This course covers European history from the final downfall of Napoleon in 1815 to the Franco-Prussian War of 1870 that led to the creation of the second German empire. Students will learn about industrialization, romanticism, formation and development of different social classes, gender relations, ordinary people’s quest for political representation, the revolutions of 1848, the Crimean War (1853-56), the Indian Rebellion of 1857, the changing status of Jews, early European imperialism, Darwinism, and the challenges of creating a united Italian state.

The objectives of this course are to help students gain an in-depth understanding of selected developments in nineteenth-century European history that are significant in the modern world, and to cultivate their analytical, writing, and oral expression skills. To this end students will read, discuss, and write about several primary sources, that is, documents produced by eyewitnesses to nineteenth-century events, and secondary sources, recent works of scholarship that analyze the past. The format is largely seminar-style discussion, with some lectures and films, and several short papers. Each student will lead one discussion. In small groups, students will develop a Digital History project on a topic of their choice.

Learning outcomes:
- Identify transformative political, economic, social, and cultural developments in the 19th century
- Critically analyze primary sources to understand their purpose, context, and information
- Read secondary historical sources in depth both for information and argument
- Compose analytical essays with thesis statement and supporting claims based on evidence
- Verbally communicate historical arguments and the meaning of historical data
- Collaborate with others to construct an informative digital history project

Required texts:
- Honoré Balzac, *Colonel Chabert*
- Friedrich Engels, *The Condition of the Working Class in England*
- Fanny Lewald, *The Education of Fanny Lewald: An Autobiography*
- Janet Browne, *Darwin’s Origin of Species: A Biography*
- Giuseppe di Lampedusa, *The Leopard*
C. A. Bayly, *The Birth of the Modern world, 1780-1914: Global connections and comparisons* is a recommended overall history – not required.

Additional readings will be posted on Blackboard Learn or available online

Course requirements:
- 5 short papers on assigned readings (13% each) 65%
- Participation in class discussion 20%
- Digital History project 15%

M 13 Jan  Introduction to a transformative century on a global scale; Napoleonic legacy

W 15 Jan  Lecture on Restoration France and Regency England
Balzac, begin

F 17 Jan  Social climbing, cynicism, and romanticism in Restoration France
Balzac, finish

M 20 Jan  Martin Luther King, Jr. Day – no class

W 22 Jan  Social relations in England; film *Silas Marner*
*paragraph on Balzac due*

F 24 Jan  Professor Matthew Hannah on digital humanities
Hall (on Blackboard Learn) begin

M 27 Jan  European society, family life, and religion in the early 19th c.
Hall (on Blackboard Learn) finish

W 29 Jan  Romanticism in the arts, society, and politics
Hall finish if needed; wrap-up discussion of post-revolutionary society

F 31 Jan  Research guidance, requirements for DH project, meet with small groups
*Paper due on *Silas Marner*, Balzac, and Hall

M  3 Feb  Industrialization in Europe and Engels’s social analysis in 1844
Engels, “To the Working Classes,”; “Introduction”

W  5 Feb  Transformation of work and life
Engels, ch. 5 Results
Student leaders:

F  7 Feb  Family and gender in industrialization
Engels, ch. 6 Single Branches . . . Factory Hands
Student leaders:

M 10 Feb  Development of workers’ activism and socialism
Engels, ch. 8 Labour Movements
Student leaders:
*Paragraph on Engels due*

W 12 Feb  Scenes from film: *North and South*
*Submit topic idea and preliminary bibliography*
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading/Activity</th>
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<tbody>
<tr>
<td>F 14 Feb</td>
<td>Engels and Marx on proletarian revolution &lt;br&gt;Engels, ch. 11 Attitude of Bourgeoisie &lt;br&gt;Student leaders:</td>
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<tr>
<td>M 17 Feb</td>
<td>Revolutions of 1848; scenes from <em>Les Misérables</em> or <em>Peterloo</em> &lt;br&gt;*paper due on Engels</td>
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<tr>
<td>W 19 Feb</td>
<td>Jews in nineteenth-century Europe &lt;br&gt;Lewald, pp. xiii-20</td>
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<tr>
<td>F 21 Feb</td>
<td>Home life, girlhood, and childrearing practices in the middle class &lt;br&gt;Lewald, pp. 20-73 &lt;br&gt;Student leaders:</td>
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<tr>
<td>M 24 Feb</td>
<td>Required Blackboard discussion instead of class &lt;br&gt;German and Jewish in nineteenth-century Prussia &lt;br&gt;Lewald, pp. 74-135</td>
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<tr>
<td>W 26 Feb</td>
<td>Gender, sexuality, and the state in the nineteenth century &lt;br&gt;*Annotated bibliographies due</td>
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<td>F 28 Feb</td>
<td>Group work on DH projects</td>
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<tr>
<td>M 2 Mar</td>
<td>Women’s lives in a romantic and revolutionary era &lt;br&gt;Lewald, pp. 139-187 &lt;br&gt;Student leaders:</td>
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<tr>
<td>W 4 Mar</td>
<td>An ambitious young women confronts nationalism and feminism &lt;br&gt;Lewald, pp. 187-252 &lt;br&gt;Student leaders: &lt;br&gt;*Paragraph on Lewald due</td>
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<tr>
<td>F 6 Mar</td>
<td>Politics and a writing career &lt;br&gt;Lewald, pp. 252-311</td>
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<td>M 9 Mar</td>
<td>Queen Victoria and Victorianism</td>
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<td>W 11 Mar</td>
<td>Florence Nightingale, hero of the Crimean War, 1854-56 &lt;br&gt;*Paper due on Lewald</td>
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<tr>
<td>F 13 Mar</td>
<td>Implications of the Crimean War for European society and states &lt;br&gt;Lyons (on Blackboard); British newspapers online</td>
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<td>16-20 Mar</td>
<td>SPRING BREAK!!</td>
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<tr>
<td>M 23 Mar</td>
<td>Indian revolt of 1857 – mutiny or national revolution?</td>
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<tr>
<td>W 25 Mar</td>
<td>Different perspectives: European empire and effects on non-Europeans &lt;br&gt;Savage and Oude (on Blackboard) &lt;br&gt;Student leaders:</td>
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<tr>
<td>F 27 Mar</td>
<td>Group work on DH projects &lt;br&gt;*scripts due</td>
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<tr>
<td>M 30 Mar</td>
<td>Science in the time of Victoria &lt;br&gt;Browne, ch. 1</td>
</tr>
</tbody>
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W  1 Apr  Thinking about change in nature  
          Browne, ch. 2  
          Student leaders:  

F  3 Apr  Publishing *Origin of Species* 1859  
          Browne, ch. 3  
          Student leaders:  
          *Paragraph on Browne due  

M  6 Apr  Public and scientific responses  
          Browne, ch. 4  
          Student leaders:  

W  8 Apr  Italian Risorgimento and Garibaldi  
          *Paper due on Darwin  

F 10 Apr  Student DH presentations and peer reviews  

M 13 Apr  Student DH presentations and peer reviews  

W 15 Apr  Student DH presentations and peer reviews  

F 17 Apr  Student DH presentations and peer reviews  

M 20 Apr  Patriarchy and power in nineteenth-century Sicily  
          Lampedusa, ch. 1-2  

W 22 Apr  Nationalism, regionalism, and social change  
          Lampedusa, ch. 3  
          Student leaders:  

F 24 Apr  Politics and personal relations  
          Lampedusa, ch. 4  
          Student leaders:  
          *Paragraph on Lampedusa due  

M 27 Apr  Priests, peasants, and aristocrats  
          Lampedusa, chs. 5-6  
          Student leaders:  

W 29 Apr  The end of an era?  
          Lampedusa, chs. 7-8  

F  1 May   Wrap-up – what is the meaning of the nineteenth century?  

M  4 May   *Paper due on Lampedusa  

**Course policies**

Cell phones off in class; no texting during class; no taking calls during class. Avoid using laptops in class unless necessary for online texts or for DH project. Taking notes by hand with pen and paper is usually more effective than taking notes on laptops, which can be distracting.

Email will be the preferred mode of contact outside of regular classroom hours and office hours. Please feel free to contact me directly (email address above) at any time. I will also create a class email list which
I will use to send course-related announcements as needed. For this reason, students should check Purdue email accounts at least once a day, and regularly check Blackboard Learn.

Short papers should be 4-5 pages long (double-spaced), and specific topics will be articulated in class or in a handout. Submitting paragraphs before the papers are due will keep students on track, and provide early feedback to improve final papers. Papers must be submitted at the beginning of class on the due dates and on SafeAssign; late papers are accepted until 5:00 P.M. on the due date. Students are encouraged to meet with the professor before paper due dates to discuss and review paper drafts. **Failure to submit a paper on time may result in a failing grade in the course.**

This syllabus provides the basic framework and scheduling for the semester, but slight changes in content and scheduling may occur for the convenience of students as the semester progresses. For example, the syllabus will be updated to include the names of student discussion leaders, and it may be necessary to alter the schedule of student presentations. Assigned textbooks and paper assignments will remain the same. Any changes to the syllabus will be announced in class. Students are individually responsible for everything that transpires in class, including changes to the syllabus, whether or not the student is present. Absence is not an excuse.

**CLASS PARTICIPATION.** Students are expected to have done assigned reading and be prepared to discuss it on designated class days. The professor will provide guidance on preparing for discussions either orally in the previous class or with a handout. At least once during the semester, and more often on request, students will be informed of their approximate class participation grades. Criteria for grading class participation include the following:
- frequency (or quantity)
- accuracy in answering questions provided in advance
- insightfulness of comments, questions, or answers
- appropriate application of knowledge from other class materials
- ability to further discussion in new directions for better understanding history

Be sure to bring to class copies of the readings under discussion on a given day.

Participating in class discussions can be stressful for some individuals, but there are good pedagogical and professional reasons for making this a significant component of the course. Posting responses on Blackboard Learn will often be an option for students, and sometimes will be a requirement for the entire class. Students should be prepared at any time to post responses on a Blackboard Learn discussion forum. Students who lead discussions are welcome to innovate methods of engaging other students in the conversation; they must submit questions the night before the class of the discussion they lead.

**ATTENDANCE.** I adhere to Purdue’s policies regarding bereavement and military leave absences, and to the general expectation that students and faculty will address absence issues in a manner that is reasonable. To that end, students who are sick or must be absent for other reasons should contact me in advance when possible, and in most cases some accommodation will be possible. Frequent absences will lower a student’s final grade; that is, more than 3-5 absences is cause for concern. **More than 6 absences will lead to a lower or failing grade for the course.** “Ultimately students are responsible for all required coursework and bear full responsibility for any academic consequences that may result due to absence.”

[http://www.purdue.edu/studentregulations/regulations_procedures/classes.html](http://www.purdue.edu/studentregulations/regulations_procedures/classes.html)

**ACADEMIC INTEGRITY.** As a student in this class and at Purdue, you are expected to uphold the standards of academic integrity suggested in the Honor Pledge as written by Purdue students: “As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue.” Plagiarism or any other form of academic dishonesty will result automatically in an F for the course, and I will report such behavior to the Dean of Students. Students are encouraged to consult with me at any time in order to avoid academic dishonesty. For more information on academic integrity, see: [http://www.purdue.edu/odos/osrr/academic-integrity/index.html](http://www.purdue.edu/odos/osrr/academic-integrity/index.html)

**STUDENTS WITH DISABILITIES.** Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are
welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

http://www.purdue.edu/drc/faculty/syllabus.html

DIVERSITY. Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue’s nondiscrimination policy can be found at https://www.purdue.edu/purdue/ea_eou_statement.php

EMERGENCY PREPARATION. In the event of a major campus emergency, course requirements, policies, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor’s control. Students may contact the professor at the e-mail address above, or check the course on Blackboard Learn. See also http://www.purdue.edu/emergency_preparedness

Grading Scale:
94-100 = A
90-93 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-73 = C-
67-69 = D+
63-66 = D
60-62 = D-
0-59 = F

Crystal Palace Exhibition, London, 1851