

HISTORY 732

EUROPE & THE WORLD IN THE 19th CENTURY

This course rests on the premise that the 19th century was the decisive one for the making of the modern world. It examines this crucial phase in the world's transformation and the central place of continental Europe in this process. The course's monographs focus principally on Europe itself, but most weeks also feature reading in Jürgen Osterhammel's monumental global history of the 19th century, thus offering intriguing opportunities for comparative and transnational exploration. Collaboration with Dr Nelson has allowed for coordination on topics and readings between this course and her colloquium on the United States (HIST724), which provides further possibilities for comparison to those students enrolled in both. The themes of empire and migration likewise take our story beyond the boundaries of Europe proper, thus reinforcing the proposition that many European developments are best viewed from a global perspective. At the same time, other processes warrant a narrower geographic frame featuring a focus on an individual polity—whether nation-state or empire—or even region. While the readings range widely across the European continent, in light of the instructor's expertise the center of gravity is in Europe's eastern half, which continues to be neglected in many standard treatments of European history. Major themes in the course include warfare & empire, labor & revolution, energy & industry, property & commerce, agriculture & environment, religion & secularization, terrorism & modernity, marital politics & gender, and mobility & migration.

Learning Objectives for this course include the following:

Students will be able to:

- Describe the methods and questions that inform the writing of history
- Discuss European history in the 19th century and how that relates to broader global trends
- Develop rigorous critical reading skills
- Use disciplined discussion techniques as both leaders and participants in discussion
- Apply critical and analytical writing skills
- Develop the foundations for a strong reading list for comprehensive exams

The course requires the active, passionate, and devout engagement of each and every student without exception. This means flawless attendance and exceptionally vigorous participation in discussion. It also implies solid, thoughtful, and deliberative preparation, based on careful reading and intense contemplation. In short, I expect that each student commit to this course with a fervor bordering on fanaticism.

Each week two students will be responsible for leading the discussion. This means that they must provide the rest of the group with questions at least 24 hours prior to the meeting; initiate the discussion in the class itself (hopefully in an intriguing or provocative way); and ensure that everyone in the group has the opportunity to register his/her thoughts. For the first several weeks, I ask that students bring notes to class in the format described below. Once each student has demonstrated mastery of this skill, I will no longer require that such notes be submitted.

Each student will compose two essays over the course of the semester and will furthermore engage in one exercise designed to build a reading list for comps. In the case of the two essays, students should seek to combine as many of the readings as seems reasonable given the analytical focus that they have adopted. At a minimum, the first paper should discuss two of the monographs in the course, with the second review essay ranging more broadly still. Each paper should adopt one of two analytical approaches: 1) a historical approach, whereby the author identifies and analyzes a historical problem or issue that can be fruitfully addressed using the works in question; 2) a historiographical approach, whereby the author explicitly analyzes the arguments and foci of different works, in effect producing an extended book review. Many essays will combine elements of the two, and we will discuss strategies for tackling this task in due course. Essays may be submitted electronically to the address listed above and will be considered on time if sent by 23:59 (11:59 PM) on the due date.

- **ESSAY #1 (due Friday 30 September).** The essay should be 4-5 pages in length, double-space, with pages numbered and a title, and all the other attributes of a civilized tract. It should address at least *two* monographs in this course since the start of the semester and should ideally include some reference to Osterhammel's *The Transformation of the World*. The incorporation of books from Dr Nelson's course is welcome as well, but of course not required.
- **BIBLIOGRAPHY BUILDING (due Friday 4 November).** The goal here is to begin the process of building a set of works that could be included on a reading list for comprehensive exams. For each week's readings up until the exercise is due (the first 10 weeks of the course), I ask that you identify five monographs that relate in some clear fashion to the theme(s) of that week. These should primarily be works in European history, though one of the five could also be taken from US or another non-European historiography. Each monograph on your list should be accompanied by a brief explanation for *why it is there*—a good sentence or its equivalent. The idea is for the logic of inclusion to be clear to the instructor. Details will follow.

- **ESSAY #2 (due Wednesday 14 December).** The final essay should 12-15 pages in length, and should address *four* monographs from the entire course (but neither of the two addressed in review essay #1). In addition, I ask that you deploy at least *two* monographs of your own choice (or their equivalent), which you will have selected by consultation with me (books from Dr Nelson's course are "pre-approved"). This will allow you to focus a bit more on one aspect of the course that interests you, and to use both required and external readings for doing so. Once again, deployment of Osterhammel's *Transformation of the World* would be a real plus. Your selection of books and your plan for the review must be discussed in conference with the instructor by 1 December.

There are no specific percentages ascribed to each of these exercises or to your participation in the discussion. Rather, I enter a final grade for you based on my assessment of your overall performance in the course: the diligence with which you prepare; the thought and deliberation that inform your comments and assertions; the intellectual growth that you exhibit over the course of the semester; the initiative that you demonstrate in completing the assigned tasks; and the strength and clarity of your written prose. I hasten to add that I am available to help you in attaining success.

Email Communication. By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.

University Policies.

Academic Misconduct— Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)— **Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request,

please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy— Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—**The Academic Success Center (ASC)** provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at

the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Library statement:

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Extra Fun!! The 19th-Century Club™

Informally and without compulsion, students from HIST724 and 732 may meet for three special events designed to enhance solidarity and fanaticism (dates still provisional):

- 19th-Century Happy Hour™, 9 September, 4-6 PM, location TBA
- 19th-Century Movie Night™, *Fitzcarraldo*, 30 September, 6-9 PM, location TBA
- 19th-Century Movie Night II™, *Aferim*, 18 November, 6-9 PM, location TBA

Date	Reading
Week 1 30 Aug	Jürgen Osterhammel, <i>The Transformation of the World: A Global History of the Nineteenth Century</i> (Princeton, 2014), chapters 1-3 & conclusion.
Week 2 6 Sept	David Bell, <i>The First Total War: Napoleon's Europe and the Birth of Warfare as We Know It</i> (Vintage, 2008). Osterhammel, <i>Transformation of the World</i> , chapter 9 (Int'l Orders)
Week 3 13 Sept	William H. Sewell, <i>Work & Revolution in France: The Language of Labor from the Old Regime to 1848</i> (Cambridge, 1980). Osterhammel, <i>Transformation of the World</i> , chapters 10 (Revolutions) & 13 (Labor)
Week 4 20 Sept	Larry Wolff, <i>The Idea of Galicia: History and Fantasy in Hapsburg Political Culture</i> (Stanford, 2010).
Week 5 27 Sept	Alison Frank, <i>Oil Empire: Visions of Prosperity in Austrian Galicia</i> (Harvard, 2007). Osterhammel, <i>Transformation of the World</i> , chapter 12 (Energy & Industry)
Week 6 4 Oct	David Moon, <i>The Plough that Broke the Steppe: Agriculture and Environment on Russia's Grasslands</i> (Oxford, 2013). Osterhammel, <i>Transformation of the World</i> , chapter 7 (Frontiers)
Week 7 11 Oct	Claudia Verhoeven, <i>The Odd Man Karakozov: Imperial Russia, Modernity, and the Birth of Modern Terrorism</i> (Cornell, 2011). Osterhammel, <i>Transformation of the World</i> , chapters 5 (Living Standards) and 15 (Hierarchies)
Week 8 18 Oct	Michael Gross, <i>War Against Catholicism: Liberalism and the Anti-Catholic Imagination in Nineteenth-Century Germany</i> (Michigan, 2005). Osterhammel, <i>Transformation of the World</i> , chapter 18 (Religion)

Week 9 25 Oct	Ekaterina Pravilova, <i>A Public Empire: Property and the Quest for the Common Good in Imperial Russia</i> (Princeton, 2014). Osterhammel, <i>Transformation of the World</i> , chapter 11 (The State)
Week 10 1 Nov	Barbara Alpern Engel, <i>Breaking the Ties that Bound: The Politics of Marital Strife in Late Imperial Russia</i> (Cornell, 2013).
Week 11 8 Nov	Alexia Yates, <i>Selling Paris: Property and Commercial Culture in the Fin-de-Siècle Capital</i> (Harvard, 2015). Osterhammel, <i>Transformation of the World</i> , chapters 6 (Cities) and 14 (Networks)
Week 12 15 Nov	Tara Zahra, <i>The Great Departure: Mass Migration from Eastern Europe and the Making of the Free World</i> (Norton, 2016). Osterhammel, <i>Transformation of the World</i> , chapter 4 (Mobilities)
Week 13 22 Nov	Willard Sunderland, <i>The Baron's Cloak: A History of the Russian Empire in War and Revolution</i> (Cornell, 2014). Osterhammel, <i>Transformation of the World</i> , chapter 16 (Knowledge)
Week 14 29 Nov	Isabel Hull, <i>Absolute Destruction: Military Culture and the Practices of War in Imperial Germany</i> (Cornell, 2006). Osterhammel, <i>Transformation of the World</i> , chapter 17 (Civilization & Exclusion)
Week 15 6 Dec	Josh Sanborn, <i>Imperial Apocalypse: The Great War and the Destruction of the Russian Empire</i> (Oxford, 2014). Osterhammel, <i>Transformation of the World</i> , chapter 8 (Imperial Systems)
Exam Week	Final Essay due Wednesday, 14 December at 23.59 NB: there is no final exam for this course

Reading Notes*

Always read with your comprehensive exams in mind. You want to develop an accessible and comprehensive bibliographic resource that will not only be helpful for your exams, but also for any subsequent teaching or research you do. For each book, reading notes should not be more than two sides of a page and should be designed to recount the book at a comparative glance. It makes sense to read the whole book first, strategically, and then compiling your page of notes so that they are organized rather than impressionistic. For the purposes of this class, these notes should be typed, while full bibliographic reference at the top.

Argument – You should be able to recount this in 2-4 sentences. Read the introduction and conclusion together. This will help you assess not only whether the author has successfully presented her/his argument, but also what some of its larger implications of might be. The index is a very helpful tool for identifying the author's key terms. Chapter and section titles can also be very revealing.

Historiography – How does the author position her/his book in the field? Is the book a departure from conventional scholarship? Is it a revisionist argument? Is it in dialogue with another book or set of books? In addition to the introduction and the footnotes, the acknowledgments are a good place to look for clues.

Methodology – Is this book a new look at familiar evidence or does it introduce new evidence? Is it a work of interdisciplinary scholarship, and if so what disciplines? What lens of historical analysis does the author put at the center of the inquiry: race, class, gender, politics, diplomacy, military affairs, culture, intellectual thought, community life, economics, etc.? How does this shape the study? What theoretical approaches shape the intellectual project: social history, cultural history, Marxism, postmodernism, post-structuralism, psychology, new historicism, etc.? Is there a particular theoretician whose ideas are particularly salient?

Structure – Consider the organization of the book—chapters, sections, and other divisions. In what ways do these help the book to succeed or detract from its success? What strategies might be worth replicating in your work?

Sources – How contemporary (to the publication of the book) are the secondary sources? What kind of primary evidence does the author use? How is this evidence analyzed?

Examples – It is always a good idea to choose three key examples from the text that raise particularly important points in the argument or generate questions about or critiques of the author's argument. Include key details as well as brief discussion of the importance of each example (to jog your memory later).

Gripes/Enthusiasms/Curiosities – Make note of things that you particularly like/dislike about the book and perhaps a thing or two that you simply find curious. These will help you remember key elements of the argument.

* Compiled by Dr Elizabeth Nelson for our fun & edification (with some minor modifications).

Guidelines for Discussion

Every discipline has a core set of ideas and principles that anchor its intellectual inquiry. Following this idea, we will try to craft a disciplined discussion of the book each week that follows certain rules of engagement. We will begin the discussion with a series of ritualized explorations of the text that mirror the structure of the reading notes. Having acquired a firm understanding of the scholarly project of each book, we will consider ways to situate the book in the larger global narratives that frame the colloquium. This two-part structure is designed to develop your skills in efficient reading and concise summary of an author's argument, methodology and research, and to create a strong foundation for creative thought about historical issues and topics in nineteenth-century history. We will try to follow (approximately) the schedule below:

40-60 minutes: Establish a Shared Group Understanding of the Author's Scholarly Project. We will begin with a close reading of the book title, chapter titles, acknowledgements, and index, introduction and conclusion. Think about this part of the discussion as a form of dissection, or a mapping of the scholarly terrain.

- **Identify the Argument.** What is the core scholarly contribution of the book? Summarize the author's argument succinctly. Evaluate how well the author lays out the argument in the introduction. Discuss the conclusions presented. Are they compelling?
- **Historiographical Position.** What are the author's intellectual debts? Discuss the relationship of this argument to other arguments made in earlier scholarship.
- **Methodological Approach.** How is the argument constructed? Discuss the theoretical influences and the methodological choices. What questions animate the study? What kind of history is this? How did the author frame the study? What is at the center? What kinds of research methods were used? With which subfield(s) does the author engage? How does the author go about the mechanics of supporting the claims made in the book?
- **Research.** How does the author substantiate the argument? What kinds of sources are used? Is the research innovative? How does the author use the sources to make the argument? What are the methods of analysis—patterns, close reading, comparative discussion, statistical analysis?
- **Assessment.** How do we assess the effectiveness and the persuasiveness of this argument? What do we like? What do we question? Where are the leaps of faith? What can we plunder? What do we discard? Be passionate about books—but in an informed way! What did you love/hate about this book? Why? How can you emulate the things you love? How will you strive to avoid the aspects you hate?

20-30 minutes: Think About the Book in the Context of Osterhammel's Thematic Discussion. Discuss the book in the broader understanding of the nineteenth century provided by Osterhammel's global history. How do we situate this specific discussion in the "grand narrative" of the history of the nineteenth century? Where does it fit? What do we learn? How is this book in dialogue with other kinds of scholarship—on other topics—on other geographical regions? How does this book make a contribution to the global thematic understanding articulated by Osterhammel?

Break (10 minutes)

20-30 minutes: Think about the book in relation to the other books we have read this semester and in a broader historiographical context. How can we use these books to understand the broader questions addressed in historical scholarship?

20-30 minutes: Use the research and methodological approaches of the book as a catalyst for discussion of new scholarly projects. Discussion is designed to let you explore the model offered by another person's research project. Consider the challenges presented by a large research project, and model the steps you would follow as you develop your own research project. You should use the modes of discussion outlined above to model the structure the conceptualization of your research. How can these books on European history help to enlighten or inform the work of those who focus primarily on the US? Or those who work on European countries or regions others than the ones that the given book addresses?