

HIST 6012: Readings in European Politics and Culture, 1860-1914

Instructor: Brian Vick – Spring 2008

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Hellems 242, 2-7029

Office Hours Wed. 10-11, 2-3:30, and by appointment

This discussion-driven seminar will explore recent historiographical trends in the study of late nineteenth- and early twentieth-century Europe, with a focus upon the crisis-ridden transition to mass politics, mass culture, and urban modernity. The course will touch on both high and popular culture, the development of urban modernity and modernism, the rise of radical nationalist and antisemitic politics and the fortunes of liberalism, the relationship between colonialism and the metropole, strains in changing conceptions and experiences of gender, the invention of monarchical tradition, and the spread of urban currents into rural areas. You may also find yourselves becoming strangely familiar with the world cities of Paris, Vienna, and Berlin, our prime examples.

Books to Order: (all but Judson in paperback editions; other readings available electronically):

Carl Schorske, *Fin-de-Siècle Vienna: Politics and Culture* (Vintage Books, 1981)

Stephen Beller, ed., *Rethinking Vienna 1900* (Berghahn Books, 2001)

Vanessa Schwartz, *Spectacular Realities: Early Mass Culture in Fin-de-Siècle Paris* (California UP, 1998)

Peter Fritzsche, *Reading Berlin 1900* (Harvard UP, 1996)

H. Glenn Penny, *Objects of Culture: Ethnology and Ethnographic Museums in Imperial Germany* (University of North Carolina Press, 2002)

Edward Berenson, *The Trial of Madame Caillaux* (California UP, 1992)

Helmut Walser Smith, *The Butcher's Tale: Murder and Anti-Semitism in a German Town* (Norton, 2003)

Pieter M. Judson, *Guardians of the Nation: Activists on the Language Frontiers of Imperial Austria* (Harvard UP, 2006)

Schedule of Sessions:

Week One: Introduction

1/14: No Reading (Slides)

Weeks Two through Five: Vienna and Viennese Culture at the *Fin-de-Siècle*

Week Two (1/21): Holiday, no class [replaced later in the semester with a specially-scheduled session devoted to presentations related to papers]

Week Three (1/28): Liberalism and Its Challenges

Reading: Carl Schorske, *Fin-de-Siècle Vienna*, Introduction, chs. 1-3, pp. xvii-xxx, 3-180; Pieter Judson, "Rethinking the Liberal Legacy," and James Shedel, "Fin-de-Siècle or Jahrhundertwende," in Steven Beller, ed., *Rethinking Vienna 1900*, pp. 57-104

Week Four (2/4): The Culture of Decadence, Depth, and Death

Reading: Schorske, chs. 4-7, pp. 181-366

Week Five (2/11): Vienna at Second Glance

Reading: Beller, chs. 1, 5-6, 8-10

Weeks Six through Eight: New Forms of Culture in Paris and Germany

Week Six (2/18): Paris and the New Mass Culture

Reading: Vanessa Schwartz, *Spectacular Realities*

Presentation/Essay: David Harvey, *Paris, Capital of Modernity* (Routledge, 2003)
WORKSHOP ON PROSPECTUS DRAFT

Week Seven (2/25): The City as Text

Reading: Peter Fritzsche, *Reading Berlin 1900*

Presentation/Essay: Benjamin Hett, *Death in the Tiergarten: Murder and Criminal Justice in the Kaiser's Berlin* (Harvard UP, 2004)
HAND IN PROSPECTUS/BIBLIOGRAPHY FOR FINAL ESSAY

Week Eight (3/3): Urban Modernity, the Metropole, and Colonialism

Reading: H. Glenn Penny, *Objects of Culture: Ethnology and Ethnographic Museums in Imperial Germany*

Presentation/Essay: Andrew Zimmerman, *Anthropology and Antihumanism in Imperial Germany* (University of Chicago Press, 2001)

Weeks Nine through Twelve: The New Urban Political Culture

Week Nine (3/10): Republicanism, Antisemitism, and Proto-Fascism in France (Approaches)

Reading: Peter M. Rutkoff, "The Ligue des Patriotes: The Nature of the Radical Right and the Dreyfus Affair," *French Historical Studies* 8, 4 (1974): 585-603; Zeev Sternhell, "Paul Déroulède and the Origins of Modern French Nationalism," *Journal of Contemporary History* 6, 4 (1971): 46-70; Christopher E. Firth, "Bodies of Christ: Gender, Jewishness and Religious Imagery in the Dreyfus Affair," *History Workshop Journal* 48 (1999): 16-39

Presentation/Essay: Eric Cahm, *The Dreyfus Affair in French Society and Politics* (Longman, 1996)

Week Ten (3/17): Bourgeois Liberalism and Democratic Politics in Germany

Reading: Geoff Eley, "Reshaping the German Right: Radical Nationalism and the German Navy League, 1898-1908," *Historical Journal* 21, 2 (1978): 327-354; James Retallack, "'What Is to Be Done?' The Red Specter, Franchise Questions and the Crisis of Conservative Hegemony in Saxony, 1896-1909," *Central European History* 23 (1990): 271-312; Jennifer Jenkins, "Social Patriotism and Left Liberalism: The Hamburg People's Home, 1901-1914," *German History* 21, 1 (2003): 29-48

Presentation/Essay: Richard Evans, *Death in Hamburg: Society and Politics in the Cholera Years* (2nd ed.: Penguin, 2005)

SPRING BREAK, 3/24-3/28

Week Eleven (3/31): Inventing Traditions, Reinventing Military Monarchies (and Republics)

Reading: Jakob Vogel, "Military, Folklore, Eigensinn: Folkloric Militarism in Germany and France, 1871-1914," *Central European History* 33, 4 (2000): 487-504; Johannes Paulmann, "Searching for a „royal international“: the mechanics of monarchical relations in nineteenth-century Europe," in Martin H. Geyer and Johannes Paulmann, eds., *The Mechanics of Internationalism: Culture, Society and Politics from the 1840s to the First World War*, Oxford: Oxford University Press, 2001, 145-176; Eric Hobsbawm, "Mass-Producing Tradition: Europe, 1870-1914," in Hobsbawm and Terence Ranger, eds., *The Invention of Tradition* (Cambridge, 1983): 263-307.

Presentation/Essay: Daniel L. Unowsky, *The Pomp and Politics of Patriotism: Imperial Celebrations in Habsburg Austria, 1848-1916* (Purdue UP, 2005)

Week Twelve (4/7): Politics and Gender on the Eve (Literally) of the Great War

Reading: Edward Berenson, *The Trial of Madame Caillaux*

Presentation/Essay: Mary Louise Roberts, *Disruptive Acts: The New Woman in Fin-de-Siècle France* (University of Chicago Press, 2002)

Weeks Thirteen through Fifteen: The New Urban Political Culture in the Countryside

Week Thirteen (4/14): Nationalization in the Habsburg Countryside

Reading: Pieter M. Judson, *Guardians of the Nation: Activists on the Language Frontiers of Imperial Austria*

Presentation/Essay: Pieter M. Judson, *Exclusive Revolutionaries: Liberal Politics, Social Experience, and National Identity in the Austrian Empire, 1848-1914* (Michigan UP, 1996)

Week Fourteen (4/21): Antisemitic Politics in a Small German Town

Reading: Helmut Walser Smith, *The Butcher's Tale*

Presentation/Essay: Shulamit Volkov, *The Rise of Popular Antimodernism in Germany: The Urban Master Artisans, 1873-1896* (Princeton UP, 1978)

FINAL ESSAY DUE BY FRIDAY, APRIL 25 AT NOON

Week Fifteen (4/28): Nationalization in the French Countryside

Reading: James R. Lehning, *Peasant and French: Cultural Contact in Rural France during the Nineteenth Century* (Ch. 8, pp. 179-203); Nancy Fitch, "Mass Culture, Mass Parliamentary Politics, and Modern Anti-Semitism," *American Historical Review* 97, 1 (Feb. 1992): 55-95

Course Requirements:

In a seminar, **attendance and participation** are central to the learning experience, as we learn from others and others learn from us in a reciprocal process of exchange. Seminar performance will be assessed on the basis not just of quantity but of quality. In addition to reading joint assignments and pondering them in relation to course themes, you should look to participate in and at times to initiate productive strands of discussion (an astute question often being as productive as an insightful comment). Engaging with your colleagues and fostering a friendly, open collaborative learning environment is also key. Attendance and participation will count toward **30%** of the final grade. Everyone will also do **two short presentations**, each connected with one of the written assignments below (**10%**, 5% each).

Written assignments will include a **historiographically informed book review** (1500-2000 words, c. 6-8 pages) and a **final historiographical essay** (4000-5000 words, c. 15-18 pages). The **book review** will focus on one of the presentation/essay options listed for Weeks Six through Fourteen. In the oral component you will offer concise summary of main points as they relate to course themes (c. 5-10 minutes), and then pose two or three questions suggested by the new material to help steer the day's discussion. In the written component you will be more concerned to analyze than to summarize. You will discuss the arguments, approaches, and evidence presented in the text at hand and then reflect on some larger implications of this work for course themes and/or historical methodology, in the context of other readings for that week, and of two or three other sources. The review will normally be due in class the week following the presentation, except for Week Ten, which it will be due on the Thursday of that week (before Spring Break). The book review will count **20%** of the final grade.

The **historiographical essay** will survey the literature on a topic related to those covered below (but can have a different geographic focus). The assignment will be developed in stages, starting with consultation in my office hours, then workshopping a prospectus, submitting the prospectus and preliminary bibliography, and handing in the final product. There will also be a presentation of your research to the class in a session to be scheduled later. The essay is due by **noon on Friday, April 25**, and will count **40%** of the final grade.

Policies regarding disabilities, religious observances, classroom environment, discrimination and harassment, and academic integrity:

If you qualify for accommodations because of a disability, please submit a letter to me from Disability Services in a timely manner so that your needs may be addressed. Contact: 303-492-8671, Willard 322, and <http://www.Colorado.EDU/disabilityservices>

I will make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. Whenever possible, please notify me at least two weeks in advance of the schedule conflict to request an appropriate, individual adjustment to the schedule.

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to

discipline. Faculty have the professional responsibility to treat all students with understanding, dignity, and respect, to guide classroom discussion, and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters with your legal name are provided; if you would like to be addressed by an alternate name or gender pronoun, I will gladly do so. Please just let me know early in the semester so that I may alter my records accordingly.

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff, and faculty. Any student, staff, or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at: <http://www.colorado.edu/odh>

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at: <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

Plagiarism is a serious academic offense. If you use the exact words, a rough paraphrase, and/or the specific ideas of another scholar, *without proper attribution*, you are committing plagiarism, and you will receive a failing grade for the assignment in which plagiarism occurs. If you have any doubts about whether you should provide a footnote to an article or book you are using in your written assignments, feel free to check with me in advance.