

The Historical Scholarship of European History 1715--1850

HIGR 221

#765159

Winter 2013

Professor Deborah Hertz

HSS 6024

Phone in office 858 534 5501

Office hours Wednesdays 1:30--3:00 PM

Please try not to send me email messages unless it is a dire emergency. Speak to me before or after class or during my office hours or in an arranged appointment.

Class meets Wednesdays mornings 9--11:30

HSS 3086

Books

All of the class texts have been ordered at the Price Center bookstore and have been placed on reserve. Many of them are partially scanned by Google Books. We will be reading selections from several of the class texts at each weekly session.

Gender, Sex and the Shaping of Modern Europe, Annette Timm and Joshua Sanborn, eds., Berg Publishers.

Discipline and Punish: The Birth of the Prison, Michel Foucault, Vintage Books.

History Derailed: Central and Eastern Europe in the Long Nineteenth Century, by Ivan Berend, University of California Press. [UC electronic edition may be available online]

The Making of the English Working Class, E.P. Thompson, Vintage Books.

Industry and Empire: The Birth of the Industrial Revolution, Eric Hobsbawm, New Press.

Citizens, A Chronicle of the French Revolution, Simon Schama, Vintage Books.

Class Web Site

Our site will be available on TED. We shall use it quite sparingly. For each class session, each student will be asked to answer the question posed by the instructor in one or two sentences. These comments should appear in the Discussion Topics section of the site. Please post your answers as responses to the previous post so that the comments can all be accessed in one cumulative file.

When your own essays are complete at the end of the quarter, please attach a copy of the essay to the web site. Please post your essay by midnight on March 11th.

Student Requirements

The reading for this seminar is intense. Begin early and do not expect to master every detail. Become an expert on the forest rather than the trees. Come to class even if you have not finished the reading. Be ready with marked sentences and paragraphs that you love, hate, or do not understand.

Please choose the topic for your own essay by **January 24th**. Submit a working title for your essay that day.

On **February 6**, submit a two page outline of your essay plans in hard copy.

On **February 27th**, submit three pages of text from your rough draft, in hard copy.

Essays should be 25 pages in length. Your essay must be posted online by March 11 at midnight. Please hand in a hard copy of the essay the last day of class.

The only style of references accepted will be footnotes in the University of Chicago format. Essays using “in-text” parenthetical references with a list of works cited {MLA or APA} will be returned for a re-write. The Chicago manual guide to footnotes is available online. Students may also consult *The History Guide 4.11* regarding how historians use the reference system of footnotes so as to promote further research by those who read what we write.

Topics for Student Essays

Please try to choose a topic that has aroused systematic long-term debate among different generations of historians. You could also discover a neglected corner of the past whose investigation helps refine historiographical debates. Integrate that conversation about interpretation into the conclusion of the essay. You need not try to “decide” which interpretation is correct unless you arrive at such a view in the course of your research.

Choose one region, nation state, or city and one century for the focus of your research. Also choose of genre of historical investigation such as cultural, economic, diplomatic, social or military history. The time frame can of course be considerably narrower as appropriate to the topic. If possible use a version of a topic you are considering for your MA thesis or your dissertation.

We will spend at least 30 minutes at the end of class so that students can raise questions about their ongoing research, open to any students who want to participate.

Class Schedule

January 10: Introduction to the Course

January 17: Old Regime Economies

Read: Foucault Part One; Hobsbawm Chapters One and Two

January 24: Changing Mentalities in the Late Enlightenment

Read: Schama, Preface and Chapters One through Seven; EP Thompson, Part One
“The Liberty Tree, 17-188

Please be prepared to submit the working title for your essay.

January 31: The Many French Revolutions

Read Schama, Chapters Eight through Thirteen and Timm, 17-53.

February 6: Explaining the Industrial Revolution

Read: Hobsbawm, Chapters Three and Six; EP Thompson, 189-344.

Please bring a hard copy of a two page outline of your essay to class.

February 13: Disrupted Family Patterns in the Industrial Age

Read: Foucault, Part Two 73-134; Berend Chapter Five; Timm 55-94; Hobsbawm
Chapter Four

February 20: Revolutions and Protest in the Era of 1848

Read: Foucault Part Three 135-194; Hobsbawm Chapter Eight; EP Thompson,
Chapters Fifteen and Sixteen; Berend Chapter Two

February 27: Politics of Peoplehood in the Age of Declining Empires

Read: Hobsbawm, Chapters Nine and Ten; Berend, Chapter Six

Please bring a hard copy of three pages of your rough draft to class. These pages can come from any section of the essay.

March 6: Explaining the European Past through the Window of Gender

Read: Timm, Introduction 1-16 and 169-219

March 13: Reading Student Essays

Make sure you have posted your own essay on the class web site by midnight on Monday, March 11th.

Please be sure to acquaint yourself with the work of your peers before coming to class. Be prepared to make a ten minute summary of your own research and respond to questions from the class. Breakfast will be served in class.