

**History 474: European Social History, 1830-1914**  
**Fall 2014, Humanities 2251, TR 4-5:15**  
**Prof. Koshar, Humanities 4101; Office hours: TR 3:00-3:45**  
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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. How did European men and women experience such changes? How did the experience of becoming modern differ across society? Who were the winners and losers?

**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:**

**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.

**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 seven separate class 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 several times. 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:**

Honoré de Balzac, *Pere Goriot* (Oxford World Classics)  
 Karl Marx and Frederick Engels, *The Communist Manifesto and Related Documents*, ed. John Toews (Bedford)  
 Fyodor Dostoevsky, *Notes from the Underground* (Broadview)  
 Gustave Flaubert, *Madame Bovary* (Bantam)  
 Michel Foucault, *Herculine Barbin: Being the Recently Discovered Memoirs of a Nineteenth Century Hermaphrodite* (Vintage)  
 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)

**Recommended (Available at University Bookstore and Undergrad Reserve):**

Michael Rapport, *Nineteenth Century Europe* (Palgrave)

**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 2 Course Introduction

Sep 4 Was there a Dual Revolution?

Reading: Rapport, chs. 1-3

Sep 9 Frankenstein and European Social History

Sep 11 NO CLASS

Reading: Rapport, chs. 4-5; start Balzac

Sep 16 The Capital of the Nineteenth Century: Balzac's Paris

Sep 18 Discussion of *Pere Goriot*

Reading: Rapport, chs. 6-7; Balzac

Sep 23 On the Discreet Charm of Pre-Marxian Socialism

Sep 25 1848: Springtime of Peoples

Reading: Rapport, ch. 8; start Toews

Sep 30 Nothing to Lose but your Chains: Marxism

Oct 2 Discussion of *Communist Manifesto*

Reading: Toews

Oct 7 Dangerous Affinities: Darwin and Social Darwinism

**First paper due**

Oct 9 Crystal Palace and European Modernity at Midcentury

Reading: Rapport, ch. 9-10; start Dostoevsky

Oct 14 Discussion of *Notes from Underground*

Oct 16 **Midterm**

Reading: Dostoevsky

Oct 21 Imagined Communities: Nationalism and Nation Building

Oct 23 Conservatives and Liberals

Reading: Rapport, ch. 11; start Flaubert

Oct 28 Flaubert and the French Bourgeoisie

Oct 30 Discussion of *Madame Bovary*

Reading: Flaubert

Nov 4 Second Industrial Revolution, I

Nov 6 Second Industrial Revolution II

Reading: Rapport, ch. 12; start Kelly

Nov 11 Love, Death, and the Working Class

Nov 13 Discussion of *The German Worker*

Reading: Rapport, ch. 13; Kelly; start Barbin

Nov 18 Women and Feminism

Nov 20 Discussion of *Herculine Barbin*

Reading: Rapport, ch. 14; Barbin

Nov 25 Fish & Chips and Strong Tea: Mass Culture

**Nov 27-30 Thanksgiving Recess**

Reading: Rapport, ch. 15

Dec 2 March of the “Isms”: Mass Politics

Dec 4 European Society on the Eve of World War I

**Second paper due**

Reading: Rapport, ch. 16-18; start Roberts

Dec 9 Discussion of *The Classic Slum*

Dec 11 Conclusions

Reading:; Roberts

**Final Exam Sunday Dec 14, 10:05-12:05, Room TBA**