



A LONG CENTURY

The Historiography of Nineteenth Century Europe

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3:30-4:30 (or by appt.)

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Place: Marcell 121

Time: M/W 2-3:20

The great historian Eric Hobsbawm refers to a “long nineteenth-century” that began with the French Revolution and extended until the catastrophe of World War I. During that period, Europe experienced profound transformations that included massive industrialization, the development of modern nationalisms, evolving ideas about race and gender, the growth of class identities, and an insatiable hunger for

empire—to say nothing of improved transportation, new conceptions of leisure, rising consumer culture, and a revolution in urban aesthetics. This is a class about how historians have sought to make sense of this astounding century. Over the course of the semester, students will read a variety of articles and books that try to make sense of these many transformations. In doing so, they will start to understand the different

branches of historical scholarship, or historiography, that dominate the study of European history. This class is especially recommended for history majors who are planning to write senior theses, but it will be of great interest to anybody who is curious about why our modern world looks and acts as it does.

REQUIRED TEXTS

Alain Corbin, *The Village of the Cannibals: Rage and Murder in France, 1870* (Harvard University Press, 1992)

Norman J. Wilson, *History in Crisis? Recent Directions in Historiography*, Second Edition (Pearson, 2005)

George L. Mosse, *Toward the Final Solution: A History of European Racism* (University of Wisconsin Press, 1985)

RECOMMENDED TEXTS

Those students interested in consulting a textbook for help contextualizing course topics may wish to acquire one or more of the following surveys:

Leo A. Loubère, *Nineteenth-Century Europe: The Revolution of Life* (Prentice-Hall, 1990)

Eric Hobsbawm, *The Age of Revolution: 1789-1848* (Vintage, 1996)

---, *The Age of Capital: 1848-1875* (Vintage, 1996)

---, *The Age of Empire: 1875-1914* (Vintage, 1989)

All history students should own:

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, Sixth Edition (New York and London: Bedford/St. Martin's, 2012)

COURSE GOALS

This course has four primary goals. Over the course of the semester, you will:

1. Develop an ability to critically read and understand historiographical material;
2. Improve critical thinking skills (including the ability to “think historically”);
3. Improve writing skills;
4. Develop an understanding of some of the historical issues that concern scholars of nineteenth-century European history.

Ultimately, this is a class about how historians think, about how they make arguments, about how one should read and understand those arguments, and about some of the various issues and debates that nineteenth century historians are concerned with. It will be a challenging

course, but also one that is rewarding and fun. At the end of the term, you should look at and understand history in a different way than you do now.

With these goals in mind, you will be asked to complete a significant number of secondary readings, co-lead two discussions and present two short oral summaries of the assigned readings, write three short book reviews, and complete a 10-12 page historiographical essay. This class is fundamentally about reading and discussing scholarly work. As such, you will be expected to actively take part in discussions. [*Please notice the brief explanation of what each assignment outlined in this syllabus is designed to accomplish relative to the above goals.*]

BRIEF NOTE ON WORKLOAD: This class will involve more reading than many of you are used to. The reason is not far to see: historians read, they listen, and they write. As a general rule, you should expect to do 2-3 hours of work outside of class for every hour that you spend in class. (This rule applies to all college courses, not just this one—and it is not my rule. You will find it widely repeated.) *Schedule your time accordingly.*

On this same note, while a recent study of higher education arrived at the disturbing finding that most undergraduates in the United States make few intellectual or other gains during their four years of college, students in writing/reading intensive programs (history, English, political science, philosophy, etc.) showed quite the opposite. They learned vital skills, thought more deeply, and showed improvement in both written and oral communication. The study proved that the more reading and writing students do, the more they will improve during their college years. This class certainly embodies the format proven by this study to generate the most positive learning outcomes possible. If you engage the material, you can expect to learn a tremendous amount!

LEADING DISCUSSION AND ORAL PRESENTATIONS

This course is modeled on grad seminars at a top-tier graduate institution (albeit with a significantly reduced work load). As such, you will be expected to play an active role in directing the course itself. This task will involve presenting two short oral presentations and taking a significant role in leading those class sessions during which you give a presentation.

The primary task of your oral presentation (which should be roughly 5-minutes in length) is to refresh everybody's memory about the day's reading while at the same time raising a few significant questions that we should consider during our discussion. You should begin with a brief summary of the reading, focusing especially on major arguments or ideas. Just what exactly is the author telling us? From there, you should provide a short explanation of the strengths and weaknesses of his/her approach. Why are these strengths or weaknesses? Finally, you should begin to navigate us in the direction of a substantive discussion of the work under consideration. Come prepared with questions for the group and be ready to assist me in leading the class.

As just stated, you will assist me in leading the discussion on the day of your presentation. After the presentations are complete, we will begin working through your questions by

considering possible answers from a variety of angles. Together we will work to create a “deep” discussion of the work in question, probing it from as many perspectives as possible. I will also come prepared with a variety of questions that should supplement your own.

As schedules permit, presenters should meet with me either via email or in person to discuss how we will approach each given body of material, to exchange questions, and to consider possible discussion directions that may develop.

ULTIMATE GOAL: *As a result of this assignment, you will improve your reading skills, critical thinking abilities, oral and written communications proficiency, understanding of historiography, and your ability to think historically.*

BOOK/ARTICLE REVIEWS

Scholarly book reviews represent far more than short summaries of a given work and they extend well beyond a simple declaration that a given piece of writing is “good” or “bad.” Instead, scholarly reviews provide a summary of major arguments, concise discussion of source materials and approach, and a critical assessment of the merits of a given work. What makes a book either weak or strong? Why should scholars read (or avoid) a specific book? What, if any, contribution does it make to our understanding of a topic? Done well, book reviews represent a concise critical assessment of a larger piece of scholarship and play an invaluable role in the scholarly enterprise.

They are very difficult to do well. Reviews are short so there is little room for extraneous language. Reviews should be pointed. Don’t leave readers confused. They must provide a concise summary of a work while not getting bogged down in unnecessary detail. Reviews must go straight to the point.

Ernest C. Bolt, Jr., the Samuel Chiles Mitchell-Jacob Billikopf Professor of History at the University of Richmond, offers the following advice to his upper-level undergraduate students and it applies equally well in our class:

1. Tell the reader why the book is worth reading (or not worth reading).
2. Tell the reader the author's purpose (this is usually stated in the preface, introduction, or elsewhere in the early part of the book). Do not get involved in saying what type of book or coverage of the subject *you would have written*.
3. Recognize that thorough reading and comprehension will help produce better results. Reading a scholarly monograph will likely take more time than reading a novel . . .
4. Comment on the methodology used by the author, especially if he/she uses new approaches.
5. Tell the reader whether the book being reviewed is truly outstanding (based on your reaction or the reaction of others), backing up your opinion (or that of others).
6. It is permissible to judge a book as “interesting,” poorly organized, or “helpful,” but in all cases use examples to support your judgment.

7. Telling the reader “I enjoyed the book” or “the book is good” offers very little of substance. But telling the reader about the contributions the author makes, with specific examples, is a useful feature of any review.

8. Always maintain fairness and avoid intemperate personal comments. Readers and scholars alike will differ on many subjects and the way to handle them. In professional circles, authors are frequently given the opportunity to respond to reviewers, especially when the intellectual exchange has become heated and personal.

9. Critical book reviewing often includes a discussion of *bias*. If you believe the author has demonstrated a biased position or viewpoint, it is proper to indicate this. But be sure what you see as bias does not reflect a *bias of your own*. If you have a bias, you must tell the reader, and in either of these situations, this level of analysis should not take much space.

10. We seldom write or see perfect reviews. The critical review is a form of writing by historians (and other scholars) that is unlike any other—essay, book, article, encyclopedia entry, research paper, abstract, etc. Yet it is probably the type of writing most students will do later in life. You may not write book reviews exactly. But you likely will be asked to write clearly, briefly, and critically. You will be expected to focus on what is most important as you engage written documents and as you interact with others in your professional community.

(You can read Professor Bolt’s full comments at:
<https://facultystaff.richmond.edu/~ebolt/History327/writing.html>.)

In this class, you will be required to write three short reviews. They should reflect the following format.

- 1) Include full bibliographic details at the top of your review. Use the following form:
 - a. **Books:** Eric G.E. Zuelow, *Making Ireland Irish: Tourism and National Identity since the Irish Civil War* (Syracuse: Syracuse University Press, 2009). 344 pp.
 - b. **Articles:** Eric G.E. Zuelow, “ ‘Kilts versus Breeches’: The Royal Visit, Tourism, and Scottish National Memory,” *Journeys: The International Journal of Travel and Travel Writing* 7.2 (2006): pp. 33-53.
 - c. **Book Chapters:** Eric G.E. Zuelow, “The Tourism Nexus: The Meanings of Tourism and Identity since the Irish Civil War,” in Mark McCarthy (ed.), *Ireland’s Heritages: Critical Perspectives on Memory and Identity* (Hampshire: Ashgate, 2005), pp. 189-213.
- 2) Reviews should be 600-800 words in length. Use 1-inch margins and double-space your essays.
- 3) Your reviews should engage with books or articles that are *not* part of the assigned readings for this course.
- 4) Each of the works that you review should be scholarly in nature.

- 5) ALL WORK TO BE REVIEWED MUST BE APPROVED BY THE PROFESSOR BEFORE YOU REVIEW IT.
- 6) All three reviews should address a similar theme. You will integrate them into your final paper.
- 7) **REVIEWS ARE DUE ON: October 8, October 29, and November 26.**

***ULTIMATE GOAL:** As a result of this assignment, you will improve your reading and writing abilities, your understanding of historiography, and your ability to think historically.*

HISTORIOGRAPHICAL ESSAY

For our purposes, historiography refers to the collected scholarship about and various approaches to a given historical issue or subject. It follows that historiographical essays provide a survey of the literature on a topic, providing a series of reviews that relate to one another and that collectively assess the state of a given field. You will produce a short historiographical paper as your major term project, making use of the book reviews that you have already written as part of the assignment. Your paper will require that you complete a series of steps.

- 1) Choose a topic in consultation with the professor. **A short 1 or 2 sentence summary of your topic will be due on September 17.**

POSSIBLE SUBJECTS (THIS LIST IS NOT COMPREHENSIVE, NOR IS IT OVERLY SPECIFIC; PLEASE CONSULT WITH PROFESSOR ZUELOW ABOUT OTHER POSSIBLE TOPICS OR ABOUT HOW TO NARROW DOWN ONE OF THOSE LISTED BELOW.)

- Construction of nationalism/invention of traditions
- Transformation of nationalism in the late 19th century
- The “standard of living debate”
- Rise of the panopticon: crime and punishment in the modern era
- Origins of the industrial revolution
- Evolution of social class
- The seaside holiday/rise of tourism
- Unification of Germany
- Unification of Italy
- 1848 revolutions
- Rise of the department store
- European politics after Metternich
- Classical music and national identity
- Philosophy/philosophers in the nineteenth century: Marx, Nietzsche, Mill, etc.
- Long Death of the Ottoman Empire
- The Romantic movement
- The Fenians
- Anti-Semitism and race in the nineteenth century
- The rush to empire
- Affective individualism and the rise of the family
- The Hapsburg empire
- The Second Republic (France)
- Victorian ways of death
- Darwinism and religion
- Impressionism and Post-Impressionism
- Science in the nineteenth century
- The birth of modern terrorism
- Origins or growth of railways

- 2) Create a substantial (10+ sources) working bibliography of titles related to your topic. This bibliography will form the basis of your historiographical essay as well as for your book reviews. The list may include monographs, essays contained in edited collections, or scholarly articles published in peer-reviewed journals. **You must hand in your bibliography on September 24.**
- 3) Although you will not fully read every source on your list, you should nevertheless familiarize yourself with all of them. This task is accomplished by “skimming.” Learning to “skim” effectively is an exceptionally valuable skill. In essence, you should read the introduction and conclusion of the book/article in its entirety. What is the thesis? How does the author propose to structure his/her essay? What evidence does she/he promise to utilize? Then look at subject headings while also reading the first and last sentence of each paragraph. If the paragraph in question seems terribly important, read the entire paragraph. Take notes!
- 4) As you glance through the works in your bibliography, choose those that seem to be most important and read them carefully in their entirety. You will write full reviews of three of these (see above).
- 5) Your final paper should provide an overview of the literature on your topic. What are the major debates? Accepted arguments? Types of evidence used? Approaches adopted? Are there any questions left unanswered?
- 6) Your final essay should be 10 to 12-pages. You must use 12-point Times New Roman font. Margins must be 1-inch on all sides. Use footnotes for all citations (Chicago Manual of Style). Use a coversheet to list your name and paper title; your coversheet will not be included in the 10 to 12-page length of the paper. Carefully copyedit and spell-check your paper; the Learning Assistance Center can help you with this. You may use either British or American grammar/spelling conventions but BE CONSISTANT throughout your paper. [I'll be happy to explain what I mean: ask!!] A lack of consistency will result in a 5-point grade reduction.
- 7) There will be a 5-point reduction for any failure to follow the above style guidelines concerning paper formatting. Papers that are below 10-pages will receive a 10-point reduction for every page below the minimum. Papers that do not correctly use footnotes will receive a 10-point penalty. Essays containing an excessive number of typographical or grammatical errors will receive a 10-point penalty.
- 8) Elements of this assignment that are handed in late will result in a 5-point reduction on your final essay grade. If any element is not handed in, 10-points will be removed from your final essay grade.
- 9) **A complete rough draft of your paper is due in class on November 12th.** You will discuss these with your writing group on November 19th. *I will provide only limited feedback on your drafts, so really make the most of your writing groups.* Your rough

draft will not be graded, however failure to complete one will result in a 20-point grade reduction on your final paper.

10) The final paper is DUE on the last day of class (December 5).

This paper will (probably) be markedly different than other essays you have written at UNE. Fortunately, this entire course will function to prepare you to write it: from our in-class discussions to the completion of your reviews to the various steps listed above. *If you take this course seriously, follow instructions, do the work in a timely manner, seek help when you need it, and carefully adhere to the criteria stipulated in this syllabus, you will do very well.* I'm here to help, so take advantage of office hours or make an appointment to see me whenever you need assistance.

***ULTIMATE GOAL:** As a result of this assignment, you will improve your reading and writing abilities, your understanding of historiography, and your ability to think historically.*

PARTICIPATION/ATTENDANCE

As noted several times above, this is a READING seminar and it is based on critical discussion of the assigned texts. Your attendance, participation, and on-time completion of reading assignments are essential to the success of this course. You cannot learn, nor can you contribute to the group's success, if you are absent or if you have not done the required reading. Taking part is a basic requirement of this course and I expect you to actively participate.

Participation is worth 20% of your overall grade.

***ULTIMATE GOAL:** As a result of this assignment, you will improve your critical thinking and oral communication skills, while deepening your understanding of historiography, historical thought, and European history during the nineteenth century.*

EXTRA CREDIT

There will be several opportunities to earn extra credit during the course of the semester. Your professor will let you know about these in class, so be sure to pay attention.

It is possible to alert you about two such opportunities at this time. Two points (per lecture) are available to students who both attend the Core Connections lectures (at noon in the St. Francis Room on September 12 and November 30) and write a short 1-2 page response paper that both summarizes the talk and explains your reaction to it.

OTHER POLICIES

LATE ASSIGNMENTS

- **All papers must be handed in on the day that they are due. This must be done IN CLASS. No late papers will be accepted.**
- **Papers will not be accepted electronically unless otherwise specified.**

Having said this, if an unforeseen and serious problem arises, please contact me and we will work something out. Please be prepared to provide a doctor's note, obituary, or other paperwork as needed.

CELL PHONES AND OTHER ELECTRONICS

Cellular phones, MP3 players, and other electronic devices (excluding laptops) are distracting to others and are therefore not acceptable in the classroom. *TURN OFF YOUR PHONES WHEN YOU ENTER THE CLASSROOM.* If it becomes a problem, I will confiscate offending devices until the end of the class period.

If you would like to take notes on a laptop, please feel free to do so. *This said, any student seen using their computer for tasks unrelated to this course will be asked to leave and will not be permitted to use a computer during subsequent class meetings.*

DISABILITY ACCOMMODATIONS

Students who require special accommodations for any disability should provide the professor with relevant documentation from the Disability Services Office (DSO) at the start of the semester. Every effort will be made to provide these students with additional time for exams, special testing facilities, or any other assistance prescribed by the DSO.

WEATHER/SNOW DAYS

To paraphrase a popular saying/bumper sticker: "Snow Happens." Should we miss a day because of snow or other weather problems, we will adjust the schedule as we go. In some cases, it may be necessary to cancel or postpone scheduled activities. Should we miss class during the scheduled presentations at the end of the semester, an alternative time will be agreed upon so that students may offer their presentations.

WIKIPEDIA AND OTHER ONLINE RESOURCES

Wikipedia and a large number of other online resources are not acceptable scholarly secondary sources. Do not use them (unless expressly told to do so) in this or any other college-level course.

There are acceptable online resources such as those providing peer-reviewed journal articles: JSTOR, ProjectMUSE, ProQuest, etc. **Consult with the professor to verify that any online source you are planning to use is acceptable.**

PLAGIARISM & OTHER DISHONESTY

Plagiarism represents serious academic misconduct. As per UNE guidelines, students who steal the words or ideas of another party will be referred to the chair of the Department of History and Philosophy (and subsequently to the dean) for disciplinary action.

The University of New England defines plagiarism as:

- a. The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement; or
- b. The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

—*Student Handbook*, pp. 33-34

You can learn much more by consulting the following:

<http://www.une.edu/library/resguide/default.asp>

If you have any questions about how to properly cite sources, please contact me.

Anybody caught cheating on an in-class exam will receive an automatic failing grade for that exam and will be directed to the chair of the Department of History and Philosophy (and subsequently to the dean) for further disciplinary action.

OVERALL COURSE GRADE

It is very important to understand how your grade will be assessed in this class, as well as what the various grades actually mean. In essence, letter grades are used as shorthand for the level of proficiency achieved in the classroom. The following criteria are in effect:

- A:** Student demonstrated a level of knowledge (writing, content, etc.) relevant to the course that *goes considerably beyond* what is expected.
- B:** Student demonstrated a level of knowledge of material relevant to the course that is *beyond basic expectations*.
- C:** Student demonstrated an acceptable level of knowledge that is *in line with course expectations*.

D: Student knowledge *barely meets expectations* and the student will likely face significant difficulty in more advanced history courses.

F: Student has not learned or demonstrated enough mastery of material to receive a passing grade.

These criteria are not intended to be off-putting, but merely to make clear that simply showing up for class, doing assignments, and talking occasionally generally earns a “C” or a “D”—not an “A” or “B,” both of which denote a student who exceeded the basic expectations outlined in this syllabus.

The basic grade breakdown is as follows:

Participation: 20%
Presentations/Course Moderation: 20%
Book Reviews: 30% (10% each)
Historiographical Essay: 30%

The following grading scale is in effect:

A+	=	97-100
A	=	93-96
A-	=	90-92
B+	=	87-89
B	=	83-86
B-	=	80-82
C+	=	77-79
C	=	73-76
C-	=	70-72
D	=	60-69
F	=	59 and below

C O U R S E S C H E D U L E

Please note that the following schedule is provisional. Changes may be made as demanded by the weather, class progress, etc. Please watch your email for alterations/revisions.

CLASS 1: INTRODUCTIONS AND THE QUESTION OF HISTORY (8/29)

Today we will get to know one another while, at the same time, making certain that everybody understands the syllabus and goals of this course. We will also spend a few minutes discussing the nature of a history.

Required Reading:

S.W. Swain, "What is History?" *The Journal of Philosophy*, 20 (1923): 281–289

CLASS 2: WHAT IS HISTORIOGRAPHY? (9/5)

Today we will undertake an activity that is designed to begin our process of thinking about historiography. At the same time, we will also discuss two sample historiographical essays. Our objective in looking at these articles will be to begin familiarizing ourselves with the format of this sort of writing (which you will be doing as a term project). *Note that while the F. Roy Willis article does not deal with the nineteenth century, it will give us a nice overview of the Annales School that may inform later discussions.*

NOTE: What goal does each of these authors have? How are their papers structured? Why do you think that this is the case?

Required Reading:

Jill Harsin, "Gender, Class, and Madness in Nineteenth-Century France," *French Historical Studies*, 17/4 (Autumn, 1992): 1048-1070

F. Roy Willis, "The Contribution of the 'Annales' School to Agrarian History: A Review Essay," *Agricultural History* 52/4 (Oct., 1978): 538-548

CLASS 3: INTRODUCING HISTORIOGRAPHY (9/10)

Building on our previous discussion, today we will dig deeper into the nature of historiography, further examining questions such as: *What is historiography? How do historians write about the past?* I will present today's seminar paper in order to provide you with a sense of how these presentations should work.

Required Reading:

Norman J. Wilson, *History in Crisis? Recent Directions in Historiography* (Upper Saddle River, N.J.: Pearson/Prentice-Hall), 2005, 1-86

CLASS 4: THE FIRST INDUSTRIAL REVOLUTION (9/12)

Although the industrial revolution eventually brought higher standards of living and more consumer goods, it was initially responsible for considerable upheaval. Today we will examine the "standard of living debate" in Britain, paying particular attention to how the industrial revolution impacted the lives of ordinary people.

NOTE: As you read these two contributions to the historiography of the first industrial revolution, keep in mind that both Thompson and Hobsbawm are Marxists. Does this fact shape their view of this topic? Why or why not?

Required Reading:

Eric J. Hobsbawm, "The British Standard of Living, 1750-1850," *Economic History Review*, New Series, 10/1 (1957): 46-61 [*Do not read the appendix.*]

E.P. Thompson, "Time, Work-Discipline, and Industrial Capitalism." *Past and Present*, 38 (1967): 56-97

CLASS 5: INDUSTRIAL REVOLUTION IN GERMANY (9/17)

Although Britain was the first country to industrialize, social change was certainly not limited to the British Isles. Demographers and quantitative historians are particularly interested in the impact of industrialization on mobility. Today we explore the implications of industrialization in Germany.

NOTE: As you read these articles, notice that both historians are especially interested in statistics. What are the strengths and weaknesses of such an approach?

Required Reading:

Wolfgang Kollman, "The Process of Urbanization in Germany at the Height of the Industrialization Period," *Journal of Contemporary History*, 4/3 (1969): 59-76

Steve Hochstadt, "Migration and Industrialization in Germany, 1815-1977," *Social Science History*, 5/4 (1981): 445-468

PAPER TOPIC STATEMENT DUE IN CLASS

CLASS 6: NAPOLEON AND THE "TRANSFORMATION" OF EUROPE? (9/19)

Historians have long debated how we should understand the career of Napoléon Bonaparte. Today we will consider one scholar's view while also brainstorming alternative arguments.

NOTE: As you read Driault's essay, pay careful attention to identifying the author's argument. What information does he use to support his case? Are there any alternative viewpoints that might be presented? What are they? What strengths and weaknesses might these other views have vis-à-vis to the one offered by Driault?

Required Reading:

Édouard Driault, "The Coalition of Europe Against Napoleon," *American Historical Review*, 24/4 (Jul., 1919): 603-624

Wilson, *History in Crisis?*, 87-124

CLASS 7: MAKING SENSE OF 1848, A MARXIST PERSPECTIVE (9/24)

In 1848, revolutions occurred in many European countries from Germany to France to Ireland. This week we discuss how Karl Marx understood the revolution in France.

NOTE: We have already encountered some Marxist scholarship. How does his worldview impact the way that Marx himself tries to make sense of events? Should ideology impact historical study? How do we recognize it when it does?

Required Reading:

Karl Marx, *The Class Struggles in France, 1848-50* published online by *Marxists Internet Archive*, <http://www.marx.org/archive/marx/works/1850/class-struggles-france/index.htm>; Accessed: 9 November 2006. **Read Part I: The Defeat of June 1848**

BIBLIOGRAPHY DUE IN CLASS

CLASS 8: GENDER, PART I (9/26)

One of the most exciting recent historiographical trends is the exploration of “gender history.” While the historical study of gender is an outgrowth of more traditional “women’s history,” this new sub-field is concerned with much more than “sex,” a biological category, and instead focuses on the social construction of gender. Today we will begin a discussion of gender history that will inform a number of discussions going forward.

NOTE: As you read these articles, think about how “gender” differs from “sex.” Also consider how the study of gender might differ from the study of women. [Naturally part of the answer is that gender deals as much with males and the trans-gendered as it does with women, but is there more to it?]

Required Reading:

Judith R. Walkowitz, “Jack the Ripper and the Myth of Male Violence,” *Feminist Studies*, 8/3 (1982): 542-574

Christopher Oldstone-Moore, “The Beard Movement in Victorian Britain,” *Victorian Studies*, 48/1 (Autumn, 2005): 7-34

CLASS 9: GENDER AND CONSUMPTION (10/1)

Few would disagree that we live in a consumer society; many historians believe that the rise of consumer culture occurred mostly during the nineteenth century. Why do we buy what we buy? Why do we think about the world in the way that we do? How has gender influenced these ideas?

NOTE: What motivations did the producers and consumers of champagne and sewing machines have? What developments made the launch of these products as desirable items possible? How does each of these two historians integrate gender into her discussion and why?

Required Reading:

Kolleen M. Guy, “‘Oiling the Wheels of Social Life’: Myths and Marketing in Champagne during the Belle Epoque,” *French Historical Studies*, 22/2 (1999): 211-239

Judith G. Coffin, “Credit, Consumption, and Images of Women’s Desires: Selling the Sewing Machine in Late Nineteenth-Century France,” *French Historical Studies*, 18/3 (1994): 749-783

CLASS 10: GENDER, CONSUMPTION, AND HISTORIOGRAPHY (10/3)

Now that we have talked about gender and consumption, today we will return to historiographical writing. Our objective will be to revisit the earlier discussion of how historiography is written (which, by now, you are thinking about quite a lot!) while continuing the discussion of gender and consumption.

NOTE: As when reading earlier historiographical papers, how is this paper structured? What issues does Roberts identify? What pointers might we take away from this essay for our own term projects?

Required Reading:

Mary Louise Roberts, “Gender, Consumption, and Commodity Culture,” *American Historical Review*, 103/3 (1998): 817-844

CLASS 11: LEISURE I – SPORT AND THE MIDDLE CLASS (10/8)

Like much else, leisure regimes evolved dramatically during the nineteenth century, largely because unheard of prosperity in industrialized societies generated expanding free time. Today we will start a two-day sequence of discussions about the relationship between gender, class, technology, and other forces in nineteenth century Europe.

NOTE: What arguments do these two authors make? Why do you think that leisure can play such an important role in class identity formation? Do these authors offer alternatives that differ from your own ideas? How so?

Required Reading:

Kevin McAleer, *Dueling: The Cult of Honor in Fin-de-Siècle Germany* (Princeton: Princeton University Press, 1994), 119-158

Christopher S. Thompson, "Bicycling, Class, and the Politics of Leisure in Belle Epoque France," in Rudy Koshar (ed.), *Histories of Leisure* (Oxford: Berg, 2002), 131-146

FIRST BOOK REVIEW DUE IN CLASS

CLASS 12: LEISURE II – THE RISE OF WORKING CLASS CULTURE (10/10)

The development of working class culture was perhaps the most profound product of the nineteenth century, especially in Britain where class evidently played a larger role in social relationships than it did elsewhere. The great historian Eric Hobsbawm identified the rise of soccer and the fish supper as critical components of working class culture in Britain, so today we will talk about the development of each, while also asking ourselves how class dynamics shaped the evolution of such issues.

NOTE: What is the thesis of each of these articles? What evidence is used to support those theses? Do you agree or disagree with these historians? Why?

Required Reading:

William J. Baker, "The Making of a Working-Class Football Culture in Victorian Britain," *Journal of Social History*, 13/1 (Winter, 1979): 241-251

F.M.L. Thompson, "Social Control in Victorian Britain," *Economic History Review*, New Series, 34/2 (May, 1981): 189-208

John K. Walton, "Fish and Chips and the British Working Class, 1870-1930," *Journal of Social History*, 23/2 (Winter, 1989): 243-266

CLASS 13: TOURISM AND CHANGE (10/15)

Tourism, as we now understand it, developed during the nineteenth century. There were a variety of reasons for this: new technologies, rising standard of living, growth of new ideas about aesthetics and health, and more. Today we will consider two issues related to the rise of tourism. First we will talk about the impact of railways. Second, we will consider the relationship between tourism and culture.

NOTE: What implications did railways have for life in Britain? Are there issues that Simmons does not discuss that we should also consider? Zuelow suggests that the royal visit to Scotland played a profound role in shaping Scottish culture. Does he put the egg before the chicken?

Required Reading:

Jack Simmons, "Railways, Hotels, and Tourism in Great Britain, 1839-1914," *Journal of Contemporary History* 19/2 (Apr., 1984): 201-22

Eric G.E. Zuelow, "'Kilts versus Breeches': The Royal Visit, Tourism, and Scottish National Memory," *Journeys: The International Journal of Travel and Travel Writing* 7/2 (2006): 33-53

CLASS 14: INVENTING TRADITIONS (10/17)

Many of us take "traditional" costumes, dances, musical instruments, games, and folk festivals for granted, assuming that they are almost literally as old as the hills. Today we will examine two extremely important essays that suggest a very different story: many traditions are in fact very modern.

NOTE: The idea that many (if not most) traditions were invented during the nineteenth century has a variety of implications for other aspects of European history. What might some of these be? At the same time, what are the strengths and weaknesses of the arguments made in these two articles?

Required Reading:

Eric Hobsbawm, "Mass-Producing Traditions: Europe, 1870-1914," in Eric Hobsbawm and Terence Ranger (eds), *The Invention of Tradition* (Cambridge: Cambridge University Press, 1983), 263-307

Hugh Trevor-Roper, "The Invention of Tradition: The Highland Tradition in Scotland," in Eric Hobsbawm and Terence Ranger (eds), *The Invention of Tradition* (Cambridge: Cambridge University Press, 1983), 15-41

CLASS 15: THE NATIONALISM DEBATE (10/22)

Among scholars of nations and nationalism, there is no fiercer debate than surrounds the question "what is a nation?" Today we will tackle the debate, looking at views put forward by an "ethno-symbolist," a perennialist, and a modernist.

NOTE: As you read these three articles, try to identify when each author thinks that nations developed. Why do they believe what they do? How do they critique opposing viewpoints?

Required Reading:

Anthony D. Smith, "Gastronomy or Geology? The Role of Nationalism in the Reconstruction of Nations." *Nations and Nationalism*, 1/1 (1995): 3-24

Susan Reynolds, "The Idea of the Nation as a Political Community," in Len Scales and Oliver Zimmer, *Power and the Nation in European History* (Cambridge: Cambridge University Press, 2005), 54-66

John Breuilly, "Changes in the Political Uses of the Nation: Continuity or Discontinuity?" in Len Scales and Oliver Zimmer, *Power and the Nation in European History* (Cambridge: Cambridge University Press, 2005), 67-101

CLASS 16: FOUCAULT AND THE POST-STRUCTURAL CHALLENGE (10/24)

Few scholars have had the wide-ranging impact of Michel Foucault. His attention to discursive analysis and approach to understanding historical development is both intriguing and problematic. Over the next few classes we will examine changing ideas about crime and punishment and the impact that Foucault had on our understanding of these ideas.

NOTE: How does Foucault's approach differ from the arguments that we have encountered to this point? What is he "doing?" Does it make sense? What are some strengths and weaknesses?

Required Reading:

Michel Foucault, *Discipline and Punish: The Birth of the Prison* (New York: Vintage Books, 1979), 1-31

Wilson, *History in Crisis?*, 126-136

CLASS 17: MENTALITÉS (10/29)

Alain Corbin is among the most interesting historians of the last thirty or forty years with books looking at everything from the history of smells to the meanings ascribed to village bells. He was trained in the Annales School, but ultimately focused his attention, not on major structural factors present in history's "longue durée," but instead on the role of popular "mentalités," or "attitudes." Today we will consider this shift in historiographical focus, assessing the merits of such an approach.

NOTE: Why do you think that Corbin approaches his account of this murder in the way that he does?

Required Reading:

Alain Corbin, *The Village of the Cannibals: Rage and Murder in France, 1870*
(Cambridge: Cambridge University Press, 1992), 1-60

SECOND BOOK REVIEW DUE IN CLASS

CLASS 18: MENTALITÉS CONTINUED (10/31)

A continuation of last week's discussion.

NOTE: Building on last week, we are now in a position to ask another critical question about Corbin's work: why did the townspeople see so little problem with the murder while the state saw things very differently?

Required Reading:

Corbin, *Village of the Cannibals*, 61-119

CLASS 19: SCIENCE, IDEAS, AND THE RISE OF RACIAL THOUGHT (11/5)

The modern concept of race, an all-too common part of contemporary discourse, is a product of developments during the eighteenth and nineteenth centuries. Today we examine how this process unfolded.

NOTE: Scientific ideas can have profound implications. What role did they play in the development of racial thought?

Required Reading:

George L. Mosse, *Toward the Final Solution: A History of European Racism* (Madison: University of Wisconsin Press, 1985), ix-127

CLASS 20: THE DREYFUS AFFAIR (11/7)

It is often noted that anybody combing nineteenth century European history in search of the roots of the Nazi Holocaust would identify France as the most likely place for such horrendous developments. The country was rife with racist thinking and anti-Semitism, especially in the years after 1870. The high point (low point?) of French anti-Semitism was the infamous Dreyfus Affair (1894-1906). Today we look at this sad chapter of French history from two perspectives.

NOTE: What are the arguments made in these two articles? What are the strengths and weaknesses of each? How do they relate to one another?

Required Reading:

Nancy Fitch, "Mass Culture, Mass Parliamentary Politics, and Modern Anti-Semitism: The Dreyfus Affair in Rural France," *American Historical Review*, 97/1 (1992): 55-95

Robert E. Kaplan, "Making Sense of the Rennes Verdict: The Military Dimension of the Dreyfus Affair," *Journal of Contemporary History*, 34/4 (1999): 499-515

CLASS 21: IMPERIALISM AND POSTCOLONIAL UNDERSTANDINGS I (11/12)

The nineteenth-century was an age of empire. For much of the century, the British Empire dominated the globe. Other European powers soon launched a "rush to empire" in an effort to catch-up. The historical and theoretical investigation of this period is among the most vibrant in current historiography. Over the next two days we will dip our toes into the history of empire. Today, we will read Wilson's overview of postcolonial theory and we will read one prominent historian's explanation of how the British developed a sense of "difference" relative to their colonial subjects.

NOTE: What sorts of issues concern postcolonial theorists and others anxious to examine the history of empire? How did the British create "difference?"

Required Reading:

Wilson, *History in Crisis?*, 138-154

Thomas R. Metcalf, *Ideologies of the Raj* (Cambridge: Cambridge University Press, 1995), 66-112

ROUGH DRAFTS DUE IN CLASS

CLASS 22: POWER IN THE COLONIAL WORLD (11/14)

Much of the discussion among postcolonial theorists engages with questions of power and knowledge (remember Foucault?). Today we will revisit questions of power and knowledge in the colonial context.

NOTE: What role does power play in each of these two articles? How does the difference described by Metcalf come into play in the strategies of colonial rule discussed in each case?

Required Reading:

M S S Pandian, "Gendered Negotiations: Hunting and Colonialism in Late Nineteenth Century Nilgiris," *Contributions to Indian Sociology*, 20/1&2 (1995): 239-264

Nicholas B. Dirks, "From Little King to Landlord: Colonial Discourse and Colonial Rule," in Nicholas B. Dirks (ed.), *Colonialism and Culture* (Ann Arbor: University of Michigan Press, 1992), 175-208

CLASS 23: WRITING GROUPS (11/19)

Today you will have the entire class period to work closely with your writing groups to improve your papers. Make the most of this opportunity and plan to use the entire class. It is worth your time to go through the papers sentence-by-sentence in search of errors, while also focusing extensive attention on ways to make your arguments both clearer and stronger. Remember that my feedback will be limited in scope, so you should endeavor to cover a lot of ground during the class period.

THANKSGIVING HOLIDAY, NO CLASS (11/21)

Today is the day before Turkey Day, a vital opportunity for you to sit gamely in your La-Z-Boy™ eschewing all food in order to prepare for the gluttonous Bacchanal that will occur tomorrow. Be sure to set out your stretchy waste pants or other loose fitting clothing so that you will not put on hipster jeans in the morning in a fit of pre-coffee forgetfulness. Good luck!

Required Reading:

No assigned reading

CLASS 24: THE OUTBREAK OF WORLD WAR I (11/26)

Most historians view the beginning of World War I as the end of the nineteenth century and the beginning of the twentieth. Certainly the war experience changed a great deal, partly by introducing new technologies, partly by introducing a new brutality into European life while at the same time destroying illusions of progress, and partly by generating entirely new ideas about important aspects of life and death. What historians are less willing to agree upon are the reasons for the outbreak of the "Great War." Was it a question of domestic politics in Germany or elsewhere? The alliance system? The forceful drive of the military industrial complex? Or some combination of a hundred other factors? While we do not have time to explore all explanations, today we will look at a review of the infamous Fischer controversy and at a fiscal argument put forward by the controversial historian Naill Ferguson.

NOTE: Why do you think that Fischer's book was so controversial? Does the argument, as summarized by Joll, make sense? What is Ferguson's argument and do you think that it has merit? More broadly, how might historians determine causality? Do you think that the war was a result of foreign or domestic questions? Something else altogether? What evidence might prove your point?

Required Reading:

James Joll, "The 1914 Debate Continues. Fritz Fischer and His Critics," *Past and Present*, 34 (July., 1966): 100-113

Niall Ferguson, "Public Finance and National Security: The Domestic Origins of the First World War Revisited," *Past and Present*, 142 (Feb., 1994): 141-168

THIRD BOOK REVIEW DUE IN CLASS

CLASS 25: STUDENT CHOICE (11/28)

Today we will discuss two articles or book chapter(s) chosen by the students in this class.

Required Reading:

To be determined

CLASS 26: STUDENT CHOICE (12/3)

Today we will discuss two articles or book chapter(s) chosen by the students in this class.

Required Reading:

To be determined

CLASS 27: STUDENT CHOICE (12/5)

Today we will discuss an article or book chapter chosen by the students in this class. In addition, we will set aside a few minutes at the end to look back over the road we have followed this semester.

Required Reading:

To be determined

Final Paper DUE in Class