

History 474: European Social History, 1830-1914

Fall 2013, Humanities 1641, TR 4-5:15

Prof. Koshar, Humanities 4101; Office hours: R 2:00-3:45 & by appt.

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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 milieus. 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*
Karl Marx and Frederick Engels, *The Communist Manifesto and Related Documents*, ed. John Toews (Bedford)
Gustave Flaubert, *Madame Bovary* (Bantam)
Alfred Kelly, ed., *The German Worker: Working-Class Autobiographies from the Age of Industrialization* (California)
Robert Roberts, *The Classic Slum: Salford Life in the First Quarter of the Century* (Penguin)

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