This course is designed to introduce first-year students to some of the major debates and recent (and sometimes classic) books in European history from the 1750s to the 1870s. It is also intended to help prepare students for the First (Written) Examination.

Objectives:
By the end of the course, students should be able to demonstrate familiarity with many of the central historiographical issues in the period and to assess historical writings in terms of approach, use of sources, and argument. They should be able to draw on multiple works to make larger arguments concerning major problems in European history.

Requirements:
Each week, students will come to class prepared to discuss assigned readings. They include common readings and individual works chosen from the supplementary lists. In anticipation of the next day’s class, by early Tuesday evening, students will have submitted by email to the instructor and to the rest of the class a two-to-three-page (double-spaced) paper on their week’s readings. Eleven papers must be submitted; two weeks may be skipped, but even then everyone is expected to be prepared for discussion. The papers should not simply summarize. They should explain and compare the theses of the assigned books; describe the authors’ methods, arguments, and sources; and assess their persuasiveness, significance, and implications.

Two students will be assigned to lead discussion of each week’s common and supplementary readings. Note that the articles and some of the books are available electronically. Books will be available in the CUNY libraries; many will be available inexpensively online.

Grading: The final grade for the course will be based on the papers (50%) and participation in discussion (50%). Because of the centrality of discussion, attendance is expected throughout the term.

Schedule:
8/28 Session 1. Introduction.

9/5 Session 2. Situating Europe Comparatively.
Read the following:

Supplementary readings:

9/12 Session 3. Boundaries of Europe.
Read the following:

Supplementary readings:

9/19 Session 4. Economy and Demography.
Read the following:
And either
or

Supplementary readings:

9/26 No class.

10/3 Session 5. Enlightenment.
Read the following:

Supplementary Readings:

**10/10** No class.

**10/17** Session 6. Further Enlightenment.

Also read two books from the supplementary list from the last session.

**10/24** Session 7. French Revolution.
Read the following:

Supplementary readings:

Two good anthologies:

Nineteenth-century classics:
Edmund Burke, *Reflections on the Revolution in France*.  

10/31  Session 8. Revolution in Europe and Beyond.
Read the following:

Supplementary readings: Read something else from last week’s supplementary list and something from the following:
Laurent Dubois, *Avengers of the New World: The Story of the Haitian Revolution* (2004);  

Read the following:

Supplementary Readings:

**11/14 Session 10. Industrialization, Urbanization, and Technology.**

Read the following:

Supplementary Readings:
Alexander Gerschenkron, *Economic Backwardness in Historical Perspective* (1962), chapters 1, 2 and 3.

**11/21 Session 11. Social Classes.**

Read the following:
David Cannadine, *The Decline and Fall of the British Aristocracy* (1990), chapters 1-2.

Supplementary readings:
And books you haven’t read from last week.

**11/28 Session 12. Reform and the Revolutions of 1848.**

Supplementary Readings:
Karl Marx, *The 18th Brumaire of Louis Bonaparte*,

**12/5 Session 13. Nation, Nationalism, Order, and State-Building.**
Read the following:
David Blackbourn and Geoff Eley, *The Peculiarities of German History: Bourgeois Society and Politics in Nineteenth-Century Germany* (1984), part I (Eley): chapters 8 and 9; part II (Blackbourn): chapters IV and V.

Supplementary Readings:
John A. Davis, *Conflict and Control: Law and Order in Nineteenth-Century Italy* (1988);
Michel Foucault, *Discipline and Punish* (1975), pp. 3-31, 80-81, 120-228, 276-308.

12/12  Session 14. European Culture In and Across the Nineteenth Century.

Supplementary Readings:
We may add titles to the list, depending upon student interests.