Rationale: Europe in the nineteenth century became recognizably “modern.” Factory-based manufacture increasingly shaped the economic life of men and women even though small-scale production and agriculture persisted and in some cases flourished. Urban centers grew in population and influence, becoming economic motors as well as cultural magnets. Science, technology, and more rapid means of communication exerted influence in the most intimate spaces of people’s lives. As free, compulsory education grew, literacy and cultural entertainments expanded, becoming more widely available to people of lesser means in both urban and rural milieux. New political parties mobilized larger constituencies; the masses were no longer bit players on the political stage. As modern parties became more organized and socially anchored, so too did ideologies—liberal, socialist, sectarian, nationalist, racist, or conservative—assume more importance in laying out blueprints for the future. Increasingly bureaucratized national states both responded to and facilitated such large-scale changes. Through it all, Europeans asserted themselves not only as members of families, churches, regions, and nations but also as individuals. In surveying these massive transformations, this course focuses on a single yet complex thread of European social experience: the relationship between the individual and the modern state.

Goals: The pedagogical goals of the course are: to deepen your knowledge of nineteenth-century European social history in all its drama and many-sidedness; to build your expository and critical skills through writing and discussion; to advance your abilities to analyze primary sources (novels, memoirs, autobiographies) with reference to larger historical narratives and problems; and where possible to relate past and present through rigorous comparison and analogy.

Assignments and Grading:
Three-credit students: one four-page essay, one ten-page (minimum) research paper, a midterm, a cumulative final, and discussion.
Four-credit students: one eight-page essay, one fourteen-page research paper (minimum), a midterm, a cumulative final, and discussion.
(Students will receive more information in the course of the semester on the research papers.)
Graduate Students: a seminar-length research paper (25-30 pgs.), midterm, and final.

All students are urged to familiarize themselves with the rules and guidelines concerning plagiarism. Cases of plagiarism or cheating will be dealt with severely. (University policy on plagiarism is available at: http://www.wisc.edu/students/saja/misconduct/UWS14.html).
Due dates for papers and exam dates are firm; exceptions will be considered only in two cases, dire personal crisis, or the end of the world, in which case the information contained herein is moot.

**Discussion:** While I’ll include discussion throughout lectures, we will have five separate lecture periods when we’ll discuss primary source reading. For these class sessions, several students will be designated as “lead discussants,” or panelists, and asked to comment on a number of pre-circulated questions before the entire class has the chance to “weigh in” on the reading. Each class member will serve as a lead discussant at least once. These discussions usually become quite lively, so be ready to critique, argue (respectfully), and enjoy. The success of each discussion is of course dependent on your attending all lectures and staying up-to-date with course readings. Your discussion grade hinges not only on the thoughtfulness and coherence of your comment as a panelist but also on your contributions to general class discussion.

**Undergraduate Grading:**
Shorter essay=15%
Research paper=25%
Discussion=15%
Midterm=20%
Final=25%

**Graduate Grading:**
Research paper=55%
Midterm=20%
Final=25%

These are flexible percentages. In some cases, the instructor may adjust percentages, e.g., to reflect a student’s progress in the course of the semester. Grade Scale: A=100-93; AB=92-88; B=87-83; BC=82-78; C=77-70; D=69-60.

**Required Reading (Available at University Bookstore and Undergrad Reserve):**
Michael Rapport, *Nineteenth Century Europe* (Palgrave)
Rachel Fuchs, *Gender and Poverty in Nineteenth-Century Europe* (Cambridge)
Honoré de Balzac, *Pere Goriot*
Gustave Flaubert, *Madame Bovary* (Bantam)
Alfred Kelly, ed., *The German Worker: Working-Class Autobiographies from the Age of Industrialization* (California)

**Course Schedule**
Lecture topics may change somewhat as we proceed. At the end of each week listed below are required reading assignments. You will want to have the reading completed by
each week’s first class session. Above all, be prepared to discuss the primary source readings on the dates listed.

Sep 3  Course Introduction
Sep 5  The Nineteenth Century: An Overview
Reading: Rapport, chs. 1-3

Sep 10  Industrial Revolution
Sep 12  French Revolution and Aftermath
Reading: Rapport, chs. 4-5; Fuchs, intro & chs. 1-2

Sep 17  Balzac’s Paris
Sep 19  Discussion of *Pere Goriot*
Reading: Rapport, chs. 6-7; Balzac

Sep 24  Marx and Marxism
Sep 26  Discussion of *Communist Manifesto*
Reading: Rapport, ch. 8; Toews

Oct 1  1848: Springtime of Peoples
**First paper due**
Oct 3  Crystal Palace and European Modernity at Midcentury
Reading: Rapport, ch. 9-10; Fuchs, ch. 3

Oct 8  Flaubert and Middle-class Society
Oct 10  Discussion of *Madame Bovary*
Reading: Flaubert

Oct 15  Conservatism and Liberalism
Oct 17  Nationalism and Nation Building
Rapport, ch, 11

Oct 22  **Midterm**
Oct 24  Second Industrial Revolution, I
Reading: Rapport, ch. 12

Oct 29  Second Industrial Revolution, II
Oct 31  Social Darwinism as an Ideology of Mature Capitalism
Reading: Rapport, ch. 13

Nov 5  Mass Politics
Nov 7  Guest Lecture: TBA
Reading: Rapport, ch. 14

Nov 12  Mass Culture
Nov 14  Women and Feminism
Reading: Rapport, ch. 15

Nov 19  Cities: Motors and Magnets
Nov 21  Workers
Reading: Rapport, ch. 16; Fuchs, ch. 4-5

Nov 26  Discussion of Workers’ Autobiographies
Reading: Kelly

Nov 28-Dec 1 Thanksgiving Recess

Dec 3 Discussion of Classic Slum
Dec 5 Petit Bourgeois Reaction: Anti-Semitism
Reading: Roberts (read by Tuesday, the 3rd)

Second paper due

Dec 10  European Society on the Eve of World War I
Dec 12  Conclusions
Reading: Rapport, ch. 17-18; Fuchs, ch. 6 & conclusion

Final Exam Dec 16, 5:05-7:05