Course Description: This course will explore the first century of what historians now call "modern Europe." The nineteenth century ushered in dramatic changes that have indelibly shaped the world we in the early 21st century now inhabit; it truly was a "revolution in life." Conceptions of politics, nationalism, state formation, industrialization, domestic relations, gender relations, and imperialism that were invented, lived out, and that affected and continue to affect the lives of people across the world began here. This course will explore these issues and their relationship to the twenty-first century and beyond. This course fulfills part of the Group A Europe/Western Civilizations requirement for General Option History Majors and the European Periods requirement for History Teaching Preparation Majors, and is a 400-level elective for graduate students.

Course Requirements: This course will involve both lecture and discussion. Students will be expected to prepare assignments carefully and thoughtfully and to participate actively. For a successful class, all must be present and ready to question, discuss, and debate the material and issues.

Required Texts:
Elizabeth Gaskell, Mary Barton
Emile Zola, Germinal
Henrik Ibsen, A Doll's House
Edward Berenson, The Trial of Madame Caillaux
Electronic Reserves (www.calstatela.edu/library)

Recommended Text: Winks, Neuberger, Europe and the Making of Modernity

Assignments: In addition to a midterm and final, there will be two essays. A 3-5 page essay on either Gaskell's Mary Barton or Emile Zola’s Germinal is required for undergraduates. Graduate students are required to turn in both essays. There will also be a 1-2 page essay assignment from the Times of London Digital Archive for all students. At the end of week ten, a 4-6 page essay on Berenson’s The Trial of Madame Caillaux will be due for all students. In addition, graduate students registered for HIST 430 must complete one book review on a scholarly monograph dealing with subject within this period mutually agreed upon by student and instructor. Pop quizzes may be given at the instructor’s discretion.

Grading:
Midterm: 20%  A  = 93-100%  C+  = 77-79%
Final: 25%  A-  = 90-92%  C  = 73-76%
MB/Germ. Essay: 10%  B+  = 87-89%  C-  = 70-72%
Caillaux Essay: 20%  B  = 83-86%  D+  = 67-69%
In-Class/Quizzes: 10%  B-  = 80-82%  D  = 63-66%
Participation: 10%
Digital Times 5%

Late tests and papers: Late papers will be docked one-third of a letter grade for each day late (A to A-, for example. Exceptions will be made only in case of illness, verified by a doctor, or a verifiable death or illness in the immediate family. Exams maybe taken late only under one of these two circumstances. In-class work or quizzes may not be made up.
Students with Disabilities: Students with Disabilities should be aware of the resources available at the Office for Students with Disabilities (Student Affairs 115, telephone: 323.343.3140). Students seeking such accommodations must be registered with OSD and have appropriate paperwork filed; to receive accommodations for this class, students are responsible for the timely notification of such accommodations during the first week of class.

Attendance and Participation: Attendance will be taken at the beginning of each class. Please be aware that excessive absences (more than four classes (20%)) will place you in jeopardy of failing the participation portion of your class grade (10% of your overall grade). If you need to arrive late or leave early for a particular reason, please let me know before the class begins. You will be expected to sit near the door so as not to disturb other class participants. Class participants should not disrupt the class by not coming in and out of the class for any reason. If you have a physical condition that necessitates departures from class, please talk with me. All class participants are required to bring the day’s readings (print them out!); your active engagement in class discussions and attentiveness will be factored into your participation grade. Not being prepared or on time, or contributing to a negative learning environment will impact this portion of your grade negatively. Please turn off cell phones when entering class; texting is prohibited and will negatively impact your participation grade. Laptop computers, including iPads, are allowed for note-taking purposes and accessing documents/e-books only. If computers are used for internet surfing (outside of class readings), note-taking privileges will be revoked. I reserve the right to ask for class notes from a given day if you utilize a laptop. Violations of this will also negatively impact your class participation grade.

E-Reserve/Course Reserves: The password for the E-Reserve Readings available through the CSULA library website (www.calstatela.edu/library) is HIST430. E-reserves include document Laura Frader’s article, “Doing Capitalism’s Work,” John Ruskin’s essay, “Of Queen’s Garden” (from Bell and Offen, Women, the Family, and Freedom) and Zola, Brieux, and Roussel, under the title “Depopulation and Motherhood” in Bell and Offen, Women, the Family, and Freedom.
Course Schedule (subject to reasonable change and adjustment)

Week One

<table>
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<tr>
<th>Day</th>
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<th>Topic</th>
<th>Winks</th>
<th>Online Readings</th>
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<tbody>
<tr>
<td>M</td>
<td>1/7</td>
<td>Syllabus/Intro</td>
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De Gouges, Declaration of the Rights of Woman and Citizen: [http://www.library.csi.cuny.edu/dept/americanstudies/lavender/decwom2.html](http://www.library.csi.cuny.edu/dept/americanstudies/lavender/decwom2.html)  
The French Civil Code (1804): [http://chnm.gmu.edu/revolution/searchfr.php?function=find&keyword=%22french+civil+code+1804%22&x=0&y=0](http://chnm.gmu.edu/revolution/searchfr.php?function=find&keyword=%22french+civil+code+1804%22&x=0&y=0) |

Week Two

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<th>Date</th>
<th>Topic</th>
<th>Winks</th>
<th>Online Readings</th>
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Metternich, Confession: [www.fordham.edu/halsall/mod/1820metternich.html](http://www.fordham.edu/halsall/mod/1820metternich.html)  
Carlsbad Resolutions: [http://history.hanover.edu/texts/carlsbad.html](http://history.hanover.edu/texts/carlsbad.html)  
Begin [Mary Barton](http://public.wsu.edu/~brians/world_civ/worldcivreader/world_civ_reader_2/mill.html) |
| W   | 1/16 | Industrial Revolution | pp. 64-87 | Frader, "Doing Capitalism’s Work" (electronic reserve)  
Life of the Industrial Worker: [http://www.victorianweb.org/history/workers2.html](http://www.victorianweb.org/history/workers2.html)  
Women Miners: [www.fordham.edu/halsall/mod/1842womenminers.asp](http://www.fordham.edu/halsall/mod/1842womenminers.asp)  
Continue Reading [Mary Barton](http://www.fordham.edu/halsall/mod/1842womenminers.asp) |

Week Three

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<th>Topic</th>
<th>Winks</th>
<th>Online Readings</th>
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<tr>
<td>M</td>
<td>1/21</td>
<td>Martin Luther King, Jr. Day Holiday</td>
<td>Continue reading <a href="http://www.fordham.edu/halsall/mod/1842womenminers.asp">Mary Barton</a></td>
<td></td>
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</tbody>
</table>
Blanc, Organisation of Labor: [www.fordham.edu/halsall/mod/1840blanc.asp](http://www.fordham.edu/halsall/mod/1840blanc.asp)  
Discuss [Mary Barton](http://www.fordham.edu/halsall/mod/1840blanc.asp) |
Week Four

M 1/28  Nationalism and the Reaction to Reaction --1830 and 1848
Winks: pp. 27-35; 153-182
Online Readings:
Revolution of 1848: http://history.hanover.edu/texts/fr1848.html
Mary Barton Essay Due

W 1/30  Nationalism and State Formation: Unification of Italy and Germany and the Paris Commune
Winks: pp. 188-209
Online Readings:
Italian Unification: www.fordham.edu/halsall/mod/1861italianunif.asp
German Unification: www.fordham.edu/halsall/mod/germanunification.asp
Leighton, Paris Commune: www.fordham.edu/halsall/mod/1871leighton-commune.asp
Begin Reading Germinal

Week Five

M 2/4  MIDTERM

W 2/6  Second Phase of the Industrial Revolution: Marxism and Socialisms
Winks: pp. 139-52; 229-38
Online Readings:
Crib Sheet: Socialism, Marxism:
http://www.fordham.edu/Halsall/mod/SOCIALISM.asp
Continue Reading Germinal

Week Six

M 2/11  2nd Phase of the Industrial Revolution: Reality and Responses
Winks: pp. 219-224
Online Readings:
Lenin, What is to be Done?: www.fordham.edu/halsall/mod/1902lenin.asp
Discussion: Germinal

W 2/13  The Enculturation of the Middle Class: Domesticity and Fear of Falling
Winks: pp. 116-121; 238-41
Ibsen, A Doll's House
Electronic Reserve:
Ruskin, "Of Queen's Garden"
Essay Due: Germinal
Week Seven

M 2/18  Rise of the Women's Movement: Reaction to living in a "Doll's House"
Web Readings:
Leigh Smith (Bodichon) “A Brief Summary…”
http://womhist.alexanderstreet.com/awrm/doc17.htm
Wollstonecraft: Vindication of the Rights of Woman
http://womhist.alexanderstreet.com/awrm/doc1.htm
Mill, On the Subjection of Women

W 2/20  Darwin, Science, and Religion
Winks: pp. 241-43
Online Readings:
Darwin, “On the Origin of Species”:
http://public.wsu.edu/~brians/world_civ/worldcivreader/world_civ_reader_2/darwin.html
White, Warfare of Science with Theology:
http://history.hanover.edu/courses/excerpts/111white.html
Essay Due: Germinal

Week Eight

M 2/25  Social Darwinism
Web Readings:
Pearson, National Life: www.fordham.edu/halsall/mod/1900pearsonl.asp

W 2/28  Imperialism
Winks: pp. 257-78; 287-88
Online Readings:
Ferry, www.fordham.edu/halsall/mod/1884ferry.asp
Hobson, Imperialism: www.fordham.edu/halsall/mod/1902hobson.asp
Kipling, "White Man's Burden," www.fordham.edu/halsall/mod/Kipling.asp
Assignment due:  Times of London  Digital Archive Essay

Week Nine

M 3/4  Imperialism and Racialized Nationalism:
Winks: pp. 286-87
Online Readings
Pan-German League: www.fordham.edu/halsall/mod/1890pangerman.asp
Ahlwardt, Semitic vs. Teutonic Race:
http://www.bakeru.edu/faculty/jrichards/World%20Civ%20IV/E-Sources/Session%204/4ahlwar.htm
Kishinev Pogroms: http://www.shsu.edu/~his_ncp/Kishinev.html
Herzl, Jewish State: www.fordham.edu/halsall/mod/1896herzl.asp
W 3/6  The Belle Epoque: Gender Trouble and the Depopulation Crisis
Winks: pp. 289-318
Electronic Reserve/Online Readings:
Sidgwick, Student Life: www.fordham.edu/halsall/mod/1900germanstudents.asp
Pankhurst, Militant Feminism: http://www.fordham.edu/halsall/mod/1913pankhurst.html
Zola, Fruitfulness (E-reserve under "Depopulation and Motherhood")
Brieux, Maternity (E-reserve under "Depopulation and Motherhood")
Roussel, Speech (E-reserve under "Depopulation and Motherhood")

Week Ten

M 3/11  The Road To War: Culmination of International and Domestic Tensions
Winks: pp. 319-58

W 3/13  Review and Discussion of Mme. Caillaux
Madame Caillaux Essay due

FINAL EXAM

W 3/18  10:45am-1:15pm
Assignment: **Mary Barton**

In a well organized, 3-5 page typed, double-spaced essay (in a standard size 12 point font), analyze Elizabeth Gaskell’s *Mary Barton* as a historical document. Specifically, what does the novel tell us about gender and/or class relations in the lives of women and men in England in the late 1830s and 1840s? Contextualize your discussion of the book with reference to course readings and lecture notes. You may use additional sources if appropriate (you must check with me first).

Remember to develop a THESIS and SUBSTANTIATE it!!!

Be sure to DOCUMENT your essay with footnotes, endnotes, or parenthetical references, along with a bibliography or "works cited" page. THIS IS IMPERATIVE.

The essay is due AT 11:40 AM on Monday, January 28. Essays received after this time will be counted as late.

OR

Assignment: **Germinal**

In a well organized, 3-5 page typed, double-spaced essay (in a standard size 12 point font), analyze Emile Zola’s novel, *Germinal*, as a historical document. Specifically, what does the novel tell us about class and/or gender relations in the lives of women and men in France in the second half of the 1800s? Contextualize your discussion of the book with reference to course readings and lecture notes. You may use additional sources if appropriate (you must check with me first).

Remember to develop a THESIS and SUBSTANTIATE it!!!

Be sure to DOCUMENT your essay with footnotes, endnotes, or parenthetical references, along with a bibliography or "works cited" page. THIS IS IMPERATIVE.

The essay is due AT 11:40 am on Wed., February 13. Essays received after this time will be counted as late.
Plagiarism Acknowledgement

Note: The following is a reproduction of California State University, Los Angeles' plagiarism policy as found in the 2011-14 Catalog, found at http://ecatalog.calstatela.edu/content.php?catoid=4&navoid=83

“At Cal State L. A., plagiarism is defined as the act of using ideas, words, or work of another person or persons as if they were one’s own, without giving proper credit to the original sources.

The following examples of plagiarism are intended to be representative, but not all-inclusive:

• Failing to give credit via proper citations for others’ ideas and concepts, data and information, statements and phrases, and/or interpretations and conclusions
• Failing to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or a part thereof
• Paraphrasing the expressions of thought by others without appropriate quotation marks or attribution
• Assembling parts from various works and submitting the synthesis or single paper as one’s own creation
• Representing another’s artistic/scholarly works, such as musical compositions, computer programs, photographs, paintings, drawings, sculptures, or similar works as one’s own

Plagiarizing on any academic assignment, including course work, comprehensive exam, or thesis, in whole or in part, is subject to discipline for academic dishonesty.”

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You are permitted to use the ideas of other people; in fact, you should. But, when you use an idea of someone else without giving the original originator of the idea credit, then that is plagiarism. For example: if you paraphrase a source, you must give credit to the author. If you take a quotation word for word, then you must use quotation marks and cite the original author. To avoid unintentional plagiarism, do not share your rough drafts of finished papers with other students. You have the responsibility to ensure that your work is not used by other students. Also, if you are taking notes on a publication, be sure to use quotation marks when you are copying a quotation directly, so you will not forget and later think that your notes are already paraphrased.

The instructor is not remotely sympathetic to any form of plagiarism, whether intentional or accidental. Plagiarists are penalized to the maximum extent allowed by Cal State L.A.. Depending on the extent of the plagiarism, it may result in a failing grade in an assignment, the reduction of the course grade by one letter grade (without possibility for withdrawal), a failing grade in the course (without possibility of withdrawal), suspension from the University, or dismissal from the University. These penalties apply to cheating, collusion, and other dishonest conduct; due to the nature of this class, however, plagiarism is a particularly sensitive topic, and has been discussed here at length.

I acknowledge that I have read and understand the above statement, and have received a copy of it.

Name (Printed and Signed)

Date