

**History 6395 # 28764 - Europe, 1815-1914: Society, Politics, and Culture**  
**The Birth of the Modern “Isms”**

**Fall 2009**

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Office Hours: Tuesday, 10:30-11:30 a.m.; 8:30-9:00 p.m.

Thursday 10:30 –11:30 a.m.; 1:30-2:00 p.m.

Other times by appointment

**Goals of the course:**

1. To explore the “isms” of the 19<sup>th</sup> century that have made the world we inhabit today: nationalism, industrialism, liberalism, socialism, communism, Darwinism, imperialism, anti-Semitism, Freudianism

2. To understand the new science and technology of the early 20<sup>th</sup> century

3. To learn to write a professional book analysis of the kind usually found in the New York Review of Books

4. To develop competence as an instructor by devising discussion questions for the seminar and leading the seminar as “Student Expert.” Those seminar participants who do not have teaching goals will find that their preparation of seminar questions will solidify their knowledge of the subject under discussion.

5. To enjoy a light supper break and interesting conversation

Each week's seminar has a theme and required reading. I have also indicated some textual material by Eugen Weber (A Modern History of Europe) which will provide helpful background. Required readings can be bought in the bookstore or can be borrowed from the library reserve desk for three days. Under no circumstances can a required reading be kept for more than three days from the UH Library.

The background material can only be read in the Library since the texts belong to History Department faculty (Library rule). Please do not mutilate these books in any way.

1. January 20: Introduction

Seminar format and assignments

2. January 27: Nationalism, Part I

Liah Greenfeld, Nationalism: Five Roads to Modernity

Background - Weber, pp. 546-564, 572-582, 820-825

3. February 3: Industrial Revolution

Pat Hudson, The Industrial Revolution

Background - Weber, pp. 413-447

4. February 10: Liberalism

John Stuart Mill, On Liberty

John Stuart Mill, Autobiography

Background - Weber, pp. 651-658, 716-720

5. February 17: Socialism

Karl Marx and Friedrich Engels, The Communist Manifesto (Read the Introduction last)  
 Friedrich Engels, The Condition of the Working Class in England  
 Background - Weber, pp. 659-664. 720-729

6. February 24: 1848-Culmination of Frustration and Desire  
 Jonathan Sperber, The European Revolutions, 1848-1851  
 Background - Weber, pp. 619-27

7. March 3: Nationalism, Part II  
 Erich Eyck, Bismarck and the German Empire  
 Background - Weber, pp. 591- 600, 806 - 814, 751 – 759

8. March 10: Woman and Victorianism  
 Cynthia Eagle Russett, Sexual Science  
 Background - Weber, pp. 781-788, 1032- 1043

MARCH 17: SPRING BREAK

9. March 24: Biology and Darwinism  
 Peter Bowler, Charles Darwin: The Man and His Influence  
 Background - Weber, pp. 997 - 1002, 1012 - 101

10. March 31: Imperialism  
 Adam Hochschild, King Leopold's Ghost  
 Background - Weber, pp. 735 - 749

11. April 7: Anti-Semitism  
 Helmut Walser Smith, The Butcher's Tale: Murder and Anti-Semitism in a German Town  
 Background – Weber, pp. 726; 732-735; 846-847; 851-852

12. April 14: Psychoanalysis - The Unconscious and Human Sexuality  
 Hannah S. Decker, Freud, Dora, Vienna 1900  
 To be read either with Peter Gay, Freud. A Life for Our Time or George Makari,  
Revolution in Mind: The Creation of Psychoanalysis  
 Background - Weber, pp. 1002 - 1011, 1064 - 1068

14. April 21: Technology and Culture  
 Stephen Kern, The Culture of Time and Space  
 Background - Weber, pp. 978 - 992

15. April 28: The Lights Go Out - World War I  
 James Joll, The Origins of the First World War, 2nd ed.  
 To be read with Laurence LaFore, The Long Fuse  
 Background - Weber, pp. 757 -770

## Seminar Format

One person at every seminar meeting will be the "Student Expert" for that session.

The "S.E." will read the required readings with special care and for purposes of seminar discussion will prepare a list of 4-6 significant items he/she feels are raised by the readings and by his/her analytic book essay (see below). These items should deal with the following:

1. Big themes or general problems
2. Controversial points
3. Confusing points (not trivial)

These items should be 1-3 sentences long, and each one should conclude with a question or statement that is appropriate for discussion. Don't ask a series of factual questions that lead to a one or two sentence answer. Try to provoke discussion. **The items must be prepared in time for seminar meeting. Late items are valueless.**

The "S.E." will also read one book or six articles on the topic of the meeting and write a comparative analytical book essay which deals with (a) the general subject of the topic of the week, (b) the required seminar reading (s), and (c) the S.E.'s own specially chosen book or articles. This essay should be in the range of 2200-3000 words (8-11 double spaced typewritten pages.) **Do not manipulate computer margins and fonts unduly. Normally, font size is 10 or 12.** The books and articles are to be chosen from the list of supplementary readings, from Weber's bibliographies, from bibliographies at the end of the required readings, or from Internet or library searches (See me first with proposed book on this last.) If you have a specific interest not listed, see me for suggestions. **Each essay is due the same date that the seminar discusses the topic. Late essays will not be accepted.** Naturally, each essay must conform to the usual rules for a scholarly piece of work Check especially your sentence structures, spelling, word usage, and clarity of expression.

Before raising the question for discussion, the S.E., will deliver a five minute talk to the seminar, summarizing the main points of the book (or articles) he/she has specially chosen.

In addition to the essay you write as the S.E., you will also write a second essay on another topic. You may or may not be the S.E. for this second essay. It is due on the same date that the seminar discusses the topic you're writing on.

So everyone writes a total of two essays, some seminar members will be the S.E. once, most members will be the S.E. twice.

Each seminar member will be initiated (or re-initiated) into the art of writing a comparative analytic book essay by analyzing such an essay which appeared in The New York Review of Books. For our second meeting January 27, write a paper describing the various elements, mechanical, stylistic, and interpretive, that Jonathan Spence uses in his essay on Chinese Communist prison camps. Your paper should discuss, at the minimum: (1) the components of a standard bibliographic citation; (2) Spence's organization and general approach, including his introduction and conclusion; (3) Spence's descriptions of the books under review; (4) his thesis (or theses). Point out any other features. Feel free to praise or criticize Spence on

any aspect of his essay. What aspect of his approach would you most like to emulate? At the end of your paper, summarize what you think are the crucial elements of a well-written and informative comparative analytic book essay. Be explicit.

Your final grade will be calculated as follows:

General seminar participation - 30%

Items for seminar discussion - 20% (10% each discussion)

Essay – 50% (20% each essay; 10% your analysis of Spence's essay)