HIS 230 Europe in the 19th Century
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“The historical record is like the night sky: we see a few stars and group them together into mythic constellations. But what is chiefly visible is the darkness.”

~Roy Porter, The Greatest Benefit to Mankind, A Medical History of Humanity

The Work:

This course is an examination of different events, topics and the lives of people during the nineteenth century. In this respect, it is a survey course. On the other hand, this selection of readings and topics represented here does not ask you to memorize every single historical event in the nineteenth century for every single country. Frankly, that is impossible. Instead, this course is designed to give you a sense of the different topics and events that concerned Europeans in general and we will read examples from specific countries. For example, anthropology and the colonial enterprise was a world-wide and Europe-wide affair. However, we will examine the the German experience in greater detail than that of France or Britain. As we move across the landscape of the century, you may feel displaced or as though you are not getting “the whole story.” Exactly. You are getting specific “stories” and we will be doing a deep examination of them. We are going to figure out what made 19th century Europeans tick.

You will have several short written exercises, a midterm and final project. More details on these will follow.

Here are the core goals of the Department of History for students:

A. CONTENT: to acquire a degree of mastery of both essential factual material and conceptual, thematic and comparative knowledge in several geographical areas, diverse cultures, and different time periods in human history, with particular sensitivity to the change over time of a diverse, global society.

B. THE CRAFT OF HISTORY: to acquire the habit of the many analytical skills which historians use in recovering, researching and writing about the past; such as, constructing important questions, making inferences from primary sources, putting sources into larger contexts, and making one’s own interpretations of the past.

C. HISTORICAL THINKING: to develop habits of thinking like an historian: e.g., an appreciation for the complexity of both change and continuity over time and in different ages, cultures and areas of the world; an awareness of historical interpretation and historiographical schools of thought; and an understanding of how events and ideas from the past affect the present.

D. SELF-EXPRESSION: to become competent, confident and fluent in the oral, written and group skills necessary to speak and write about and explore historical questions.

E. SELF-DEVELOPMENT: to locate oneself and one’s family, community and cultural traditions in history, and to commit to lifelong inquiry and continuing study of the past.
Got Help?

On the web:
There is substantial help available on campus and on the web. For writing, the University of Madison and Iowa each have good websites. You can find them at http://www.wisc.edu/writing/Handbook/ and www.uiowa.edu/~histwrit

On campus, help can be found at: Computer Services Help Desk: 361-6400 (for technical problems) Academic Support Services: 361-6352 (for time management and other issues) and at the Writing Center: 361-6024 (for a second reader, editing advice, brainstorming, etc.).

I expect all students to participate in discussion and to be civil to one another. In addition, do not misrepresent the work of others as your own. Do not lift papers, full or in part (cut and paste), from the web or any other location. If I find an incident of plagiarism, I will not only be deeply disappointed in you as a person but I will also fail you for the class and report your activities to the Dean of Students. Currently, Wabash’s policy is that if a student is reported to have plagiarized twice, he will be asked to leave the college and will never be allowed to receive a Wabash Degree.

I always welcome a good discussion about research, reading and writing. It’s what I do for a living, so it interests me. If you have questions about your graded work, come see me so we can talk about your writing and the assignment. However, I do ask that you wait at least 24 hours after receiving a graded assignment so that you can cool off (if you need to), re-read your paper, and think about the assignment. Questions (or complaints) posed immediately upon receiving a returned paper are often poorly phrased and unhelpful for both of us. This is true for your draft papers too. You should look over my comments before coming with questions. It’s more productive that way.

The percentage breakdown for your final grade is as follows:

Attendance and discussion: 20%
5, 1-page papers: 25%
Midterm Paper: 15%
Final Presentation: 10%
Final Web Project: 30% (10% group/20% individual section grade)

**I reserve the right to alter the syllabus slightly, as needed**

All Books are in the Bookstore and available on the web. Reading should be done in advance for the day it is assigned. [PDF] Indicates readings are available for download on Black Board. Print these and bring them to class for discussion.

Week 1
August 25   Introductions

Week 2: Liberalism and the French Revolution

August 29   Tackett, chs.1-2.
August 31   Tackett, chs. 3-4.
September 2 Tackett, chs. 5-6.

Week 3: Bonaparte
September 5 7-8, Conclusion. Due: 1 page analysis of today’s text.
September 7 Lyons, chs. 1-5.
September 9 Lyons, chs. 6-8.

Week 4: Bonaparte becomes “Napoléon”
September 14 Lyons, chs. 16, 17, 19.
September 16 Roberts, pp. 1-48, Appendix I.

Week 5: Waterloo and Europe
September 19 Roberts, pp. 49-99, Appendix II.
September 21 Roberts, pp. 99-123, Appendix III. Due: 1 page analysis of
today’s text.
September 23 Rose, chs. 2-3.

Week 6: Work and the Industrial Revolution
September 26 Rose, chs. 4-5.
September 28 Rose, chs. 6-7.
September 30 Horn, 1-3 Appendix A.

Week 7: Rise of the Middle Class: Servants
October 3   4-5 Appendix B and C.
October 5   7-8 Appendix F; [PDF] “The Tiresome Work of Conspicuous
Leisure.” Due: 1 page analysis of today’s text.
October 7   1900 House

Week 8
October 10 Midterm Review
October 12 Midterm
October 14 No class--Mid-semester Break

Week 9 19th Century Gender and Sexuality
October 17  [PDFs] Thomas Laqueur, “Orgasm, Generation, and the Politics of
Reproductive Biology” and Mary Poovey, “Scenes of an Indelicate
Character”; Medical documents.
October 19  [Weblink] The Yellow Wallpaper and Gilman’s comments.
October 21  [PDFs] Peter Lewis Allen, “The Heinous Sin of Self-Pollution” and Lesley A. Hall, “Forbidden by God, Despised by Men.”

Week 10 Medicine and Social Change


October 26  [PDFs] A. James Hammerton, “Pooterism or Partnership?” and Nadja Durbach, “Class, Gender and the Conscientious Objector to Vaccination, 1898-1907.” Due: 1 page analysis of today’s text

October 28  No Class.

Week 11 Ethnography, Imperialism, and “the other”

October 31  Worldly Provincialism pp.31-46; 86-126. Handout from Darwin.

November 2  Worldly Provincialism pp.127-179.

November 4  [PDFs] Lynn E. Palermo, “Identity under Construction: Representing the Colonies at the Paris Exposition Universelle of 1889” and Mary A. Procida, “Good Sports and Right Sorts: Guns, Gender and Imperialism in British India.” Due: 1 page analysis of today’s text

Week 12 A Return to War

November 7  The Franco-Prussian War, pp.1-64.

November 9  The Franco-Prussian War, pp.65-138.

November 11  The Franco-Prussian War, pp. 138-185.

(Nov 12--Bell Game)

Week 13

November 14  The Franco-Prussian War, pp. 186-230.

November 16  The Franco-Prussian War, pp. 230-299.

November 18  The Franco Prussian War, pp. 299-315.

Week 14  November 19-27 Thanksgiving Break

Week 15 Modernity and Spectatorship


November 30  [PDF] Erika D. Rappaport, “A New Ear of Shopping” and Vennessa R. Schwartz “Public Visits to the Morgue.”

December 2  Final Presentations

Week 16: Presentations

December 5  Final Presentations

December 7  Final Presentations

December 9  Final Presentations class votes.

Finals Week December 12-17