Modern Europe, 1789-1918: Radicals and Revolutions

HISTB226 | Bryn Mawr College | Autumn 2026

Professor: Ben Van Zee [he/him]
Class Meeting Schedule: T/TH 10:10-11:30AM
Classroom: Dalton Hall 212E
Office: Old Library 205
Office Hours: T/TH 2-5pm and by appointment. Sign up using this link.
E-Mail: bvanzee@brynmawr.edu

Course Description

This course explores the radical and revolutionary movements that remade European society from the late eighteenth through the early twentieth centuries. Beginning with the French Revolution, we will examine how new social classes and political ideologies evolved alongside industrial capitalism, state formation, and imperialism. It was a century of many "-isms," ranging from conservatism, liberalism, and nationalism to socialism, feminism, and anarchism. As we attend to each, we will analyze how new social relations, cultural norms, and technologies abetted repeated attempts to dismantle existing political orders and social hierarchies and bring new ones to life.

Learning Objectives

By the end of this course, you will be able to:

1. Demonstrate general understanding of modern nineteenth-century Europe.
2. Critically analyze primary sources and use them effectively to support your interpretations.
3. Identify an academic text's argument, synthesize it succinctly, and communicate it to others.
4. Assess conflicting historical viewpoints, weighing the merits and weaknesses of each, and formulate your own interpretation.

5. More confidently formulate and articulate your opinions.
6. Develop your ability to work in Canaday Library's special collections.

Required Readings

All readings for this course will be made available on Moodle. You should print out all readings and bring hard copies of them with you to class.

Course Requirements

- **Participation (20%)**
- **Discussion Lead (10%)**
- **Reading Quizzes (20%)**
    - 5x reading comprehension and source interpretation quizzes. The 2 lowest scores will be dropped.
- **Response Papers (30%)**
    - 3x 2-3-page source analysis papers on readings of your choice
- **Final Paper (20%)**
    - A 4-5-page argumentative essay responding to prompts

Participation (20%)

Students are required to attend all class meetings, complete all assigned readings, and actively participate in class discussions of them each week. It is your responsibility to demonstrate that you have done the readings by actively participating in our discussions. Your participation grade combines your attendance (10%), and your participation (10%) (i.e. informed analysis of assigned texts and engagement with your peers' ideas). If sustained verbal participation during class discussion constitutes a challenge for you, meet with me so that we may find a path forward together.

Discussion Lead (10%)

Once during the semester, you are required to open and lead discussion for the first 20 minutes of class. You should select which session you would like to facilitate by the second week of the term. Your task as facilitator is to complete the readings for that session in advance, and formulate a strategy for facilitating a discussion on the topic. For more details, see the resources on facilitating class discussion posted on Moodle under "Resources." You are free to structure the discussion however you choose. Your goal is to create an engaging assignment that teases out the most important issues in that class. If you decide you would like to slightly change the assigned readings for another text you would prefer, that is possible provided you discuss it with me in advance and make the change at least one week before the session that you have chosen to facilitate. I encourage

you to consult with me on your session well in advance. You should submit your lessson plan to your instructor at least 24 hours before the session that you will facilitate.

If two people choose to facilitate discussion on the same day, you will be tasked with collaborating to lead a discussion that is at least 30 minutes long. You will receive bonus points if the discussion goes so well that we go over your alotted time.

Quizzes (20%)

Over the course of the term, you will have five surprise reading comprehension quizzes designed to ensure you are engaging with the assigned materials and to help you hone your skills in synthesizing and presenting academic arguments. Each quiz will typically provide three or four questions, from which you will choose two to answer in a short-response format. These quizzes test not the accuracy of your responses, but the extent to which they demonstrate you have done the readings. If you answer a question incorrectly or only partially correctly, but still make it clear that you have done the readings, you will still receive full credit. Your final grade for this component (20% total) will be based on your three highest quiz scores.

Response Papers (30%)

You are required to write three brief response papers over the course of the semester. The papers should be roughly two-to-three pages, double-spaced and offer an analysis of a primary or secondary source, or some combination thereof. For more instructions on the response papers, see the guidelines posted on Moodle. You may choose to submit response papers when you wish. I advise you to write your response paper immediately after the readings you hope to address, so that they are fresh on your mind. However, everyone must submit their response papers by the following deadlines at the latest:

- Response Paper #1 by 11:59pm **September 18th (Week 3)**
- Response Paper #2 by 11:59pm **November 6th (Week 9)**
- Response Paper #3 by 11:59pm **December 4th (Week 13)**

Final Paper (20%)

The final paper will be a slightly longer response paper. I will provide you with a list of prompts, and you are to compose four-to-five page argumentative essay based on the readings and media we have examined in this course. Your essays should introduce the topic without reference to the prompt, provide necessary historical background, and have a single, clearly identifiable thesis. I highly encourage you to rely solely on the materials that have been assigned in this course. No additional research is necessary. Do not hesitate to contact me if you would like to discuss your ideas prior to submission.
Due before **11:59pm on 18 December 2026**.

GRADING POLICIES

Grading Policy: The response papers and the final paper will be graded on a scale from A to F (see below for grading standards).

Grade Distribution

Grades	Percentage
A (4.00)	93.00-100
A- (3.70)	90.0-92.9
B+ (3.30)	87.0-89.9
B (3.00)	83.0-86.9
B- (2.70)	80.0-82.9
C+ (2.30)	77.0-79.9
C (2.00)	73.0-76.9
C- (1.70)	70.0-72.9
D+ (1.30)	67.0-69.9
D (1.00)	65.0-66.9
F (0)	64.9 and below

CLASS POLICIES

Attendance & Absences: Class attendance and participation are essential and you must show up—and on time—to participate. However, I recognize that things come up where you may not be able to attend. If you are ill, please stay home. If you are absent without an excuse twice or you come to class habitually late, your grade will suffer. If you are absent twice in a row for more than two class periods either before or after fall break, I will become concerned about your welfare and your ability to succeed in this class. In order to make sure that you are healthy and happy, I will consult with your dean. If you are absent without an excuse three times, you may fail the course. An excused absence can take two forms:

(1) An excuse that you inform me of—and that I approve—well *before* the class period for which you will be absent. You must communicate these absences with me by email.
(2) A religious occasion, medical excuse, family emergency, or other catastrophe.

NOTE: Whether your absence is excused or not, you are responsible for making up any in-class work that you missed. It is up to you to initiate contact with me or with your classmates to find out exactly what you missed.

Late Policy, Extensions, and Penalties: Students are expected to submit their assignments on time. It is understandable that there may be extenuating circumstances which may

require some students to request an extension on some assignments. All such extensions must be requested in advance of the deadline and approved by the instructor. If seeking an extension, please suggest the date by which you can reasonably submit the assignment. The penalty for late assignments will be 5% of the grade for each day the assignment is late. If an assignment is late by more than a week, I will worry about your ability to succeed in this course and have to report you to your dean.

Maintaining An Inclusive Classroom: Respect is integral to establishing and maintaining a productive learning environment. I welcome discussion and disagreement, but I expect you to be courteous, respectful, and professional in your conduct always. I will work to make sure that all students enjoy a distraction-free, civil, and supportive learning environment in which to learn and express their ideas, which means listening to others' ideas and addressing them respectfully.

Academic Honesty & BMC's Honor Code

I take Bryn Mawr's Honor Code very seriously. As per BMC's Code, "Each student is responsible for the integrity of their own academic work. Thus, it is important that each student read and understand these academic resolutions, as each student will be held responsible for them."

I regard plagiarism as a very serious matter. In this class, plagiarism consists of work taken partially or entirely from an uncited source (online content, a peer, a published article, etc.) and assumed as your own. If I have reasons to suspect plagiarizing, I will ask that you report yourself to the Bryn Mawr Honor Board. See the Bryn Mawr Honor Code and Honor Board Hearing Process in the Student Handbook for more information.

Technology

Generative AI – A primary learning goal in this course is to develop your foundational skills in writing clearly and effectively. Writing is difficult. It is a skill that one is supposed to struggle with in order to improve. Since the use of generative AI writing tools offloads many of the core cognitive functions that we are focused on developing, **this class will require that all writing be completed without the assistance of generative AI**. You may use the spellcheck function in Google Docs or Microsoft Word, but **you may not use programs, such as Grammarly**.

Note Bryn Mawr Honor Code's Policy on Generative AI: "Generative AI tools should not be used in the completion of any course assignments, exams, or written work, including laboratory work, unless an instructor for a given course has specifically and explicitly authorized their use for the assignment in question. Presenting AI-generated content as original student work, submitting AI-generated content without citing its source in artificial intelligence tools, and relying on generative AI tools for closed-book quizzes, tests, and exams all constitute violations of the Honor Code."

Laptops and other electronic devices – The use of laptops and other electronic devices is permitted during class. However, I expect you to strictly refrain from using programs that are not directly necessary for accessing the readings, typing, note-taking, and class-relevant activities. I very strongly encourage you to print all of the assigned readings for this course to annotate on them directly.

Phones – Phones should remain on silent and out of sight during class. Do not read and respond to text messages during class. If you absolutely must use your phone, please step outside of class. Genuine emergencies excepted, if you are texting or using your phone during class I will count you as absent from the class.

CAMPUS RESOURCES

Each other: If you find reading overwhelming, it may help to form a reading group to divide and conquer it. Remember that learning is a collective process and knowledge is built upon collaborative effort.

Me: I hold regular weekly office hours and can also make appointments if you have a conflict. E-mail is generally the best way to reach me.

Technology Helpdesk: All questions related to computing and software should be directed to the LITS help@brynmawr.edu, or you can see the tech bar on the first floor of Canaday Library. More information can be found at this link.

The Writing Center: Professional writers and scholars routinely seek feedback on their work from trusted peers. In addition to the feedback that you receive from your classmates and me, the conversations that you have with tutors at the Writing Center will prove helpful this semester and for the rest of your time at college. The Writing Center offers free, individual consultations on writing assignments of any kind. Trained peer writing tutors are available six days a week, Sunday-Friday. Book an appointment through the online schedule (www.brynmawr.edu/writingcenter) or walk into the Writing Center on the first floor of Canaday Library and ask for a conference.

The writing center also provides support for those who wish to receive additional training in public speaking, oral presentations, or strategies to improve participation in class discussions. The Writing Center is a resource that everyone should take advantage of.

Peer Advising: College is usually a big transition from the academic environment you have previously experienced. Speaking with a peer mentor is a great way to develop effective strategies for organizing and managing your time, taking notes, reading more efficiently, and meeting deadlines. To meet with a peer advisor, please see Academic Support Services, https://www.brynmawr.edu/inside/offices-services/academic-support/peer-advising.

Your Dean: If you are struggling academically or emotionally, or facing a prolonged illness, a family emergency, or any other issues affecting your academic work, please contact your dean for advice. Your Dean is Mary Beth Horvath mhorvath@brynmawr.edu.

Access Services & Accommodations

This class respects and welcomes students of all backgrounds, identities, and abilities. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. For students who need accommodation, I am happy to work with you to make sure that you have the support that you need. In addition to talking with me, please communicate with Access Services to formalize accommodation requests (accessservices@brynmawr.edu.) Please note that accommodations are not retroactive and require advance notice to implement. More information can be obtained at the Access Services website. (http://www.brynmawr.edu/access-services/).

CLASS SCHEDULE

Syllabus Updates: The Syllabus is a living document and I will make minor changes to our weekly readings during the semester. Check the Moodle syllabus for the most up-to-date listing of assigned readings.

Week 1

Tues., 1 September | Introduction to the Course & Old Regime Europe

- Timothy B. Smith, "The Nineteenth Century," *Encyclopedia of European Social History* (2001): 205-218.
- Mike Duncan, Revolutions Podcast 3.1 The Three Estates [30 min] Link.
- Mike Duncan, Revolutions Podcast 3.2 The Broken Regime [30 min], Link.
- Annette Timm & Joshua Sanborn, *Gender, Sex, and the Shaping of Modern Europe* (2022): 33-40.

Thurs., 3 September | The Liberal French Revolution

- Tyler Stovall, *Transnational France* (2015), pp. 13-30.

Group One

- Document#1 Jacques–Benigne Bossuet, "The Nature and Properties of Royal Authority" (1709) https://revolution.chnm.org/d/234.

- Document#2 Abbé Sieyès, *What is the Third Estate?* (Jan 1789), https://revolution.chnm.org/d/280.

Group Two

- Document#3 "Petition of Women of the Third Estate to the King" (Jan 1789), *Women in Revolutionary Paris* (1979), 18-21.
- Document#4 "Grievances of the Merchant Flower Sellers" (1789), *Women in Revolutionary Paris* (1979), pp. 22-26.

Week 2

Tues., 8 September | The French Revolution: Liberalism & Rights

- Peter McPhee, "Reform, Conflict, and a Second Revolution, 1789-1792," *The French Revolution* (2017), Chapter 3
- Film, Jacques Malaterre, Hugues Nancy, *Révolution!* (2021), [102 min] https://youtu.be/zwl6mFHhg1c?si=I9DyhnSZOaPG9O0K
- Primary Source #1 The Declaration of the Rights of Man and Citizen, 26 August 1789, https://revolution.chnm.org/d/295.

Primary Sources #2: Eligibility for Citizenship:

- Documents debating Active vs. Passive Citizens in The French Revolution and Human Rights, pp. 77-80.
    - Thouret, "Report on the Basis of Political Eligibility" (29 September 1789), https://revolution.chnm.org/d/282
    - Robespierre, "Speech Denouncing the New Conditions of Eligibility," 22 October 1789, https://revolution.chnm.org/d/283

Primary Sources #3: Women and Citizenship

- Documents Debating Women's Citizenship
    - Condorcet, "On the Admission of Women to the Rights of Citizenship" (July 1790), https://revolution.chnm.org/d/292
    - Prudhomme, "On the Influence of the Revolution on Women" (12 February 1791), https://revolution.chnm.org/d/483.
    - Olympe de Gouges, The Declaration of the Rights of Woman (September 1791), https://revolution.chnm.org/d/293.
- Primary Sources #4: Jews and Citizenship
- Documents Debating Jewish Citizenship
    - Abbé Maury, "Speech" (23 December 1789), https://chnm.gmu.edu/revolution/d/285/
    - Zalkind–Hourwitz, *Vindication of the Jews* (1789), https://revolution.chnm.org/d/277

- "Petition of the Jews of Paris, Alsace and Lorraine to the National Assembly" (28 January 1790), https://revolution.chnm.org/d/286

Thurs., 10 September | The Radical French Revolution & The Terror

- Tyler Stovall, *Transnational France* (2015), 30–43.
- Peter McPhee, "The French Revolution: A Second Revolution, 1792," *Encyclopedia of Europe 1790-1914* (2006): 890–7.
- PBS Documentary: *Terror! Robespierre and the French Revolution* (2009) [90 min] https://youtu.be/suZdYkZ_feM?si=u6VCleJoOIwTxD14
- Mike Duncan, Revolutions Podcast 3.43: François-Noël Gracchus Babeuf and the Conspiracy of Equals: [link] [30 min]
- William Smaldone, *European Socialism: A Concise History* (2020), pp. 9-13.

Week 3

Tues., 15 September | The Haitian Revolution

- Documentary Film: *The Haitian Revolution* (2009), https://www.youtube.com/watch?v=Sn32cWUT83E
- Jane Burbank and Frederick Cooper, "The Franco-Haitian Revolution," *Empires in World History* (2010): 223-9.
- Abbé Grégoire, "Memoir in Favor of the People of Color or Mixed–Race of Saint Domingue" (1789)," https://revolution.chnm.org/d/341.
- "Motion Made by Vincent Ogé the Younger to the Assembly of Colonists," *French Revolution and Human Rights* (1996): 97-98. https://revolution.chnm.org/d/288
- Speech of Barnave, March 8, 1790," *French Revolution and Human Rights* (1996), 103-104. https://revolution.chnm.org/d/345.
- Toussaint Louverture, "Dictatorial Proclamation," 25 November 1801, pp. 41-43.
- Haitian Declaration of Independence (1804), pp. 1-4.

Thurs., 17 September | Legacy of the French Revolution, Napoleon

- Stovall, *Transnational France* (2015): 44-52.
- Timm & Sanborn, *Gender, Sex, & the Shaping of Modern Europe* (2022): 60-72.
- "Legacies of the Revolution," Digital French Revolution Project, https://revolution.chnm.org/exhibits/show/liberty--equality--fraternity/legacies-of-the-revolution.

[Response Paper #1 Due by the end of week 3!]

Week 4

Tues., 22 September | Nationalism & Nation-Building

- Brian Porter, "Nationalism," *Encyclopedia of Europe, 1780-1914* (2006),1602-8.
- Benedict Anderson, "Introduction," *Imagined Communities* (1983), pp. 1-7.
- Johann Gottliebe Fichte, "Addresses to the German Nation" (1807/08), link.
- Giuseppe Mazzini, "On Nationality" (1852).
- Ernest Renan, "What is a Nation?" (1882).

Thurs., 24 September | The Industrial Revolution, Inequality, & The Working Class

- BBC Documentary on The Industrial Revolution (2013),
- Film: *A History of the European Working Class* Episode 1 (2020),
- Film: *A History of the European Working Class* Episode 2 (2020), [Stop watching at timestamp 24:35]
- Flora Tristan, *Utopian Feminist: Her Travel Diaries and Personal Crusade* (1993), pp. 56-70.
- Suzanne Voilquin, "Recollections of a Daughter of the People" (1866), *The French Worker: Autobiographies from the Early Industrial Era* (1993), pp. 92-115.
- Flora Tristan, "The Workers' Union" (1843)

Week 5

Tues., 29 September | The "Utopian Socialists" of the 1830s & 1840s

[JIGSAW: For this session, we will have a debate between different camps of the "utopian socialists." While everyone must complete the Smaldone reading, each of you will be assigned a group and a key source that represents their thought.]

Group #1: Saint Simonians

Pamela Pilbeam, *Saint-Simonians in Nineteenth-Century France* (2013), pp. 5-24, 44-54, 62-68.

Group #2: Owenism

Claeys, "Robert Owen and Owenism," *Cambridge History of Socialism*, (2023): 146-166.

Robert Owen, "Address to New Lamarck" (1816) *Socialist Thought: A Documentary History* (1992), pp. 152-184. [No need to read closely. Just skim for main ideas].

Group #3: Fourierism

Beecher, "Charles Fourier and Fourierism," *Cambridge History of Socialism* (2023): 167-187.

Charles Fourier, "Marriage and the Family System – Amorous Anarchy"
- "The Degradation of Women in Civilization." pp. 169-78.
- "The Nature of Uses of Love in Harmony"
- "Polygamous Penchants are Universal," pp. 333–6.
- "The Phalanstery," pp. 240-55.

Group #4: Proudhonism

Alex Prichard, "Proudhon, Pierre Joseph," *International Encyclopedia of Protest and Revolution*, Vol. 6 (2009), pp. 2763–66.

Massimo La Torre, "Proudhon, Pierre-Joseph," *Encyclopedia of the Philosophy of Law and Social Philosophy* (2023), pp. 2869-74.

Pierre-Joseph Proudhon, "What is Property?"

Supplemental: Alan Ritter, *Political Thought of Pierre-Joseph Proudhon* (1969).

Thurs., 1 October | The 1848 Revolutions

- Richard Evans, *The Pursuit of Power* (2016), pp. 177-228.

Week 6

Tues., 6 October | National Unification & Anti-Clericalism

- Winks & Neuberger, *Europe and the Making of Modernity* (2005), 192-208.
- Thomas Kselman, "Anticlericalism," *Encyclopedia of Europe* (2006), 67-70.
- "Workers' Conception of Religion," (1890) German History in Documents and Images, https://germanhistorydocs.org/en/forging-an-empire-bismarckian-germany-1866-1890/ghdi:document-1793.
- Eduard Hüsgen, "Social Antagonism between Protestants and Catholics (1870s-1880s), German History in Documents and Images, https://germanhistorydocs.org/en/forging-an-empire-bismarckian-germany-1866-1890/ghdi:document-1794.
- Documents on French Anticlericalism in *University of Chicago Readings in Western Civilization* (1989), pp. 356-66.

Thurs., 8 October | The Age of High Imperialism

- Bernard Porter, "Imperialism," *Encyclopedia of Europe* (2006), 1114-21+1124-6.

- Friedrich Fabri, Does Germany Need Colonies? (1879), https://ghdi.ghi-dc.org/sub_document.cfm?document_id=1867.
- Rosa Luxemburg, "Does Germany Need Colonies?" (1899), https://ghdi.ghi-dc.org/sub_document.cfm?document_id=787.
- Jules Ferry, "Speech on Imperialism" (28 July 1883), pp. 98-100.
- Vladimir Lenin, "Imperialism, The Highest Stage of Capitalism" (1917), *Encyclopedia of Colonialism*, Vol. 3 (2003), 1006-15.
- J.A, Hobson, "Nationalism and Imperialism," *Imperialism: A Study* (1902), pp. 3-13. https://archive.org/details/in.ernet.dli.2015.39648.
- Joseph A. Schumpeter, "The Sociology of Imperialism," (1918), *Encyclopedia of Colonialism*, Vol. 3 (2003), pp. 1015-6.

FALL BREAK - October 10th – 18th

Week 7

Tues., 20 October | Colonialism: Collaboration and Resistence

- Film: *Congo: White King, Red Rubber, Black Death* (2004).
- Emily Osborn, "Circle of Iron': African Colonial Employees and the Interpretation of Colonial Rule in French West Africa," *The Journal of African History*, Vol. 44, no. 1 (2003): 29-50.
- Hoang Cao Khai, "On the Wisdom of Our Country to Rely on France" (1910), *Colonialism Experienced: Vietnamese Writings on Colonialism: 1900-1932*, edited by Truong Buu Lam (2000), pp. 157-161.
- Nguyen Thuong Hien, "Tearful Conversations over the Mulberry Fields and the Sea (1912 or 1913), *Colonialism Experienced: Vietnamese Writings on Colonialism: 1900-1932* (2000), pp. 165-177.

Thurs., 22 October | Women and Colonialism

- Flora Annie Steel, "The Complete Indian Housekeeper and Cook"
- Annie Besant, "The Education of Indian Girls"
- Documents: "Women and German Colonialism in Southern Africa, *Lives and Voices* (2001), 332-338.

Week 8

Tues., 27 October | Colonialism and Children; Special Collections

Trip to Special Collections

Thurs., 29 October | The Second Industrial Revolution & The Bourgeoisie

- Richard Evans, *Pursuit of Power* (2016), 292–306, 318–30.
- Primary Source #1: Doris Viersbeck, "Cook and House Maid (1889)," *The German Worker* (1987), 135-59.
- Primary Source #2: "Exclusivity and the Entrepreneurial Class in Remscheid (1880s)," https://germanhistorydocs.org/en/forging-an-empire-bismarckian-germany-1866-1890/ghdi:document-488
- Primary Source #3: "Financing the Upbringing and Education of a Bourgeois Family (1860–1890)," https://germanhistorydocs.org/en/forging-an-empire-bismarckian-germany-1866-1890/ghdi:document-537 [3pgs]

Additional Sources for supplement:

- Photograph of Upper-Middle-Class Dining Room (1886): https://germanhistorydocs.org/en/forging-an-empire-bismarckian-germany-1866-1890/upper-middle-class-dining-room-c-1880
- Photograph of Working-Class Quarters (c. 1910): https://germanhistorydocs.org/en/wilhelmine-germany-and-the-first-world-war-1890-1918/working-class-quarters-c-1910

Week 9

Tues., 3 November | Marxism & Social Democracy

- Geoff Eley, *Forging Democracy: The History of the Left in Europe* (2002), 33-46.
- Karl Marx & Friedrich Engels, *The Communist Manifesto* (1848), *Penguin Classics* (2002), pp. 218-244.
- Karl Marx, "Economic and Philosophical Manuscripts of 1844," *Socialist Thought: A Documentary History* (1992), pp. 280-92.

  Optional Background:

  - Documentary on Engels, https://youtu.be/Ocipx3NZwVE?si=_9BUjUj4eJYBSySr
  - Documentary on Marx, https://youtu.be/V45wESzJ9xc?si=epLhH2jPLrHBgFdE

Thurs., 5 November | Socialist Working-Class Cultures

- Otto Krille, "Factory Worker," *The German Worker* (1989), pp. 269-286.
- Sabine Hake, *The Proletarian Dream: Socialism, Culture, and Emotion in Germany, 1863-1933* (2017), select chapters.

Week 10

Tues., 10 November | Feminism & Suffragettes

- Deborah Simonton, "Intermezzo: *La belle époque* or *fin de siècle*?," *Women in European Culture & Society: Gender, Skill & Identity from 1700* (2011), 241-255.
- Mrs. Humphry Ward et. al, "An Appeal Against Female Suffrage (1889)," 92-94.
- Millicent Fawcett, "The Appeal Against Female Suffrage: A Reply (1889)," 94-95.
- Clara Zetkin, "Women's Right to Vote" (1907), 137-143.
- Emmeline Pankhurst, "The Importance of the Vote" (1908), 142-49.

Thurs., 12 November | Marriage, the Family, and the New Woman

- Friedrich Nietzsche, *Beyond Good and Evil* (1886), pp. 47-50.
- Mona Caird, "Marriage" (1888), pp. 77-80.
- Helene Stöcker, "The Modern Woman" (1893), Link.
- Statistics on Women's Employment in Germany (1895-1907), Link.
- Emma Goldman, "Marriage (1897), Prostitution and Love (1910)," pp. 246-52.
- Ella Hepworth Dixon, "Why Women are Ceasing to Marry" (1899), pp. 83-88.
- Ernst Goldmann, Whether a Husband Has the Right to Beat His Wife (1904) [link]
- Madeleine Pelletier, "The Sexual Emancipation of the Woman" (1911), 290-3.

Week 11

Tues., 17 November | Queer Liberation & Urban Space

- Timm & Sanborn, *Gender, Sex, and the Shaping* (2022), pp. 135-50.
- Richard Krafft-Ebing, "Psychopathia Sexualis" (1886), *The History of Sexuality in Europe: A Sourcebook and Reader* (2011), 198-206.
- Edward Carpenter, "The Intermediate Sex" (1894/1906), *The Fin-de-Siècle: A Reader in Cultural History* (2000), 303-307.
- Letter from Frances Wilder to Edward Carpenter, Oct 1915, *The Lesbian History Sourcebook* (2001), 246-48.
- Articles in *The Freewoman* 11 April 1912 and 18 April 1912, *Lesbian History Sourcebook* (2001), 244-46. [Link to issues of The Freewoman]

Thurs., 19 November | Sexuality, Contraception, and Sex Work

- Dagmar Herzog, "Reconceiving Sexuality: 1900-1914", *Sexuality in Europe: A Twentieth-Century History* (2012), 6-41.
- Judith Walkowitz, "Dangerous Sexualities," *A History of Women in the West*
- Sources on Birth Control in Gale Primary Sources Link

Week 12

Tues., 24 November | The Modern Metropolis: Mentalities & Mass Consumption

- Hannu Salmi, "Baudelaire in the Department Store: Urban Living and Consumption," *Nineteenth-Century Europe* (2008), pp. 88-98.
- Patricia O'Brien, "The Kleptomania Diagnosis: Bourgeois Women & Theft in Late 19th Century France," *Journal of Social History*, Vol. 17, No. 1 (1983): 65–75.
- Gustave Le Bon, "The Mind of Crowds" (1895), pp. 55-61.
- Georg Simmel, "The Metropolis and Mental Life" (1903), pp. 61-66.

Thurs, 26 November – THANKSGIVING – NO CLASS

Week 13

Tues., 1 December | Psychology, Nervousness, and Degeneration

- Hannu Salmi, "The Fin-de-Siècle," *Nineteenth-Century Europe* (2008), 124-133.
- H.B. Donkin, "Hysteria," *Dictionary of Psychological Medicine* (1892), 245-50.
- Josef Breuer & Sigmund Freud, "On the Psychical Mechanism of Hysterical Phenomena" (1893), 251-256.
- Max Nordau, "Degeneration" (1895), 13-17.
- Egmont Hake, "Regeneration: A Reply to Max Nordau" (1895), 17-19.

Thurs., 3 December | Anarchism, Communes, and Cooperatives

- Film: *No Gods, No Masters 1840-1906: A History of Anarchism* Episode #1 and #2 [will post streaming link]; for Youtube https://www.youtube.com/watch?v=esNqU2sdANc.
- Peter Kropotkin, "On Mutual Aid" (1902), *Socialist Thought: A Documentary History* (1992), 344-353.
- Emma Goldman, "Anarchism: What It Really Stands For" (1910), https://www.marxists.org/reference/archive/goldman/works/1910s/anarchism.htm
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- Documentary film, "Smell the Roses" (2003) [28 min] Link to library streaming.
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- Helena Jarvis, "Against the 'tyranny' of Single-Family Dwelling: Insights from Christiania at 40." Gender, Place and Culture : A Journal of Feminist Geography (Abingdon) 20, no. 8 (2013): 939–59.
- Cathrin Wasshede, "Børnemagt/Children's Power in the Freetown of Christiania: Citizenship, Agency and Vulnerability," *Children's Geographies* 15, no. 6 (2017): 651-63.

Week 14

Tues., 8 December | Jewish Emancipation, Assimilation, & The New Anti-Semitism

- Paula E. Hyman, "Jews and Judaism," *Europe 1789 to 1914: Encyclopedia of the Age of Industry and Empire* (2006), pp. 1227-1234.
- Eduard Bernstein, "How I grew up as a Jew in the Diaspora" (1918), 810-812.
- Pauline Wengeroff, "European Culture Destroyed my Family" (1909), 383-385.
- Heinrich von Treitschke, "A Word about Jewry," (1880) 319-322.
- Emil Lehman, Address to Leipzig Jews on Antisemitic Movement (1880)
- Otto Weininger, "The Jew Must Rid Himself from Jewishness" (1903)
- Eugene M. Avrutin, "Pogroms in Russia's Borderlands, 1881-1884,"+ Document #1 in Pogroms: A Documentary History (2021), 23-35.
- Theodor Herzl, The Jewish State, UChicago Readings, pp. 483-491.

Thurs., 10 December | Ultranationalism

- Timothy Baycroft, "New Nationalism," *The Fin-de-Siècle World* (2015), 323-33.
- Kevin Passmore, "The Ideological Origins of Fascism Before 1914," *The Oxford Handbook of Fascism* (2013), pp. 11-30.
- Charles Sowerwine, *France since 1870* (2018), pp. 63-68
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