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Revolution, Evolution, and the Global Nineteenth Century
CLCS/HIST/VICT 150.01
MWF 12:00-12:50
Swift 101
Fall 2018

The world as we know it largely came into being during the nineteenth century. Marked by social, political, cultural, and technological transformations, the nineteenth century witnessed the emergence of modernity out of the instabilities of change. Railways crisscrossed continents; European empires expanded; agricultural laborers flocked into mushrooming urban centers; and the enslaved, the colonized, and the disenfranchised around the world fought for liberty and citizenship. In this course, we consider these and other nineteenth-century transformations in a global context by focusing on the interconnections between North America, South America, Europe, Africa, Asia, and Australia. Our investigations are organized around five core areas: revolutions, emancipations, evolution and “progress,” popular culture, and the domestic sphere. Students analyze a variety of sources, including novels, plays, short stories, photographs, early films, paintings, periodicals and pamphlets, government documents, letters, music, and scientific works. The course will be team taught with occasional guest lectures.

Books (available at Vassar College Store)

Sir Arthur Conan Doyle, *Sherlock Holmes: Selected Stories* (Oxford: Oxford University Press, 2014).

Karl Marx and Friedrich Engels, *The Communist Manifesto*, trans. Samuel Moore (London: Penguin Books, 2002; English trans. 1888; 1848).

Bram Stoker, *Dracula*, ed. Roger Luckhurst (Oxford: Oxford University Press, 2011; 1897).

Course Pack (available at the History Dept. Office)

Course Requirements

1. Attendance: In this course, we will follow the English Department's guidelines for class attendance that are posted on the English Department website (see under Major: Policies). In accordance with the department's policy, three unexcused absences will result in your grade being lowered one full grade. Five unexcused absences can result in your failing the

course. Only the Dean of Studies Office or Health Services can provide you with an official excuse for an absence. Exceptions are made for religious observation. Please notify us in advance if you will be absent due to a religious holiday.

2. Assignments: Each student will be responsible for **three essays** and **six short moodle responses**. **Due dates for the essays are 9/24, 11/2, and 12/13**. The due dates for four of the six moodle responses are on the syllabus. The other two moodle responses can be posted at any point in the term, as long as one is before October Break and one after. All written assignments must be submitted to pass the course. Every student is allowed three grace days over the course of the semester, but extensions beyond the three grace days must be approved by the Dean of Studies Office. (As a tribute to nineteenth-century union battles for the five-day work week, the weekend counts as one grace day.) In the absence of extensions or grace days, late assignments will be penalized, and those over a week late receive a failing grade.

3. Grading:

Class Participation 25%

Six Moodle Posts 5%

Essay #1 20%

Essay #2 25%

Essay #3 25%

4. Class conduct: You are expected to keep up with the reading and to participate intelligently and productively in the class discussion. Please bring a paper copy of the readings to class each day. As a courtesy to the class, all cell phones should be turned off at the beginning of class and other electronic devices (laptops, ipads) put away, unless such use is part of your academic accommodation. In order to help create a productive and respectful class environment, it is important that you arrive on time so as not to distract the class. Once the door is shut, you should avoid leaving unless there is a dire emergency; please take care of your needs prior to class.

5. Academic accommodations: Academic accommodations are available for students registered with the Office for Accessibility and Educational Opportunity. Students in need of ADA/504 accommodations should schedule an appointment with me early in the semester to discuss any accommodations for this course that have been approved by the Office for Accessibility and Educational Opportunity, as indicated in your AEO accommodation letter.

Introduction: Modernity and the Global Nineteenth Century

Week #1

9/5 Course Introduction

9/7 Defining Modernity

- José C. Moya, “Modernization, Modernity, and the Trans/formation of the Atlantic World in the Nineteenth Century,” in *The Atlantic in Global History, 1500-2000*, eds. Jorge Cañizares-Esguerra and Erik R. Seeman (Upper Saddle River, NJ: Pearson, 2007), 179-198.

Freedom and Slavery

Week #2

9/10: The Global Impact of the French Revolution and Napoleonic War / Mita Choudhury, Department of History

- “The Declaration of the Rights of Man,” (1789), in Lynn Hunt, *The French Revolution and Human Rights: A Brief Documentary History* (Boston: Bedford St. Martin’s, 1996), 77-79. *Questions: What is the potential promise and appeal of this preamble? How does it go beyond France?*
- From Rafe Blaufarb, ed., *Napoleon: Symbol for an Age: A Brief History with Documents* (Boston: Bedford St. Martin’s, 2008). *Questions: How do the principles of the “Declaration of the Rights of Man” shape how the Egyptian expedition was approached, and how do we see the failures in realizing these principles? What is the Napoleonic legacy?*
 - Louis de Laus de Boisy, *The Institute of Egypt* (1799), 45-48.
 - Abd Al-Rahman Al-Jabarti, *The French Occupation of Cairo* (1798), 48-51.
 - Benjamin Constant, *On the Spirit of Conquest* (1814), 137-139.
 - Charles-Maurice de Talleyrand, *Napoleon’s European Legacy* (1853), 150-153.

9/12 From Subjects to Citizens

- Thomas Paine, *The Rights of Man* (1791), selected in Walter L. Arnstein, ed., *The Past Speaks: Sources and Problems in British History, vol. II: Since 1688*, 2nd ed. (Lexington, MA: D. C. Heath and Company, 1993), 127-133.
- Introduction, “The Civil Code” (1803): Book 1, Chapter 1, no. 7-16, “On the Enjoyment of Civil Rights”; and Title V, Chapter VI, no. 212-226, “On the Respective Rights and Duties of Married Persons,” *Napoleonic Code*. Go to: https://www.napoleon-series.org/research/government/code/book1/c_title01.html#chapter1.

9/14 Global Slave Trade

- Andrew Kahn and Jamelle Bouie, “The Atlantic Slave Trade in Two Minutes,” *Slate* (June 25, 2015), http://www.slate.com/articles/life/the_history_of_american_slavery/2015/06/animated_in_teractive_of_the_history_of_the_atlantic_slave_trade.html.
- Introduction and *The Life of Omar Ibn Said* (1831), in Marc Shell and Werner Sollors, eds., *The Multilingual Anthology of American Literature* (New York: New York University Press, 2000), 58-61, 76-79.

- “272 Slaves Were Sold to Save Georgetown: What does it Owe Their Descendants?”
<https://www.nytimes.com/2016/04/17/us/georgetown-university-search-for-slave-descendants.html>.
- *The Georgetown Slavery Archive* <https://slaveryarchive.georgetown.edu/>.

Week #3

9/17 Haitian Revolution and Colonialism / Mita Choudhury, Department of History

- From Sue Peabody and Keila Grinberg, eds., *Slavery, Freedom, and the Law in the Atlantic World: A Brief History with Documents* (Boston: Bedford St. Martin's, 2007):
 - French Commissioner Sonthonax, *Emancipation Decree, 1793*, 57-61.
 - *Constitution of the Republic of Haiti*, December 27, 1806, 62-64.
- From Laurent Dubois and John D. Garrigus, *Slave Revolution in the Caribbean, 1789-1804: A Brief History with Documents* (Boston: Bedford St. Martin's, 2006):
 - Excerpt from Haitian Constitution of 1805, 193-196. (Skim and compare with 1806 constitution.)
 - Thomas Jefferson, *Letters* (1797-1802), 159-162.
 - Charles Brockden Brown, *St. Domingo, December 1804*, 164-166.
- From Rafe Blaufarb, ed. *Napoleon: Symbol for an Age: A Brief History with Documents* (Boston: Bedford St. Martin's, 2008):
 - Joseph Bonaparte, *Instructions to Secret Agents in Spanish America*, 168-170.
 - Viceroy of New Spain, *Denunciation of Bonapartist Subversion*, 1810, 170-173.

9/19 Literary Representations of Slavery

- Victor Séjour, “The Mulatto,” trans. Andrea Lee, in *The Multilingual Anthology of American Literature* (New York: New York University Press, 2000), 146-181.

9/21 Free Labor, Freedom, and Slavery

- Adam Smith, selection from *The Wealth of Nations* (1776), *Modern History Sourcebook*, <https://sourcebooks.fordham.edu/mod/adamsmith-summary.asp>.
- Toni Morrison, “Romancing the Shadow,” in *Playing in the Dark: Whiteness and the Literary Imagination* (New York: Vintage Books, 1993), 29-59.
- William Blake, *Songs of Innocence and Experience* (Oxford University Press, 1977; 1789): “The Little Black Boy” and “The Chimney Sweeper” from *Songs of Innocence* and “The Chimney Sweeper” and “London” from *Songs of Experience*. For original illustrations, go to: <https://www.bl.uk/collection-items/william-blakes-songs-of-innocence-and-experience>.

Week #4

9/24 Cuba: “The Ever-Faithful Isle” / Leslie Offutt, Department of History

- Louis A. Pérez, Jr., “Introduction,” in Pérez, ed., *Slaves, Sugar, and Colonial Society: Travel Accounts of Cuba, 1801-1899* (Wilmington, DE: SR Books, 1992), xi-xxv.
- Richard Robert Madden, “The Island of Cuba,” in Pérez, ed., *Slaves, Sugar, and Colonial Society*, 48-53 (excerpted from Madden, *The Island of Cuba* [London: C. Gilpin, 1849]), 156-68.

- José Antonio Saco, “The Color Line” (1832), in Aviva Chomsky, Barry Carr, and Pamela Smorkaloff, eds., *The Cuba Reader: History, Culture, Politics* (Durham: Duke University Press, 2003), 91-93.
- Review again Andrew Kahn and Jamelle Bouie, “The Atlantic Slave Trade in Two Minutes” at http://www.slate.com/articles/life/the_history_of_american_slavery/2015/06/animated_in_teractive_of_the_history_of_the_atlantic_slave_trade.html?wpsrc=sh_all_dt_tw_top.

First short essay (600 words) due in class on 9/24

9/26 Empire and the Global Movement of Laborers

- Captain and Mrs. E. Swinton, *Journal of a Voyage with Coolie Emigrants, from Calcutta to Trinidad* (London: A.W. Bennett, 1859).
- “Roger Casement’s Congo Report” (1904), in D.C.R.A. Goonetilleke, ed., Joseph Conrad, *Heart of Darkness* (Toronto: Broadview, 1999), 208-215.
- Alice Harris Congo photographs (Moodle).
- “California’s Anti-Coolie Act of 1862,” <http://www.druglibrary.org/schaffer/History/1870/anticoolieact.htm>.
- Global Migration Map (Moodle).

9/28 Russia: War, Serfdom, and Revolution / Charles Arndt III, Department of Russian Studies

- Mikhail Lermontov, “Borodino,” trans. Robin Kallsen, <https://lyricstranslate.com/en/%D0%B1%D0%BE%D1%80%D0%BE%D0%B4%D0%B8%D0%BDo-borodino-rhyming.html>.
- Excerpt from Leo Tolstoy, *War and Peace*, trans. George Gibian (New York: W. W. Norton, 1996).
- Excerpt from Philippe-Paul de Ségur, “The Army Enters Moscow,” in *Defeat: Napoleon’s Russian Campaign* (New York: NYRB Classics, 2008), trans. J. David Townsend, 89-103.
- Excerpt on serfdom from Alan Palmer, *Russia in War and Peace* (New York: Macmillan, 1972).

Industrialization and “Progress”

Week #5

10/1 Industrialization and Factory Conditions

- “Rules for Workers in the Foundry and Engineering Works of the Royal Overseas Trading Company, Berlin, 1844,” in Andrew Evans, Merry Wiesner, et al, *Discovering the Western Past: A Look at the Evidence, Volume II: Since 1500* (Cengage Learning: Stamford, CT, 2015), 152-154.
- Selection from Frances Trollope, *The Life and Adventures of Michael Armstrong, the Factory Boy* (1844).

- “Evidence on the Employment of Children: No. 116--Sarah Gooder,” in Children’s Employment Commission, *First Report of the Commissioners, Mines*, Parliamentary Papers (1842), 252-253.

10/3 Workers’ Voices

- Selections from *The German Worker: Working-Class Autobiographies from the Age of Industrialization* (Berkeley: University of California Press, 1987), ed. and trans. Alfred Kelly:
 - “Otilie Baader, Seamstress,” 64-74.
 - “Doris Viersbeck, Cook and House Maid,” 135-159.
 - “Franz Rehbein, Farm Worker,” 188-203.
- “Lucy Luck, *Straw-Plait Worker*,” in John Burnett, ed., *Useful Toil: Autobiographies of Working People from the 1820s to the 1920s* (New York: Penguin Books, 1984), 67-77.
- “Leisure Hours of Mill Girls” in *The Lowell Offering*, Series II. Volume 2, 1842, 60-79
<https://catalog.hathitrust.org/Record/011570066>.

10/5 Female Producers, Gentleman Consumers

- Herman Melville, “The Paradise of Bachelors and the Tartarus of Maids” (1855), Electronic Text Center, The University of Virginia Library,
<https://web.archive.org/web/20080212160122/http://etext.lib.virginia.edu/toc/modeng/public/MelPara.html>.

Week #6

10/8 French Feminism / Kathleen Hart, Department of French and Francophone

- Flora Tristan, “The Convents of Arequipa” from *Peregrinations of a Pariah*, trans. Charles de Salis (London: Folio Society, 1986).

10/10 Marxism

- Film: *The Young Karl Marx* (2018). (Moodle)
- *Communist Manifesto* (1848).

Required Moodle post due before class.

10/12 Commodities and Female Consumers / Susan Hiner, Department of French and Francophone Studies

- Alison Matthews David, “Inflammatory Fabrics: Flaming Tutus and Combustible Crinolines,” in *Fashion Victims: The Dangers of Dress Past and Present* (London: Bloomsbury Publishing, 2015), 148-179.
- Émile Zola, selection from *The Ladies' Paradise* (Berkeley: University of California Press, 1991).

October Break (10/13-10/21)

Evolution and Technology

Week #7

10/22 Global Populations

- Thomas Malthus, selection from *Essay on the Principle of Population* (1798), Internet Modern History Sourcebook, <https://sourcebooks.fordham.edu/mod/1798malthus.asp>.
- “An Act for the Suppression of Trade In, and Circulation Of, Obscene Literature and Articles of Immoral Use” [United States Comstock Act], *Forty Second Congress*, Session III (March 3, 1873): 598-599.

10/24 Charles Darwin and His Legacies / Kathleen Susman, Department of Biology

- Darwin, chapter 15, *Origin of Species* (1859), in *Darwin: A Norton Critical Edition*, Philip Appleman, ed. (New York: W. W. Norton & Company, 1970), 1st ed., 175-199.
- Selections from *The Descent of Man*, in *Darwin: A Norton Critical Edition*, Philip Appleman, ed. (New York: W. W. Norton & Company, 2001), 3rd. ed., 234-236, 252-254.
- Ernst Mayr, “Darwin’s Influence on Modern Thought,” *Scientific American* (July 2000), 79-83.

10/26 Popularizing Darwin: Sherlock Holmes, Race and Empire

- Sir Arthur Conan Doyle, *The Sign of Four* (1890), in *Sherlock Holmes: Selected Stories*, edited by Barry McCrae, 3-101. Oxford: Oxford University Press, 2014.

Required Moodle post due before class

Week #8

10/29 What the Railroad Brought Us / Rebecca Edwards, Department of History

- William Cronon, “Pricing the Future: Grain,” from *Nature's Metropolis: Chicago and the Great West* (New York: W. W. Norton, 1991), 97-147.

10/31 Railroads, Empire, and Global Finance

- Caleb Tuke, “Railroads of Change in Mexico and India,” *Edges of Empire* (April 30, 2015), https://people.smu.edu/knw2399/2015/04/30/749/#_ftn1.
- Michael Adas, “Machine as Civilizer,” from *Machines as the Measure of Men* (1989), reprinted in *European Imperialism, 1830-1930: Climax and Contradiction* (Boston: Houghton Mifflin, 1999), edited by Alice L. Conklin and Ian Christopher Fletcher, 67-74.
- Railroad/telegraph images (on Moodle):
 - “The Modern Colossus of Railroads” (Vanderbilt, Gould, Fields) (1878).
 - Rhodes Colossus “From Cape Town to Cairo,” *Punch* (1892).
 - Tourism, Railway Stations, and Advertising:
<http://www.bl.uk/learning/timeline/large106197.html>.
 - Currier and Ives, “Across the Continent”
http://faculty.washington.edu/lnash/221/wward_empire.html.

11/2 The Telegraph / Brian Daly, Department of Physics

- Bruce J. Hunt, "Electricity: Currents and Networks," in *Pursuing Power and Light: Technology and Physics from James Watt to Albert Einstein* (Baltimore, MD: Johns Hopkins University Press, 2010), 68-93.
- Jeremy Stolow, "Telegraph," *Frequencies* (September 7, 2011), <http://frequencies.ssrc.org/2011/09/07/telegraph/>.

Second essay due (1200 words) on 11/2

Week #9

11/5 The Industrialization of Time and Space

- E. P. Thompson, "Time, Work-Discipline and Industrial Capitalism," in *Customs in Common* (New York: The New Press, 1991), 352-403.
- Wolfgang Schivelbusch, "Railroad Space and Railroad Time," from *The Railroad Journey: Trains and Travel in the 19th Century*, trans. by Anselm Hollo (New York: Urizen Books, 1977).
- Henry Crabb Robinson, "First Railway Journey, June 9, 1833," in Volume III of *Diary, Reminiscences, Correspondences* (London: Macmillan, 1869), 3 vols., edited by Thomas Sadler, 26-28.
- *Arrival of the Train at La Ciotat*, directed by Auguste and Louis Lumière, 1895. <https://www.youtube.com/watch?v=1dgLEDdFddk>.
- John Tenniel's illustration of the white rabbit, *Alice's Adventures in Wonderland* (1865). (on Moodle)

11/7 Environmentalism, Empire, and the Caribbean / Lisa Paravisini, Department of Hispanic Studies**11/9 Commodifying the Other: Sara Baartman**

- Film: *The Life and Times of Sara Baartman: The "Hottentot Venus"* (1998), directed by Zola Maseko (link on Moodle).
- Clifton Crais and Pamela Scully, "Introduction," *Sara Baartman and the Hottentot Venus: A Ghost Story and a Biography* (Princeton: Princeton University Press, 2009), 1-6.

Required Moodle post due before class

Week #10

11/12 World Fairs

- John Rennie Short, "Mega-Events: Urban Spectaculars and Globalization," in *International Handbook of Globalization and World Cities* (Cheltenham, UK, Northampton, MA: Edward Elgar Publishing, 2012), eds. Ben Derudder, Michael Hoyler, et al., 188-192.

- Ida B. Wells, et al, *The Reason Why the Colored American is Not in the World's Columbian Exposition* (Chicago, 1893), <http://digital.library.upenn.edu/women/wells/exposition/exposition.html>.
- Recommended: "African American Women's Voices at the 1893 Chicago World Fair," in *Women in International and Universal Exhibitions, 1876-1937*, eds. Myriam Boussahba-Bravard and Rebecca Rogers (New York: Routledge, 2018), 151-174. (Moodle)

11/14 Nineteenth-Century Photography and the Classification of Humanity / Brian Lukacher, Department of Art History

- Zahid R. Chaudhary, *Afterimage of Empire: Photography in Nineteenth-Century India* (Minneapolis: University of Minnesota Press, 2012), excerpt from "Introduction: Sensation and Photography," 1-12. It can be found at: https://books.google.com/books?id=RSjgANSSMOgC&pg=PA1&source=gbp_toc_r&cad=3#v=onepage&q&f=false.
- For introductory information on early photographic processes, see: <https://www.nms.ac.uk/explore-our-collections/stories/science-and-technology/victorian-photography/victorian-photography/victorian-photographic-techniques/>.

Public and Private: Urban Culture and Domestic Spheres

11/16 Building the Modern City

- David Harvey, "Consumerism, Spectacle, and Leisure," in *Paris: Capital of Modernity* (London: Routledge, 2003), 209-224.
- Friedrich Engels, "Industrial Manchester," selection from *The Condition of the Working Class in England* (1845), at the Modern History Sourcebook, <http://www.fordham.edu/halsall/mod/1844engels.html>.

Week #11

11/19 The Urban flaneur

- Edgar Allan Poe, "The Man of the Crowd," in *Edgar Allan Poe: Poetry, Tales, and Selected Essays* (New York: Library of America, 1996), ed. by Patrick Quinn and G.R. Thompson, 388-396.
- Charles Baudelaire, selection from *The Painter of Modern Life and Other Essays*, trans. and ed. by Jonathan Mayne (London: Phaidon Press, 1964), 5-12.
- Images of Women in the City (Moodle).

11/21 & 11/23: Thanksgiving Break/No Class (11/21 class rescheduled on 12/14)

Read the Siskind before your Thanksgiving feast.

- Janet Siskind, "The Invention of Thanksgiving: A Ritual of American Nationality," *Critique of Anthropology* 12.2 (2002): 167-191. (Moodle)

Week #12

11/26 Nineteenth-Century Musical Nationalisms / Michael Pisani, Department of Music

- Richard Taruskin, “Nationalism,” in *Oxford Music Online* (2001) (available through library catalogue), <https://doi-org.libproxy.vassar.edu/10.1093/gmo/9781561592630.article.50846>. Read: introductory paragraphs, sections 1-5, skip sections 6-8, then read sections 9-11.
- Recommended listening:
 1. Frédéric Chopin, “Mazurka” (in B-flat major, op. 7, no. 1). Music recording, April 19, 2012, <https://www.youtube.com/watch?v=xwgiBGXOjbM>.
 2. Modest Musorgsky, Coronation Scene from *Boris Godunov*, opening chorus only. Music recording, May 2, 2013. <https://www.youtube.com/watch?v=70RIWenSlns>.
 3. Alexander Borodin, “In the Steppes of Central Asia,” Music recording, May 27, 2011, <https://www.youtube.com/watch?v=juisZsDQZBo>.

11/28 Separate Spheres and Domesticity

- John Ruskin, “Lecture II--Lilies of Queens’ Gardens,” *Sesame and Lilies* (1865), in Lydia Murdoch, *Daily Life of Victorian Women* (Santa Barbara, CA: Greenwood Press, 2014), xxv.
- Isabella Beeton, *Mrs. Beeton’s Book of Household Management* (London: Cassell & Co., 2000; London: S. O. Beeton, 1861), 1-20.
- Higuchi Ichiyo, “The Thirteenth Night” (1895), from *In the Shade of Spring Leaves: The Life and Writing of Higuchi Ichiyo, a Woman of Letters in Meiji Japan*, trans. Robert Lyons Danly (New Haven: Yale University Press, 1981), 241-253.

11/30 Literacy and Print Culture in the Nineteenth Century (*Class Will Meet in the Library Special Collections and Archives*) / Ron Patkus, Associate Director of the Library for Special Collections

Week #13

12/3 Domestic Commodities and Global Trade

Required Moodle Post: upload and describe one image of nineteenth century commodity (tea, opium, chocolate, soap, etc.) advertisement that draws on global imagery.

- Erika Rappaport, “Industry and Empire: Manufacturing Imperial Tastes in Victorian Britain,” in *A Thirst for Empire: How Tea Shaped the Modern World* (Princeton: Princeton University Press, 2017), 147-182.
- Begin reading *Dracula* (1897).

12/5: Homosexuality by Trial (and Error): The Scandals of Queer Emancipation / Jeff Schneider, Department of German Studies

12/7 Sigmund Freud and the Invention of the Modern Mind

- Sigmund Freud, *The Uncanny* (London: Penguin, 2003), trans. David McLintock, selections.

Week #14

12/10 *Dracula*

First half of class, alphabetically: Required Moodle post due before class.

12/12 *Dracula*

Second half of class, alphabetically: Required Moodle post due before class.

Final essay (1200 words) due 12/13

12/14, 7:00-9:00 pm, Rescheduled Final Class, *Rose Parlor*: Tea and Parlor Entertainments