capitalism”
Vanessa Schwartz, “The Musée Grevin: Museum and Newspaper in One”
Mary Louise Roberts, “Gender, Consumption and Commodity Culture”
Homi Bhabha, “Of Mimicry and Man: The Ambivalence of Colonial Discourse”
Weekly Schedule
(assignments and schedule are subject to revision)

Week 1, August 25: Introduction and Overview

Week 2, September 1: The French Revolution

Required Reading: Relevant chapter in textbooks
Jeremy Popkin, A Short History of the French Revolution
Suzanne Desan, The Family on Trial in Revolutionary France

Recommended Reading:
Keith Baker, Inventing the French Revolution
Richard Cobb, The Police and the People (1972)
_____, Oxford History of the French Revolution
Dena Goodman, ed. Marie Antoinette: Writings on the Body of a Queen
Lynn Hunt, Politics, Culture, and Class in the French Revolution
_____ Family Romance and the French Revolution
Joan B. Landes, Women and the Public Sphere in the Age of the French Revolution (Cornell, 1988)
Georges Lefebvre, The Coming of the French Revolution (Princeton, 1947)
Sarah Maza, Private Lives and Public Affairs
R.R. Palmer, Twelve Who Ruled: The Year of the Terror in the French Revolution
Sara E. Melzer and Leslie W. Rabine, Rebel Daughters: Women and the French Revolution
Donald Sutherland, France, 1789-1815: Revolution and Counterrevolution (Oxford, 1986)
Timothy Tackett, When the King Took Flight (2003)
Charles Tilly, The Vendée (Harvard, 1964)
Alexis de Toqueville, The Old Regime and the French Revolution

Week 3, September 8: The French Revolution and its Broader Repercussions

Required Reading: David Bell, The First Total War: Napoleon’s Europe and the Birth of Warfare as We Know It.
Relevant textbook chapters on the era of Restoration, 1815-1848

Recommended Reading:
Philip G. Dwyer, *Napoleon and Europe*

Haitian Revolution:
___Avengers of the New World: the Story of the Haitian Revolution* (Belknap, 2005)

Restoration:

**Week 4, September 15: Gender and the Working Class in the era of Industrialization**

*Required Reading:* Relevant textbook chapters on the industrialization and its social impacts
Anna Clark, *The Struggle for the Breeches*

*Joan Scott, “Gender: A Useful Category of Historical Analysis” and *“On Language, Gender and Working-Class History.”*

*Recommended Reading:*
Friedrich Engels, *The Condition of the Working Class in England*

**Week 5, September 22: Making the Modern Family**

*Required Reading:* Davidoff and Hall, *Family Fortunes*

Recommended Reading:
Benjamin Maria Baader, Gender, Judaism and Bourgeois Culture in Germany: 1800-1870 (Indiana, 2006)
David Blackbourn and Richard Evans, eds., The German Bourgeoisie: Essays on the Social History of the German Middle Class from the Late Eighteenth Century to the Early Twentieth Century (London: Routledge, 1991)
David Blackbourn, Marpingen: Apparitions of the Virgin Mary in Nineteenth-Century Germany (New York: Knopf, 1994)
John Brewer and Roy Porter eds., Consumption and the World of Goods (Routledge, 1993)
Michael Gross, The War against Catholicism: Liberalism and the Anti-Catholic Imagination in Nineteenth-Century Germany (Michigan, 2005)
Marion Kaplan, The Making of the Jewish Middle Class: Women, Family and Identity in Imperial Germany (Oxford, 1991)
Mary Poovey, Uneven Developments: The Ideological Work of Gender in Mid-victorian England (U. of Chicago, 1988)
Peter Stansky, ed., The Victorian Revolution: Government and Society in Victoria’s Britain
Dror Wahrman, Imagining the Middle Class: The Political Representation of Class in Britain, 1780-1840 (Cambridge, 1995)

Week 6, September 29: Marx, Engels, and the Birth of Marxist Theory

Required Reading: Relevant text book chapters on the Revolutions of 1848
Karl Marx and Frederick Engels, with John E. Toews, The Communist Manifesto with Related Documents (Bedford St. Martins)
*E.P. Thompson, “The Poverty of Theory”

Recommended Reading:
David McLellan, Karl Marx: His Life and Thought
____, Making History: Writings on History and Culture (New Press, 1994)
Michael Brock, *The Great Reform Act*
Pamela M. Pilbeam, *The Middle Classes In Europe, 1789-1914: France, Germany, Italy and Russia* (1990)

**Week 7, October 6:** Nationalism and Nation Building

*Required Reading:* Relevant text book chapters on nation building, 1851-1870

*Recommended Reading:*


**Week 8, October 13:** New Dimensions of Time and Space and Their Impact on Human Sensibilities in the Nineteenth Century
**Required Reading:** Relevant textbook chapters on the second industrial revolution
Wolfgang Schivelbusch, *The Railway Journey: The Industrialization of Time and Space*

**Recommended Reading:**

**Week 9, October 20:** **Disciplining the Nineteenth-Century Citizen**
**Required Reading:** Michel Foucault, *Discipline and Punish: the Birth of the Prison*

**Recommended Reading:**
Susanna Barrows, *Distorting Mirrors. Visions of the Crowd in Late Nineteenth-Century France*
Patrick Brantlinger, *Bread and Circuses. Theories of Mass Culture as Social Decay*
Daniel Pick, *Faces of Degeneration*

**Week 10, October 27:** **Modernism and Art: the Social and Cultural Contexts of The Visual**
Required Reading: T.J. Clark, *The Painting of Modern Life: Paris in the Art of Manet and His Followers*

*Vanessa Schwartz, “The Musée Grevin: Museum and Newspaper in One”*

Recommended Reading:
Leo Charney and Vanessa Schwartz, eds., *Cinema and the Invention of Modern Life* (U.C. Press, 1995)

**Week 11, November 3: The Modern Cities and the Built Environment**

Required Reading: Carl Schorske, *Fin-de-Siècle Vienna: Politics and Culture*

Recommended Reading:
Steven Beller ed., *Rethinking Vienna 1900* (Berghahn, 2001)
Suzanne Marchand and David Lindenfeld eds., *Germany at the Fin de Siècle: Culture, Politics and Ideas* (LSU, 2004)

**Week 12, November 10: Sexuality and Modernism**

Required Reading: Laura Engelstein, *The Keys to Happiness Sex and the Search for Modernity*

Recommended Reading:
____, *Sexual Anarchy: Gender and Culture at the Fin de Siecle* (Virago Press, 1992)
Michael Stanislawski, *Zionism and the Fin de Siècle: from Nordau to Jabotinsky* (University of California, 2001)
____, *Tsar Nicholas I and the Jews: The Transformation of Jewish Society in Russia* (JPS, 1983)

**Week 13, November 17: The Culture of Consumption**

*Required Reading:* Deborah Cohen, *Household Gods: The British and Their Possessions*  
* * Mary Louise Roberts, “Gender, Consumption and Commodity Culture (review essay),” AHR 103 (June 1998): 817-844

*Recommended Reading:*
Lori Anne Loeb, *Consuming Angels: Advertising and Victorian Women* (New York, 1994)
Thomas Richards, *Commodity Culture of Victorian England: Advertising and Spectacle, 1851-1914*

**Week 14, November 24: Imperialism, Anthropology, and the Challenge to Humanism**

*Required Reading:* Textbook chapters on imperialism after 1870
Andrew Zimmerman, *Anthropology and Antihumanism in Imperial Germany*

Recommended Reading:
_____., *Prostitution, Race and Politics: Policing Venereal Disease in the British Empire* (New York: Routledge, 2002)
Anne McClintock, *Imperial Leather: Race, Gender and Sexuality in the Colonial Context* (Routledge, 1995)
Anne Stoler, *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule* (California, 2002)
_____., ed., *Tensions of Empire: Colonial Cultures in a Bourgeois World*

**Week 15, December 1:**
*Required Reading:* Textbook chapters on the background to World War I
Isabell Hull, *Absolute Destruction: Military Culture and the Practices of War in Imperial Germany*

*Recommended Reading:*
Sara Friedrichsmeyer, Sara Lennox and Susanne Zantop eds., *The Imperialist Imagination: German Colonialism and Its Legacy* (Michigan, 1998)
Paul Lerner, *Hysterical Men: War, Psychiatry, and the Politics of Trauma in Germany, 1890-1930* (Cornell, 2003)
Lora Wildenthal, *German Women for Empire, 1884-1945* (Duke, 2001)
Susanne Zantop, *Colonial Fantasies: Conquest, Family and Nation in Pre-Colonial Germany* (Duke, 1997)