

HIGR 221
Fall quarter 2014

The Historical Scholarship of European History 1715–1850

Professor Deborah Hertz

HSS 6024
Phone in office: (858) 534-5501
Office hours: Thursdays, 3:00–5:00 p.m.

Please try not to send me e-mail 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 Thursday afternoons 12:00 noon to 3:00 p.m.

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, and many will be available at your local public library.

Barrington Moore, *Social Origins of Dictatorship and Democracy*, Beacon Press 1996.

Mary Hartman, *The Household and the Making of History*, Cambridge University Press, 2004.

Peter Laslett, *The World We Have Lost*, New York, 1965.

Jonathan Sperber, *The European Revolutions 1848-1851*, Cambridge University Press, 2004.

R. R. Palmer, *The Age of the Democratic Revolution: The Challenge* [Volume One]. Princeton University Press, 1959.

Eric Hobsbawm, *Industry and Empire: The Birth of the Industrial Revolution*, New Press, 1998.

Class Website

Our site will be available on TED. We shall use it quite sparingly. For each class session, each student should write a very short one-paragraph post. In the post students should address what

they found most surprising and most puzzling in the readings assigned for that session. 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. Please write your posts before midnight of the day before the seminar meeting.

When your own essays are complete at the end of the quarter, please attach a copy of the essay to the website. Please post your essay by midnight on December 10. Late work will not be accepted without prior arrangement with the instructor.

Student Requirements

The reading for this seminar is intense. Begin early and do not expect to master every detail. 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. Do take the opportunity to look up the original reviews of the books and later scholarship that makes reference to the books. The books chosen are classics in the field and have passed the test of admission into the historical canon. Try to be aware of how more recent historiography has moved on from the interpretations presented in the class texts, if you can.

Please choose the topic for your own essay by October 16. Submit a working title for your essay that day.

On October 30, submit a two-page outline of your essay plans and a short bibliography in hard copy.

On November 13, submit three pages of text from your rough draft, in hard copy.

Completed essays should be twenty-five pages in length. Your essay must be posted online by December 10 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 rewrite. 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 topic that is far beyond the themes of the class texts.

Choose one region, nation state, or city, and one century for the focus of your research. Also choose a 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 thirty 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

October 2 Introduction to the Course

October 9 The English Pattern of Capitalist Agriculture

Read: Moore, Chapter One; Hobsbawm Chapters One and Two

October 16 Demographic Historians Destroy Myths about Pre-industrial Society

Read: Laslett, Chapters One, Two, Four, Seven, Eight, and Nine

Please sign in on the list of your chosen topic for your essay. You may of course change your focus as you proceed with the research.

October 23 What Is Explained by the European Marriage Pattern?

Read: Hartman, entire book.

October 30 What Was the “Age of Democratic Revolution”?

Read: Palmer, Chapters One through Four

Please submit a two-page outline of your essay, including a bibliography of at least two books and five recent articles.

November 6 The Causes and the Events of the French Revolution

Read: Moore, Chapter Two; Palmer, Chapters Four, Five, Fourteen and Fifteen

November 13 Revolutions and Protest in the Era of 1848

Read: Sperber, Introduction and Chapters One and Six, entire class. Each student should also read either Chapter Two, Chapter Three, Chapter Four, or Chapter Five.

November 20 How Empire Shaped Industrialization

Read: Hobsbawm, Chapters Three through Ten.

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

November 27 Thanksgiving no class

December 4 Can Historians Predict Fascism from Nineteenth-Century History?

Read: Moore, Chapters Seven, Eight, Nine and Epilogue

December 11 Discussion of student essays

Make sure you have posted your own essay on the class website by midnight on Wednesday, December 10.

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. Lunch will be served in class.