

## History 3361: EUROPE'S REVOLUTIONARY CENTURY, 1789-1900

**Dr. Steven Soper**  
**Fall Term 2009**  
**TTh, 9:30-10:45**  
**LeConte 323**

**Office: LeConte 128**  
**Office Hours: W, 10-11 and by**  
**appointment**  
**Email: ssoper@uga.edu**

This course addresses the history of Europe from the French Revolution to the end of the nineteenth century. It will be organized around three main themes: revolutionary continuum, social reform, and modern experience.

### **Textbooks**

The following books, which are also on reserve at the library, are available at the various campus bookstores:

William Doyle, *The French Revolution: A Very Short Introduction* (New York: Oxford University Press, 2001).

Mark Rapport, *1848: Year of Revolution* (New York: Basic Books, 2008)

John Thomson, *Victorian London Street Life in Historic Photographs* (New York: Dover, 1994).

### **Library Reserves/Coursepacks**

Our other assigned readings will be available online at two locations: 1) library course reserves (**LCR**): the password you need to access these materials is "europe"; 2) the "assigned readings" page at our eLearning Commons (**eLC**) website. **Please note:** Because these readings will provide the basis for in-class discussions, it is essential that you print a copy of each assigned reading and bring it to class. (I will announce any exceptions to this rule in class.)

### **Course Requirements**

**Class participation.** Our class meetings will feature a fairly even mix of lectures and discussions. The discussions will be organized around questions posted ahead of time on our eLC "discussions" page, either by me or by several of you in pre-determined groups. (At the start of each new section of the course – i.e., on "revolutionary continuum," "social reform," and "modern experience" – I will give you a chance to sign up to lead discussion on one topic of your choosing. I will then post the information – the list of dates, readings, and groups – on our main eLC page.) The idea is to get a good discussion started online before class meets, and I will closely read and evaluate the contributions each of you makes to these online discussions. Of course, it is especially important that you participate actively in the online and in-class discussions you have signed up to lead, but I will also keep track of the contributions each of you makes to the discussions led by other groups and by me. (I have posted detailed instructions on how to lead and participate in online discussions on our main eLC page: see the document entitled, "How to Participate in Online Discussions.") **Please note:** Class participation is worth 20% of your final grade; when I return your first written assignment – on **Thursday, Oct. 15** – I will let you know your participation grade at that time. Specifically, I will determine your participation grade as follows:

- A = Regularly contributes to discussions; rarely absent; good discussion leader.
- B = Often contributes to discussions; rarely absent; good discussion leader.
- C = Occasionally contributes to discussions; rarely absent; good to fair leader.
- D = Rarely contributes to discussions OR often absent; fair to poor leader.
- F = Rarely contributes to discussions AND often absent; poor leader.

**Assigned Essays.** There will be two assigned **eight-page** essays. The first, due on **Tues., Sept. 29**, will address the theme of revolutionary continuity from 1789 to 1848; the second, due on **Tues., Oct. 27**, will address the theme of social reform in John Thomson's *Victorian London Street Life in Historic Photographs*. I will post longer descriptions of each essay topic on our eLC "essays" page well in advance of the due dates.

**Research essay.** You will also write a **ten-page** research essay on your choice of a topic from a list I will post on our eLC "essays" page. Each of the topics on the list corresponds to an entry in a helpful five-volume reference work, *Europe 1789 to 1914: Encyclopedia of the Age of Industry and Empire*. (Call number = Main Ref D299 E735.) You are required to read: **a) the encyclopedia article on your topic**; and **b) the relevant – i.e., nineteenth-century, European – portions of no fewer than three of the books and essays listed in the bibliography at the end of the encyclopedia article**. From that base of pre-determined sources, you must go off and conduct your own research in two areas: **c) additional secondary sources** relating to your topic (incorporate **no fewer than three books and essays**); and **d) primary sources** relating to your topic (incorporate **no fewer than three items**: books, essays, newspaper articles, images, songs, etc.). To help with your research, I have arranged to have reference librarian Carla Buss run through the many research tools and resources available to you; this special **research tutorial** will take place on **Tuesday, Oct. 27** in the Main Library, Lab A. To ensure that you are making good progress in your research, I will ask that you turn in a typed, one-page statement of your topic and a typed list of the sources you expect to use to write your essay by **Thursday, Nov. 19**. The final essay, complete with footnotes and bibliography, will be due in my office **by 5 p.m. on Mon., Dec. 14**.

**Please note:** All written assignments must be typed, and must have normal (1") margins and a normal size (12) font; I will only accept **hard copies** (no email attachments). The **penalty for late submission** is one full grade off for each day the essay is late: for example, essays submitted after class ends on Tuesday, Sept. 29 and Tuesday, Oct. 27 will drop one grade, essays submitted on Wednesday will drop two grades, essays submitted on Thursday will drop three grades, and essays submitted after Thursday will automatically receive a grade of F. Please **submit late essays to Sheila Barnett in the main office of the History Department**, in LeConte Hall. To help prepare you to write strong history essays, I have posted a document entitled "Essay Guidelines" with specific writing recommendations and requirements on our eLC "essays" page.

I expect every student to observe the University's academic honesty policy, which can be consulted on the internet at: [http://www.uga.edu/honesty/ahpd/culture\\_honesty.htm](http://www.uga.edu/honesty/ahpd/culture_honesty.htm).

## Grades

Grades will be determined on the following basis:

class participation	20%
two assigned essays (25% each)	50%
research essay	30%

## Schedule of Class Meetings and Assignments

(Note: Please read the assigned readings before each class meets.)

**Tues., Aug. 18** Introduction

### Part One – Revolutionary Continuum

- Thurs., Aug. 20** The Old Regime & the French Revolution  
Loyseau, *A Treatise on Orders* [LCR]; “Complaints and Grievances” [LCR];  
Sieyès, *What Is the Third Estate?* [LCR].
- Tues., Aug. 25** The French Revolution  
Doyle, *The French Revolution*.
- Thurs., Aug. 27** The Industrial Revolution & the Restoration  
Metternich, *Memorandum to Alexander I* and *Political Confession of Faith* [eLC].
- Tues., Sept. 1** Britain’s Age of Revolution  
Cobbett, selections from *Political Register* [eLC].
- Thurs., Sept. 3** Revolutionary Nationalism in Italy  
Mack Smith, *Mazzini*, chs. 1 [LCR], 2 [eLC]; Mazzini, *Life and Writings* [LCR].
- Tues., Sept. 8** Revolutionary Socialism  
Marx and Engels, *The Communist Manifesto* [eLC].
- Thurs., Sept. 10** Origins of the Revolutions of 1848
- Tues., Sept. 15** 1848  
Rapport, *1848*, chs. 1-3.
- Thurs., Sept. 17** Outcomes of the Revolutions of 1848
- Tues., Sept. 22** 1848-49  
Rapport, *1848*, finish
- Thurs., Sept. 24** After 1848: Italy (1859-60), Paris (1871), Russia (1905, 1917)
- Tues., Sept. 29** Representing Revolution, 1789-present  
DUE – FIRST ESSAY on Europe’s revolutionary continuum, 1789-1848

### Part Two – Social Reform

- Thurs., Oct. 1** Middle-Class Dreams & Nightmares
- Tues., Oct. 6** Domestic Ideals & Realities  
Gillis, “No Place Like Home” [LCR]; Stedman Jones, *Outcast London*, ch. 9  
[LCR]; Davin, *Growing Up Poor*, chs. 3 [LCR], 4 [eLC].
- Thurs., Oct. 8** Disease & Disorder  
Chadwick, *The Sanitary Condition* (1842) [LCR]; *Sanatory Progress* (1850)  
[LCR]; *The Family Economist* (1853) [LCR].

- Tues., Oct. 13** Social Explorers  
Mayhew, *London Labour and the London Poor* [eLC]; Greenwood, *Low-Life Deeps* [eLC].
- Thurs., Oct. 15** Representing the Poor  
Lees, *The Solidarities of Strangers* [LCR]; Murdoch, *Imagined Orphans* [LCR].
- Tues., Oct. 20** Scenes of London Street Life  
Thomson, *Victorian London Street Life in Historic Photographs*.
- Thurs., Oct. 22** Social Photography, 1850-present
- Tues., Oct. 27** **RESEARCH TUTORIAL (MLC 370)**  
DUE – SECOND ESSAY on social reform in *Victorian London Street Life*

## Part Three – Modern Experience

- Thurs., Oct. 29** Modern Experience
- Tues., Nov. 3** The Self & Society: Romantic Anti-Heroes  
Rousseau, *Confessions* [eLC]; Stendhal, *The Red and the Black* [eLC].
- Thurs., Nov. 5** Back to Nature  
Frykman and Löfgren, “Nature Lovers,” in *Culture Builders* [LCR].
- Tues., Nov. 10** Painters of Modern Life  
McDonough, “City of Strangers,” in D’Souza and McDonough, *The Invisible Flaneuse* [LCR]; Poe, “The Man of the Crowd” [LCR]; Baudelaire, *The Parisian Prowler* [eLC].
- Thurs., Nov. 12** Accidents  
Schivelbusch, *The Railway Journey* [eLC]
- Tues., Nov. 17** Gender: Everyday Life, Travel, Empire  
Wolff, “Gender and the haunting of cities,” in D’Souza and McDonough, *The Invisible Flaneuse* [eLC]; Forster, *A Room with a View* [eLC].
- Thurs., Nov. 19** Dreams  
Schnitzler, “Dream Story,” in *Night Games And Other Stories* [eLC]; Kreider, “Introducing Sociology: A Review of *Eyes Wide Shut*” [eLC].

Thanksgiving Break – November 23-27

- Tues., Dec. 1** Looking for Modernity in Contemporary Culture
- Thurs., Dec. 3** Looking for Modernity in Contemporary Culture

Monday, December 14 – RESEARCH ESSAY DUE