If historians were in charge of calendars, then the nineteenth century would have begun officially in the hopeful spring of 1789 and ended in the violent summer of 1914. Since we don't control the calendar we call this period “The Long Nineteenth Century,” meaning the period between the beginning of the French Revolution and the beginning of World War I. These were profoundly important years for the modern world. Almost all of the arguments that began in the nineteenth century still agitate us. Here is the origin of modern democracy, industry, nationalism, socialism, modern medicine, harnessed electricity, mass transportation, mass production, mass consumption, suburbia, public education and civil rights. Yet it is also the century of aristocratic balls, fabulous palaces, emperors, tsars, kaisers, slaves, serfs, servants, cholera, famine, candlelight, horse-drawn carriages and the wooden plough. Most profoundly of all, behind this scene of political and economic change was an avalanche of people moving: from field to factory, from countryside to city, from Europe to America, from overpopulated centers to peripheries. In order to provide some shape to this sprawling subject we will pay special attention to the histories of families and work, and to the ways that private lives intersected with the expanding public sphere.

GOALS: When this semester is over, I hope that you will be better at each of the following things than you were at the beginning: reading hard books; articulating your own ideas about complicated questions both orally and in writing; weighing historical evidence and arriving at supportable conclusions. I also hope that you have a sense of the rich complexities buried within the historical bedrock of the modern Western world. Your work in this course is expected to produce progress toward learning outcomes for the History major listed here: http://www.uncw.edu/hst/majors/learninggoals.html

NUTS AND BOLTS: Graded work for the course is listed below. There are 1000 total points available on the assigned work. If you earn 900 you receive an A, 800 a B and so on. I will assign +/- for upper and lower thirds of the percentile respectively. I will not accept late work except by prior arrangement.

GRADED WORK:
Four class discussions (25 points each) 100
2 5-page essays (150 ea.) 300
1 7-page essay 200
Mid-term exam 200
Final exam 200

General classroom etiquette:
- Once the door to the room is closed do not enter, please
- Do not leave the classroom during class except for an emergency
- If you leave, please do not return until class is over
- Please be considerate of classmates in the use of electronic devices

Our contract:
You have hired me to assist you in learning some history. I take this job seriously and look forward to helping you in any way I can. Please take advantage of my office hours to ask questions and share your own ideas. If there is a situation that prevents you from doing the work assigned for this course, please feel free to let me know. I will do what I can to accommodate any circumstance I learn about in advance. I urge you to review carefully any comments I make on your written work. That is the part of this course that is
private tutoring. Come and talk to me about your work after you read my comments. Physical and mental attendance is expected, but I do not keep track of it except on discussion days. Exams are based on lectures and readings. I do not advise you to lend your notes to other students because they are not always returned in a timely manner. All course requirements are subject to change by announcement during class time or via email. Cheating is representing the work of others as your own. It’s wrong so don’t do it. None of the assignments for this course are collaborative. Our mutual obligations under the UNCW Honor Code can be viewed at: http://uncw.edu/odos/honorcode/

Please purchase or otherwise legally acquire the following books (which I have ordered at the University Bookstore):


**Schedule of Class Topics and Assignments**

**Week One:** Introduction
Read: The syllabus
Beckert, *Empire of Cotton*, Intro, Ch. 1-2

Aug 17 Course overview
Aug 19 Europe in 1789: public life

**PART 1: THE DUAL REVOLUTION**

**Week Two: Things Change:** Industrial Revolution
Read: Beckert, *Empire of Cotton*, Ch. 3-5

Aug. 22 Europe in 1789: domestic life
Aug. 24 Industrial Revolution: Why England?
Aug. 26 Cotton cloth, a “global” product

**Week Three: Things Change:** French Revolution
Read: Beckert, *Empire of Cotton*, Ch. 6
Declaration of the Rights of Man and Citizen and U.S. Bill of Rights
http://avalon.law.yale.edu/18th_century/rightsof.asp;
http://avalon.law.yale.edu/18th_century/rights1.asp

Aug. 29 Demoting the king
Aug. 31 Promoting “the people”
Sept. 2*** First Discussion (on documents)

**Week Four:** From revolution to war
Read: Beckert, *Empire of Cotton*, Ch. 7-8

Sept. 5 LABOR DAY HOLIDAY: NO CLASS
Sept. 7 Napoleon, the first modern politician
Sept. 9 War: “sovereignty resides in the nation”

**PART II: LIBERTY, EQUALITY, FRATERNITY**
Week Five: The new fraternities
Watch this short video about Beethoven’s Third Symphony:
https://www.youtube.com/watch?v=UtA7m3viB70

Sept. 12 Peace: Vienna 1814-1815
Sept. 14*** Second Discussion: How did the Industrial Revolution change work?
First Essay Due
Sept. 16 Nations and clubs

Week Six: Classical liberalism and the rise of political economy
Read: Sperber, *Europe 1850-1914*, Ch. 1-3

Sept. 19 Monarchs and ministers
Sept. 21 Classical liberalism
Sept. 23 “The Economy” is born

Week Seven: Things Boil Over
Read: Sperber, *Europe, 1850-1914*, Ch. 4-7

Sept. 26 Who votes?
Sept. 28 The Concert of Europe under Pressure
Sept. 30 1848: More revolution

Week Eight: Medical advance
Read: Sperber, *Europe, 1850-1914*, Ch. 12-14

Oct. 3*** Mid-term Exam, please bring blue book
Oct. 5 Fighting Cholera
Oct. 7 FALL BREAK: NO CLASS

PART III. STATES TRANSFORMED AND IN CHARGE
Week Nine: Mid-Century
Read: Curie, *Madam Curie*, Ch. 1-7
View photographs by Roger Fenton at: http://www.loc.gov/pictures/collection/ftncnw/

Oct. 10 1853-55: Crimean War(s)
Oct. 12 Russia’s crisis and reforms
Oct. 14 New states: Germany and Italy

Week Ten: What about “Equality”?
Read Curie, *Madam Curie*, Ch. 8-14
Sperber *Europe 1850-1914*, Ch. 18 to p. 271

Oct. 17 Darwin and the expansion of science
Oct. 19 Socialism
Oct. 21 Domestic and Public Spheres
Week Eleven: Modernization?
Read Curie, *Madam Curie*, Ch. 15-19

Oct. 24 Railroads, telegrams, photographs
Oct. 26 Weapons and Wars
Oct. 28 Social Darwinism

Week Twelve: Age of Imperialism
Read Sperber, *Europe 1850-1914*, Ch. 20
Beckert, *Empire of Cotton*, Ch. 11-12

Oct. 31*** Third Discussion on Madam Curie
Second Essay Due

Nov. 2 Colonies
Nov. 4 Empires

Week Thirteen: Modernism
Read Sperber, *Europe 1850-1914*, Ch. 18-19

Nov. 7 Freud, Einstein, Picasson
Nov. 9 The Church in late 19th c. Europe
Nov. 11 The Persistence of the Old Regime

Week Fourteen: The Dogs of War Return
Read Sperber, *Europe 1850-1914*, Ch. 20-21

Nov. 14 Migrants and Emigrants
Nov. 16 The Year 1890
Nov. 18 The new bilateralism

Week Fifteen: Toward 1914
Read Start Zombory-Moldovan, *The Burning of the World*

Nov. 21 Pacifists and Arms merchants
Nov. 23-25 THANKSGIVING HOLIDAY: NO CLASS

Week Sixteen: Europe in the Summer of 1914
Read Finish Zombory-Moldovan, *The Burning of the World*

Nov. 28 The accidental war
Nov. 30*** Fourth Discussion on Zombory-Moldovan
Third Essay Due