

**HIST 406**  
**Rebels and Romantics: Europe 1815-1870**



Delacroix, Liberty Leading the People, 1830

Spring 2020

MWF 10:30-11:20 AM

UNIV 219

Professor Walton

UNIV 323 Office Hours: MF 11:30-12:30 and by appointment

[awhitney@purdue.edu](mailto:awhitney@purdue.edu)

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 <i>Silas Marner</i> *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 19 <sup>th</sup> 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 <i>Silas Marner</i> , 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: <i>North and South</i> *Submit topic idea and preliminary bibliography

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

- 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>.

**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](mailto: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](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](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