

Term Information

Effective Term Autumn 2024

[Previous Value](#) Autumn 2017

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding GE Traditions, Cultures, Transformations theme, and altering name and description to better reflect the theme. Also removing writing prereq, as recently voted on by the History Dept.

What is the rationale for the proposed change(s)?

The course is a good fit for this theme

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3251
Course Title	Europe in the Age of Industry and Empire, 1815-1914
Previous Value	History of Europe in the 19th Century
Transcript Abbreviation	Europe 19th Cent
Previous Value	19th Cent Europe
Course Description	Europe in the Age of Industry and Empire examines a period in European history when various 'Great Powers' sought to cling to the traditions of the Old Regimes, while Europe simultaneously transformed due to revolution, industrialization, and imperialism. Other topics include: liberalism, socialism, Romanticism, modernism, nationalism, and the emergence of mass culture and mass politics.
Previous Value	Major trends and developments in 19th century European history.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Previous Value	Yes, Greater or equal to 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No

Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	
<i>Previous Value</i>	<i>Prereq: English 1110.xx, or permission of instructor.</i>
Exclusions	
<i>Previous Value</i>	Not open to students with credit for 512.03.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
General Education course:
Historical Study; Traditions, Cultures, and Transformations
The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors
General Education course:
Historical Study
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students will gain an understanding of the major political, economic, social and cultural developments of 19th century Europe.• Students will develop and enhance their analytical skills through coursework with primary sources and secondary works relevant to the history of 19th century Europe.
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COURSE CHANGE REQUEST
3251 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
02/12/2024

Content Topic List

- The French Revolution and Napoleon
- Capitalism
- Industrialization
- Socialism and Marxism
- Liberalism
- Nationalism
- Imperialism
- Demographic changes
- Political developments and culture up to World War I
- 1848

Sought Concurrence

No

Attachments

- 3251 TCT Syllabus - Revised February 1, 2024.docx: Syllabus
(Syllabus. Owner: Getson,Jennifer L.)
- HIST 3251 GE Coversheet - Revised February 1, 2024.docx: GE Form
(Other Supporting Documentation. Owner: Getson,Jennifer L.)

Comments

- Uploaded Revised Syllabus and GE Form. *(by Getson,Jennifer L. on 02/12/2024 04:16 PM)*
- Please see feedback email sent 01-30-2024 RLS *(by Steele,Rachel Lea on 01/30/2024 12:31 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson,Jennifer L.	12/05/2023 05:07 PM	Submitted for Approval
Approved	Soland,Birgitte	12/05/2023 07:05 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	12/22/2023 10:50 AM	College Approval
Revision Requested	Steele,Rachel Lea	01/30/2024 12:31 PM	ASCCAO Approval
Submitted	Getson,Jennifer L.	02/12/2024 04:17 PM	Submitted for Approval
Approved	Soland,Birgitte	02/12/2024 08:06 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/12/2024 09:09 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	02/12/2024 09:09 PM	ASCCAO Approval



HISTORY 3251

Europe in the Age of Industry and Empire, 1815-1914

Spring 2025

Lecture, 3 Credit Hours

Tuesday/Thursday 3:55-5:15 pm / Location

Instructor: Dr. Jim Harris

Email address: Harris.1631@osu.edu (preferred contact method)

Office: Dulles Hall 368

Office hours: TBD

All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the student.

Course Description

This course will consider the period in European history that historians often term “The Long Nineteenth Century.” That is the period from roughly the period from the French Revolution to the outbreak of the First World War. This was a period of dramatic transformations in politics, economics, society and culture. In studying this transformative period, we will consider both these grand traditions and transformations in European political, intellectual, and social history, especially those resulting from the emergence of an industrialized society and the expansion of European overseas empires. At the same time, we will also pay close attention to cultural history as we also consider the lives and experiences of ordinary Europeans as reflected both in primary sources written by real people and in works of fiction written by nineteenth-century authors who encapsulated the values and obsessions of their time.

Topics covered include the rise of liberalism and socialism, cultural movements such as Romanticism and modernism, the emergence of nationalism and the nation-state, the 1848 Revolutions, the unification of Germany and Italy, imperialism, the rise of racial sciences, changing relations of class, gender, and sexuality, the emergence of mass culture and mass politics, and the origins of World War I.

General education goals and expected learning outcomes

Legacy GE: Historical Studies

This course counts toward the Legacy GE category of Historical Studies.

Goal:

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes (ELOs):

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

This course will fulfill the Legacy GE: Historical Studies in the following ways:

In History 3251 students will be introduced to the history of Europe in the 19th century, with a special consideration placed on the two major transformations that would profoundly transform the nature of European society during the period: the dual influences of industrialization and expansion of European overseas empires (ELO 1). Students will examine these two influences within the broader context of 19th century European political, social and cultural history and think about their influences on making Europe the center of alleged global society until the First World War (ELO 2). Students will read primary sources for every class related to the subject of the day/by key figures being studied in a particular lesson along with a synthetic textbook for historical context. Students will also read and present on a recent article in a major journal or edited collection to consider how recent cutting-edge scholarship engages with 'classic' historical subject matter (ELO 3).

GE Theme: Traditions, Cultures, and Transformations

For those students who are following the New General Education curriculum, as part of the **Traditions, Cultures, and Transformations** theme, this course is designed to prepare students to be able to do the following:

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.

- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
- 3.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.
- 3.3. Examine the interactions among dominant and sub-cultures.
- 3.4. Explore changes and continuities over time within a culture or society.
- 4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.
- 4.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

Europe in the Age of Industry and Empire, 1815-1914 will examine both a period European history in which the various 'Great Powers' both sought to cling to political, economic and social traditions of the 'Old Regimes' that existed before the transformative dual French and Industrial Revolutions of the late 18th century, and also a period of tremendous transformation as well to the massive alterations to the political, social, and economic landscape of Europe in the aftermath of these dual revolutions. In this course we will examine both a top-down perspective on political and economic continuities across the various 'Great Power' nation-states that further revolutions would further topple by the mid-19th century (ELO 4.1) and a bottom-up cultural history of this transformative period through the lens of gender, race, religion, science, etc. (ELO 4.2). **Along the way, we will consider perceived upper and middle classes ('dominant') values as well as the experience of workers (a 'sub-dominant' culture) through the reading of contemporary primary sources (ELO 3.3).**

Students will read primary (every class) and secondary sources (regularly) and will be asked to think critically about how they reflect either signs of traditional perceptions of European society, or efforts to enact broadly transformative reforms (ELO 1.1) Students will also read examples of the latest scholarship on a classic historical subject, and each student will do a deep dive into this scholarship by mastering one article on a subject of special interest to them, and presenting that article's core analysis to the class, as well as in a formal article analysis essay assignment (ELO 1.2).

While covering a broad survey of 19th century European history, this course will place special emphasis on the role of two major historical phenomena: the emergence of industrialization and its consequences (ELO 3.2) and the ways in which the emergence of European overseas imperialism, especially in the Global South, created racially charged hierarchies that would have lasting post-imperial consequences into the 20th century. **In reading and writing a comparative essay on Rudyard Kipling's defense of empire ("The White Man's Burden) and Joseph Conrad's criticism of imperialism (*Heart of Darkness*) students will be introduced to the European's *perceived* relationship between a "dominant" culture and "sub-dominant" culture on the Indian sub-continent (as perceived by Kipling) and central Africa (as described by Conrad) that were used to justify the imperial project in the nineteenth century (ELO 3.3, 4.1, 4.2).**

At two interludes in the course, we will step back to reflect on the big themes of the course by reading a novel about each of the two major historical forces (industrialization and imperialism) at the center of our study of 19th century European history. This will give us a chance to think about how contemporaries thought about these two forcings, while also thinking about the way cultural artifacts can be used to study historical issues (ELO 2.1, 3.1). These two novels will be the subject of an essay assignment each and during the first essay students will have the opportunity to reflect on their own learning experiences by peer reviewing a pair of other students' essays (ELO 1.1., 1.2, 2.2).

Required Textbooks

- Robin W. Winks and Joan Neuberger, *Europe and the Making of Modernity, 1815-1914*. Oxford: Oxford University Press, 2005.
- Charles Dickens, *Hard Times* (1854) - Any edition of the novel will suffice.
- Joseph Conrad, *Heart of Darkness* (1899) - Any edition of the novel will suffice.
- **All other course readings will be posted to Carmen.**

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

How your grade is calculated

ASSIGNMENT CATEGORY	PERCENTAGE
Attendance and Class Participation	15%
Peer Review Workshop	5%
Article Oral Presentation	5%

Article Analysis Essay	20%
Primary Source Analysis Essay	15%
Argumentative Essays (Responses to the two novels)	2 x 20% each

Descriptions of major course assignments

Attendance and Participation

Description: Attendance and active participation is essential for the success of this course. I expect you to be on time and actively engaged in class every time we meet. You will arrive on time and stay for the entire class, be prepared to actively participate in class discussions, and pay careful attention to any lectures. To this end, the weekly assigned readings should be completed BEFORE the class each week to prepare students for regular informal discussions about the texts interspersed in lectures.

Peer Review Workshop

Description: To help students develop as writers and to receive early feedback on their work-in-progress, while working on their first argumentative essays, will peer review the first argumentative essay for two other writers in the class in a formal, structured writing workshop during week 6 of the course.

Article Oral Presentation

Description: Working in groups of up to three, students will select one of the articles from the course schedule below, and on the associated day, present a short introduction to the article (no more than 10 minutes) to the class, summarizing the article's primary argument and sources and how it might relate to the topic of the day.

Article Analysis Essay

Description: After reading either an academic edited chapter or a scholarly journal article assigned for a given class meeting, students will write an essay of roughly 1000 words (4-5 pages of typescript) that identifies the article's primary argument and sources, evaluates the author's interpretation of that evidence in support of their argument, and links that article to at least one other primary or secondary source in the class materials.

The article analysis essay will be due on the last day of classes, but students are welcome and encouraged to submit it any time after their presentation of the article in class.

Primary Source Analysis

Description: There are one or two primary sources assigned for each day of class. While students will be expected to read all of these, students will write one short three (3) page essay that critically engages with one of the primary sources assigned throughout the course (a detailed prompt is on Carmen). The purpose of this assignment is to practice interpreting a primary source and explaining your reasoning using evidence from the text. **In this essay, students will not only examine the text itself, describing its contents, authorship, and central arguments, and its cultural importance, but also will consider its historical significance. They will be asked to consider: what can we learn from this text? What does it tell us about the period in which it was written? How does this text reflect a changes and continuities within a culture or society? How does it give us insights into contemporary understandings of the subject matter? How does this document highlight changes over time or continuities within a culture or society?**

Students will have their choice of when to complete this assignment from many documents throughout the semester: This essay will be due before class on the day we discuss the document in class to prepare the student to contribute their informed and carefully constructed conclusions about the text in class that day.

Argumentative Essays

Description: Based on their reading of the two novels we are reading this semester, students will write a 1,000 word (approximately 4-5 pages) argumentative essay in answer to each of the following prompts about the respective novel:

Essay #1: Based on your reading of *Hard Times*, how does the novel portray the **major and long-lasting consequences of industrialization as a new technology in British society?** How does Charles Dickens perceive the impact of industrialization on the English working class? How does Dickens' commentary on the impact of industrialization compare/contrast to the commentaries of his contemporaries we have read thus far in class (Marx, St. Simon, Gaskell, Tristan)? Do you think Dickens is commenting favorably on the

impact of a "big" idea or technological advancement in creating a major and long-lasting change

Essay #2: How do Rudyard Kipling and Joseph Conrad's perceptions of empire compare with one another? In what ways are their views similar? How are they different? Compare and contrast their views on imperialism based on Kipling's poem "The White Man's Burden" and the dramatization of his novella *The Man Who Would be King* and Conrad's novel *Heart of Darkness*. **In what ways do these contrasting perceptions of empire reflect their perceptions of "dominant (European) and sub-dominant (e.g., non-European) cultures?"** What do these contemporary texts teach us about how perceptions of race shaped broader societal issues like the imperial project?

Both essays will be due one week after we discuss the novels in class, and essay #1 will be the focus of our peer review workshop.

Late assignments

I have built into this syllabus considerable flexibility for assignments, allowing students to choose the

best deadline for them from a set of options for some of the major assignments. I am also very amenable to short extensions for students who ask *in advance* of assignment deadlines. Students will be allowed to make up major assignments without penalty only in the event of a family or medical emergency. Late assignments will otherwise be penalized 10% per day late. No late assignments will be accepted after the last day of scheduled classes.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic

performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Course Schedule

*Note: Everyone should read the “Background reading” (a context setting chapter/selection from the textbook), and the “Primary Source” assigned throughout this reading list for each day. Only the students presenting/writing about the article for the day need to read the “Article.” (**Occasionally, articles for analysis will be substituted for book chapters. But the goal remains the same—to introduce students to significant pieces of recent scholarship on the day’s subject.)*

UNIT 1) Regimes and Revolutions

In this first unit of the course, we will set the stage for the duration of the course by interrogating the aftermath of the French Revolution, as the European “Great Powers” grappled with irreversible revolutionary political and social transformations that emerged during the revolution, even as monarchies across the continent sought to maintain cultural continuities to the Old Regime for as long and desperately as possible. We will consider both political and cultural (e.g., literary) influences on these historical continuities and transformations (ELO 3.1, 3.4, 4.1.

Week 1: Introductions; Revolutionary Europe

T: Introduction to the course

R: A Brief History of the French Revolution

Background Reading: Winks and Neuberger, p. 1-11

Primary Source: Edmund Burke, “Reflections on the Revolution in France” (1791)
<https://legacy.fordham.edu/Halsall/mod/1791burke.asp>

Week 2: Napoleonic and Restoration Europe

T: Napoleonic Europe

Article: Iain P. Watts, “Philosophical Intelligence: Letters, Print, and Experiment during Napoleon's Continental Blockade” *Isis* 106 (2015): 749-770.

Primary Source: Napoleon, “The Continental System” (1807)
<https://web.archive.org/web/20120726092442/http://www.historyguide.org/intellect/continental.html>

R: The Congress of Vienna and the Restoration of ‘Order’

Background Reading: Winks and Neuberger, p. 11-40

Article: Brian Vick, “The Vienna Congress as an Event in Austrian History: Civil Society and Politics in the Habsburg Empire at the End of the Wars against Napoleon,” *Austrian History Yearbook* 46 (2015): 109–33.

Primary Source: Klemens von Metternich *Political Confession of Faith* (1820),
<https://legacy.fordham.edu/Halsall/mod/1820metternich.asp>

Week 3: Transformations in Politics and Culture

T: Liberalism and Conservatism

Background Reading: Winks and Neuberger, p. 125-152

**Article: Jerrold Seigel, “European Liberalism in the Nineteenth Century” in *The Cambridge History of Modern European Thought*, edited by Warren Breckman and Peter E. Gordon, vol. 1: *The Nineteenth Century* (Cambridge: Cambridge University Press, 2019), 172–95.

Primary Source: John Stuart Mill, “On Liberty,” (1859) ch. 1

<https://legacy.fordham.edu/Halsall/mod/JSMILL-LIB.asp>

R: Romanticism

Background Reading: Winks and Neuberger, p. 41-63

**Article: Nicholas Halmi, “European Romanticism: Ambivalent Responses to the Sense of a New Epoch” in *The Cambridge History of Modern European Thought*, edited by Warren Breckman and Peter E. Gordon, vol. 1: *The Nineteenth Century* (Cambridge: Cambridge University Press, 2019), 40–64.

Primary Source: Johann Wolfgang von Goethe, *Faust* (1808)

<http://web.archive.org/web/19980116133219/http://pluto.clinch.edu/history/wciv2/civ2ref/faust.html>

UNIT 2) The Rise of Industry

In the second unit of the course we will consider the transformative impact of technology. Specifically, the technologies that emerged first in Great Britain and then expanded worldwide during the 1st/2nd Industrial Revolutions. From the rise of urbanization and the public health consequences that follow to the longer-term climate consequences of the shift to fossil fuels that linger to the present day, I can hardly think of a technological transformation with a longer-lasting change in modern history (ELO 3.2). In this unit we will also think about the impacts of industrialization not only on societies at large, but individuals across class boundaries and on gender relations (ELO 3.3., 3.4, 4.1, 4.2).

Week 4: The Industrialization of Europe

T: The First Industrial Revolution

Background Reading: Winks and Neuberger, p. 64-92

Article: Josh Tosh, “Masculinities in an Industrializing Society: Britain, 1800–1914,” *Journal of British Studies* 44 (2005): 330-342.

Primary Source: Comte de Saint-Simon, “The Incoherence and Disorder of Industry” (1817)

R: The Rise of Class Consciousness: The Workers and Bourgeoisie

Background Reading: Winks and Neuberger, p. 93-97

**Article: Gareth Stedman Jones, “European Socialism from the 1790s to the 1890s” in *The Cambridge History of Modern European Thought*, edited by Warren Breckman and Peter E. Gordon, vol. 1: *The Nineteenth Century* (Cambridge: Cambridge University Press, 2019), 196-231.

Primary Source: Karl Marx and Fredrick Engels, “Manifesto of the Communist Party,” Preamble and Chapter 1 (“Bourgeois and Proletarians”) (1848)

<https://www.marxists.org/archive/marx/works/1848/communist-manifesto/>

Week 5: Living in Hard Times

T: The Urbanization of Europe

Background Reading: Winks and Neuberger, p. 98-124

Article: Sabine Barles and Laurence Lestel, “The Nitrogen Question: Urbanization, Industrialization, and River Quality in Paris, 1830-1939” *Journal of Urban History*, 33 (2007): 794–812.

Primary Source: Elizabeth Gaskell, *Mary Barton* (1848), Excerpts

R: Discussion of Charles Dickens’ novel *Hard Times*

Week 6: Transformations and Traditions at the mid-19th Century Europe

T: The Revolutions of 1848

Background Reading: Winks and Neuberger, p. 153-182

Article: Willard Sunderland, “The Great Emancipator: Abolition and Empire in Tsarist Russia” *The Journal of Modern History* 93 (2021): 533-565.

Primary Source: François Guizot, “Condition of the July Monarchy”

<http://legacy.fordham.edu/Halsall/mod/1848guizot.asp>

R: Peer Review Workshop – Bring two copies of the draft of your first argumentative essay to class with you.

Week 7: Race and Gender in 19th Century Society

T: The Construction of Race and the Racial Sciences

**Article: Adam Kuper, “Civilization, Culture, and Race: Anthropology in the Nineteenth Century” in *The Cambridge History of Modern European Thought*, edited by Warren Breckman and Peter E. Gordon, vol. 1: *The Nineteenth Century* (Cambridge: Cambridge University Press, 2019), 398–421.
Primary Source: J.A. de Gobineau, “Essay on the Inequality of Human Races” (1853), Excerpts

R: Gender and Society

Argumentative Essay #1 due – *Hard Times*

**Article: Lucy Delap, “The ‘Woman Question’ and the Origins of Feminism,” in *The Cambridge History of Nineteenth-Century Political Thought*, edited by Gareth Stedman Jones and Gregory Claeys (Cambridge: Cambridge University Press, 2011), 319–348.

Primary Source: Flora Tristan, “Why I Mention Women” in *The Workers' Union* (1843)

Week 8: Science and Society 19th Century Society

T: The Emergence of Public Health

**Article: David S. Barnes, “The Sanitarians' Legacy, or How Health Became Public” in *The Great Stink of Paris and the 19th Century Struggle Against Filth and Germs* (Baltimore: Johns Hopkins University Press, 2006), 65-104.

Primary Source: Edwin Chadwick, “Report on The Sanitary Condition of the Labouring Population of Great Britain” (1842), Excerpt

R: Darwinism and its Discontents

Background Reading: Winks and Neuberger, p. 241-242

Article: Janet Browne, “Darwin in Caricature: A Study in the Popularisation and Dissemination of Evolution,” *Proceedings of the American Philosophical Society* 145 (2001): 496-509.

Primary Source: Charles Darwin, *The Origin of Species* (1859), Excerpt

UNIT 3) The Spread of Empire

In the third and final unit of the course, we will look at European history in a global context through a consideration of the emergence and impacts of the “New Imperialism” of the late 19th century. We will interrogate how ethnic, racial, and national categories and perceptions of difference between Europeans and non-Europeans particularly drove this European project that, in part, eventually led the world to war (ELO 3.3, 4.1, 4.2).

Week 9: Nationalism and the New Nation-State

T: The Unification of Italy

Background Reading: Winks and Neuberger, p. 183-228

Article: Simon Sarlin, “Fighting the *Risorgimento*: Foreign volunteers in Southern Italy (1860–63),” *Journal of Modern Italian Studies* 14 (2009): 476-490.

Primary Source: Giuseppe Mazzini, *Duties of Man* (1844/1858), “Introduction” (1844) and “Duties Towards Your Country”

R: The Unification of Germany

Article: Matthew P. Fitzpatrick, “A State of Exception? Mass Expulsions and the German Constitutional State, 1871–1914,” *The Journal of Modern History* 85 (2013): 772-800.

Primary Source: Documents on German Unification, 1848-1871
<http://legacy.fordham.edu/halsall/mod/germanunification.asp>

Enjoy Spring Break!

Week 10: The ‘New’ Imperialism

T: The “Scramble for Africa”

Background Reading: Winks and Neuberger, p. 257-288

Article: Janet Horne, “‘To Spread the French Language Is to Extend the *Patrie*’: The Colonial Mission of the Alliance Française,” *French Historical Studies* 40 (2017): 95–127.

Primary Source: Rudyard Kipling, “The White Man’s Burden” (1899) and Edmund D. Morel, “The Black Man’s Burden” (1903)

R: Discussion of the film *The Man Who Would be King* (1975) – Watch the film on your own before class!

Week 11: Into the *Heart of Darkness*

T: Discussion of Joseph Conrad’s novel *The Heart of Darkness*

R: Catch up day.

Week 12: Fin-de-Siècle or Belle Époque?

T: Mass Politics

Argumentative Essay #2 Due – *Heart of Darkness*

Background Reading: Winks and Neuberger, p. 319-349

Article: Faith Hillis, “The ‘Franco-Russian Marseillaise’: International Exchange and the Making of Antiliberal Politics in *Fin de Siècle* France,” *Journal of Modern History* 89 (2017): 39-78.

Primary Source: Vladimir Lenin, “Our Programme” (1899)

<https://www.marxists.org/archive/lenin/works/1899/articles/arg2op.htm>

R: Mass Culture

Background Reading: Winks and Neuberger, p. 289-318

Article: Brad Beaven and John Griffiths, “The City and Imperial Propaganda: A Comparative Study of Empire Day in England, Australia, and New Zealand c. 1903–1914,” *Journal of Urban History*, 42 (2016): 377–395.

Primary Source: Georg Simmel, "The Metropolis and Modern Life" (1903), Excerpts

Week 13: Europe on the Brink? Turn of the Century Crises across the Continent

T: The Dreyfus Affair in France

Article: L.G. Lockshin, “The Dreyfus Affair’s Forgotten Hero: Bernard Lazare and the First Modern Fight against Antisemitism,” *Jewish History* 34 (2021): 305–330.

Primary Source: Emile Zola, “J’accuse...!” (I accuse) (1898)

<https://jean-max-guieu.facultysite.georgetown.edu/other-interests/english-translation-of-emile-zolas-jaccuse>

R: The Russian Revolution of 1905

Article: Ivan Sablin, “An Imperial Community: Difference and Inclusionary Approaches to Russianness in the State Duma, 1906–1907,” *European Review of History* 29 (2022): 819-843.

Primary Source: Nicholas II, “October Manifesto” (1905)

Note: this is the last chance to submit the primary source analysis

Week 14: The Coming of the First World War

T: Europe on the Brink: Internal and International Politics

Background Reading: Winks and Neuberger, p. 350-358

Article: Jens-Uwe Guettel, "Reform, Revolution, and the 'Original Catastrophe': Political Change in Prussia and Germany on the Eve of the First World War," *The Journal of Modern History* 91 (2019): 311-340.

R: The Origins of World War I

**Article: Volker R. Berghahn, "Origins" in *The Cambridge History of the First World War*, edited by Jay Winter, vol 1: Global War (Cambridge: Cambridge University Press, 2014), 16–38.

Article analysis essays will be due on the last day of scheduled classes.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

In History 3251 students will be introduced to the history of Europe in the 19th century, with a special consideration placed on the two major transformations that would profoundly transform the nature of European society during the period: the dual influences of industrialization and expansion of European overseas empires. The course will examine both a period European history in which the various 'Great Powers' both sought to cling to political, economic and social traditions of the 'Old Regimes' that existed before the transformative dual French and Industrial Revolutions of the late 18th century, and also a period of tremendous transformation as well to the massive alterations to the political, social, and economic landscape of Europe in the aftermath of these dual revolutions. In this course we will examine both a top-down perspective on political and economic continuities (that further revolutions would further topple by the mid-19th century) and a bottom-up cultural history of this transformative period through the lens of gender, race, religion, science, etc. **Along the way, we will consider perceived upper and middle classes ('dominant') values as well as the experience of workers (a 'sub-dominant' culture), as well as European's perceived relationship between a "dominant" culture and "sub-dominant" culture on the Indian sub-continent and central Africa) that were used to justify the imperial project.**

ELO 1.1 Engage in critical and logical thinking.

Students will read primary (daily) and secondary sources (regularly) and will be asked to think critically about how they reflect either signs of traditional perceptions of European society, or efforts to enact broadly transformative reforms.

Assignments that measure this: ELO course participation in discussion; all essays.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.

Students will read examples of the latest scholarship on each of the topics discussed in the lecture each day, and each student will do a deep dive into this scholarship by mastering one article on a subject of special interest to them, and presenting that article's core analysis to the class as well as in a formal article analysis essay assignment.

Assignments that measure this ELO: article presentation; article analysis essay as this will require to students employ course content/context to the understand and engage in a close reading of (curated) emerging scholarship.

ELO 2.1 Identify, describe, and synthesize approaches or experiences.

At two "interludes" in the semester (one focused on each of the two central themes of the course--industry and empire) we will read a novel from the 19th century to consider 1/ how contemporary culture perceived these two transformative forces (the influence of massively expanded technology and the race to establish hegemonic overseas empires) that are the central themes of the course; and 2/ to place the publication of novels in their historical contexts and think about how we might use these cultural questions as a broader lens to think about the experiences of European life in the 19th century.

Assignments that measure this ELO: article presentation; article analysis essay (as described above in 1.2) and the novel analysis essays as described here.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Students will have the opportunity to reflect as a learner by using feedback from early essays to improve their writing for subsequent essays; students will undertake a formal peer review session in week 6 of the course (reviewing their peers essays on *Hard Times*) that will help them reflect on their own written work based on their observations and critiques of what they found both highly effective and ineffective in the work of their peers.

Assignments that measure this ELO: Peer review exercise

ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.

Students will read about many aspects of European cultures influenced the course of politics, economics and society at various periods across the 19th century. Some readings that address this ELO include the dissemination of information during the French Revolution (Watts, "Philosophical Intelligence: Letters, Print, and Experiment during Napoleon's Continental Blockade"); the importance of the arts and literature as an example of early 19th century culture (Nicholas Halmi, "European Romanticism: Ambivalent Responses to the Sense of a New Epoch"; Johann Wolfgang von Goethe, *Faust* (1808); how the construction of race created hierarchies in European cultures both domestic and in imperial spaces (Adam Kuper, "Civilization, Culture, and Race: Anthropology in the Nineteenth Century"; Janet Horne, "'To Spread the French Language Is to Extend the *Patrie*': The Colonial Mission of the Alliance Française"; Rudyard Kipling, "The White Man's Burden"; Conrad, *The Heart of Darkness*); the ways which science (particularly

Darwinism) and religion seemed to clash in the mid-19th century (Browne, “Darwin in Caricature: A Study in the Popularisation and Dissemination of Evolution,”; Darwin, *The Origin of Species*); and the changing gender norms that gave rise to an early form of feminism (Delap, “The ‘Woman Question’ and the Origins of Feminism”; Tristan, “Why I Mention Women”).

In reading two novels (*Hard Times* and *Heart of Darkness*), we will also think very carefully about how cultural artifacts can be used as important and powerful lens for thinking about historical phenomenon.

Assignments that measure this ELO: Article presentations; primary source analysis essays on documents from the above list as part of the prompt for this essay asks students to examine the significance of the text (“**Significance (Why is this text important?):** What can we learn from this text? What does it tell us about the period in which it was written? How does it give us insights into contemporary understandings of the subject matter? How might these ideas compare/contrast with the ideas and values of our age?); article analysis essays on any of the above readings. Depending on which primary source and which article the students choose to write about individually the degree to which they engage with each ELO that follows will vary slightly, but through in-class discussions of the texts they will be exposed to all of them.

ELO 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.

At the heart of this course, we will look at two transformative forces in European history above all others in the most depth (in no small part because of their global scope and consequences): Industrialization and imperialism.

The first of these is the Industrial Revolution (week 4). While originating in the coal mines of Great Britain, the major and long lasting changes that stem from industrial are enormous: from the rise of urbanization and the public health consequences that follow (which we examine in week 5 and 8) to the longer-term impacts that linger to the present day (the consequences of fossil fuels on the climate system, see for example, Sabine Barles and Laurence Lestel, “The Nitrogen Question) I can hardly think of a technological transformation with a longer-lasting change in modern history. Students will consider the impact of this technological transformation in readings including: Comte de Saint-Simon, “The Incoherence and Disorder of Industry”; Tosh, “Masculinities in an Industrializing Society: Britain, 1800–1914”; Karl Marx and Fredrick Engels, “Manifesto of the Communist Party,” and of course we will also read about the contemporary perceptions of industrialization through the writing of Charles Dickens in *Hard Times* (on which students will also write an essay).

Assignments that measure this ELO: As above, in addition to primary source and article analysis options chosen from the above readings, the first argumentative about *Hard Times* directly invites students to engage with contemporary perceptions of the biggest

technological transformation in world history and its effects on English culture specifically and explicitly.

ELO 3.3 Examine the interactions among dominant and sub-cultures.

We will consider class hierarchies in European society as a relationship between elite ('dominant', or so contemporaries would think themselves) upper and middle classes and sub-dominant (as elites would perceive them) workers. We will read about class-consciousness and gender dynamics in readings such as: Tosh, "Masculinities in an Industrializing Society: Britain, 1800–1914," Stedman Jones, "European Socialism from the 1790s to the 1890s"; Karl Marx and Fredrick Engels, "Manifesto of the Communist Party," Vladimir Lenin, "Our Programme" (1899).

The other major theme that will be central to the course is the rise and expansion of overseas empires (especially in the Global South and the Indian subcontinent). The entire "new imperialism" was built about racially-charged perceptions of hierarchies between cultures (a European racist belief in their own supposed 'superiority' drove the early imperial agenda, though it was ultimately more of an economic mission). We will look at examples of the imperial proponents Rudyard Kipling, "The White Man's Burden" (1899); *The Man Who Would be King*; and its opponents like Joseph Conrad, *The Heart of Darkness*.

Assignments that will measure this ELO: As above, in addition to primary source and article analysis options chosen from the above readings, and the second argumentative essay, which asks students to engage with how two different Europeans perceived the 'dominance' of their culture over non-westerners.

ELO 3.4 Explore changes and continuities over time within a culture or society.

We will consider the course and consequences of the French Revolution on European politics and societies across the 'Great Powers.' We will examine early on in the course through an examination of the aftermath of the French Revolution and the instability for regimes that it created as European "Great Powers" launched the largely unsuccessful attempts to maintain pre-revolutionary political norms, and the political and social backlash thereto (associated readings include: Vick, "The Vienna Congress as an Event in Austrian History"; Klemens von Metternich *Political Confession of Faith* (1820); Edmund Burke, "Reflections on the Revolution in France" (1791); John Stuart Mill, "On Liberty," (1859). We will use this as a launching point to consider massive political and social transformations that result in increased political participation (gradually) over the 19th century until the age of mass movements at the turn of the twentieth century. Readings that address mass politics as it evolved and changed over the century and across European nation states include: Willard Sunderland, "The Great Emancipator: Abolition and Empire in Tsarist Russia"; François Guizot, "Condition of the July Monarchy"; Simon Sarlin, "Fighting the *Risorgimento*"; Giuseppe Mazzini, *Duties of Man* (1844/1858); Fitzpatrick, "A State of Exception? Mass Expulsions and the German Constitutional State, 1871–1914,"; Faith Hillis, "The 'Franco-Russian Marseillaise': International Exchange and the

Making of Antiliberal Politics in *Fin de Siècle France*,”; Vladimir Lenin, “Our Programme” (1899); ; Ivan Sablin, “An Imperial Community: Difference and Inclusionary Approaches to Russianness in the State Duma, 1906–1907,”

Assignments that will measure this ELO: Article presentations/analysis essays, primary source analysis essays, in-class discussion participation.

ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.

We will compare and contrast, nearly daily, the similarities and differences in the ways various nation states experienced efforts to maintain a traditional 'old regime' order during the transformative 19th century and the ways in which the growth of class consciousness, mass politics created differences especially along socioeconomic lines. We will consider how some nation-states (especially Great Britain and France) adopted and welcomed political reforms that had transformative impacts on the daily lives of individuals (e.g., greater political participation and influence) than in eastern European nation-states that clung to more autocratic means of governance for much of the 19th century (e.g., Austria, Russia).

Readings that engage with cross-cultural/transnational experiences of class are nearly the entire syllabus, but exemplary readings that highlight the transnational perspective and invite students to see similarities and differences across national cultures include: Brian Vick, “The Vienna Congress as an Event in Austrian History: Civil Society and Politics in the Habsburg Empire at the End of the Wars against Napoleon”; Josh Tosh, “Masculinities in an Industrializing Society: Britain, 1800–1914”; Simon Sarlin, “Fighting the *Risorgimento*: Foreign volunteers in Southern Italy (1860–63),” Matthew P. Fitzpatrick, “A State of Exception? Mass Expulsions and the German Constitutional State, 1871–1914”; “The ‘Franco-Russian Marseillaise’: International Exchange and the Making of Antiliberal Politics in *Fin de Siècle France*”; Ivan Sablin, “An Imperial Community: Difference and Inclusionary Approaches to Russianness in the State Duma, 1906–1907”; Jens-Uwe Guettel, “Reform, Revolution, and the ‘Original Catastrophe’: Political Change in Prussia and Germany on the Eve of the First World War”

Assignments that will measure this ELO: Argumentative essay #1 (*Hard Times*) asks students to examine how workers lives (as described/perceived by Dickens) compare/contrast with wealthy elites who did not have to subsist in the urban squaller of Coketown (a fictional Manchester).

Assignments that will measure this ELO: Article presentations/analysis essays, primary source analysis essays, in-class discussion participation.

ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues.

We will consider how these various categories within European societies, especially gender norms, shaped access to political participation during the transformative 19th century—on the category of changing gender norms in 19th century Europe we will read Josh Tosh, “Masculinities in an Industrializing Society: Britain, 1800–1914”; Lucy Delap, “The ‘Woman Question’ and the Origins of Feminism”; Flora Tristan, “Why I Mention Women” in *The Workers' Union* (1843).

We will consider how the categories of race lead to the formation of the imperial project. We will read about the history of racial science (Adam Kuper, “Civilization, Culture, and Race: Anthropology in the Nineteenth Century”; J.A. de Gobineau, “Essay on the Inequality of Human Races” (1853)) and imperial propaganda from proponents (Rudyard Kipling, “The White Man’s Burden” (1899); *The Man Who Would be King*) and its opponents (Joseph Conrad, *The Heart of Darkness*).

Finally, we will consider how religious affiliation also shaped different lived experiences and participatory access to European society (e.g., we will consider some early of examples of anti-semitism such as the Dreyfus Affair in late 19th century France). Readings on this include L.G. Lockshin, “The Dreyfus Affair’s Forgotten Hero: Bernard Lazare and the First Modern Fight against Antisemitism”; Emile Zola, “J’accuse...!” (I accuse) (1898).

Assignments that will measure this ELO: As above, in addition to primary source and article analysis options chosen from the above readings, the second argumentative essay asks students to engage with how two different European’s perception of racial difference served as a justification for new imperialism and its profound consequences for the subjugation of population of the Indian sub-continent under the British Raj.