

GEORGETOWN UNIVERSITY

BLHS 109: The Nineteenth Century

Summer 2015

Thursdays 5:30-9:50 (when in person)
Thursdays 6:30-8:00 (when virtual)

Professors:

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Carus, The Goethe Monument

But the earlier fashion alike of rules and of theories has already been violently thrown aside in Germany – especially owing to the appearance of genuine living poetry – and the rights of genius, its works and their effects, have had their value asserted against the encroachment of such legalities... Hegel

By 1800, the promise of the Enlightenment with its emphasis on reason and rationalism had begun to wear off. Contemporary assessments of the role of human reason took two general forms. In a practical and material sense, the rational application of knowledge to daily life fueled the rise of modern industrial economies and the corresponding political theories that supported them. However, the process of modernization also contributed to a growing “crisis of reason” particularly among artists and intellectuals.

This course thus begins with Romanticism, an intellectual and cultural movement that affected aesthetic and artistic trends in poetry, fiction, music, and painting and that emphasized the individual and the irrational as a source of creativity. Renaissance Humanism, the Scientific Revolution, and the Enlightenment all emphasized reason and the notion that objective knowledge leads to progress. The Romantic Movement was, in part, a reaction against the rigidity of Enlightenment thought. Romanticism also reflects changes in philosophy and history, the rise of nationalism, and the effects of industrialization and modernization on the European psyche. In contrast to the Romantic “reaction,” other intellectual and philosophical movements developed in positive response to modernization and industrialization such as Utilitarianism, and Liberalism. Opponents to theories of political economy associated with the latter promoted Marxism and Utopian Socialism. The core theme of the course will be the relationship between the individual and society in the context of modernization, urbanization and industrialization.

I. Course Objectives and Goals

After this class student should be able to:

1. Understand and comprehend the basic historical chronology and historical analysis of the period covered.
2. Explain historical cause and effect as it relates to the issues of the 19th century.
3. Relate the historical trends of the 19th century to the modern era.
4. Comprehend the differences in historical interpretation in major schools of historical thought
5. Understand the legacy of the French Revolution, Romanticism, modernization, industrialization, and nationalism.
6. Link political and social developments to the parallel developments in the arts, literature and philosophy.

7. Analyze and contextualize primary source readings.
8. Develop and defend their arguments using textual and factual evidence.
9. Compare and understand the differences between macro and micro history.
10. Develop an arguable thesis and support it using clear concise writing.

II. Format

For weeks that Prof. Zimmers teaches, the course will meet as normal: Thursday from 5:30-9:50 p.m., in person.

For weeks that Prof. Wackerfuss teaches, the course will meet online using Blackboard's "collaborate" feature. You will find a link to click, and be taken to the session. We will meet online for one evening lecture/discussion per week, Thursday 6:30-8:00 p.m.

To make up for the time we would have spent in class, students must spend at least two hours per week interacting with the course through its associated web site, a course blog found here:

<https://blogs.commonsgorgetown.edu/blhs-109-summer2015>

Each Friday, a post will appear on the course blog outlining the topics for the week, as well as a second post for the weekly reading. Additional posts will appear in the following days to add other content to the main topics. Students will have the ability to comment on these posts, and in fact must do so for participation credit (see below). On Thursday, we will meet either in person or virtually to go over what you have already done, make sure everyone understands the information, and discuss any unresolved or interesting issues that have come up in the virtual discussion.

III. Discussion Readings (All required)

Goethe, <i>The Sorrows of Young Werther</i>	ISBN-10: 0812969901
François-René de Chateaubriand, <i>Atala-René</i>	ISBN-10: 0520002237
Wolfgang Schivelbusch, <i>The Railway Journey</i>	ISBN-10: 0520059298
Mary Shelley, <i>Frankenstein</i>	ISBN-10: 0141439475
John Stuart Mill, <i>On Liberty</i>	ISBN-10: 014144147X
Marx, "The Communist Manifesto and Other Revolutionary Writings"	ISBN-10: 0486424650
"The Portable Nietzsche"	ISBN-10: 0140150625

Ibsen, *A Doll's House*

ISBN-10: 0140441468

Wassily Kandinsky, *Concerning the Spiritual in Art*

ISBN-10: 1406875767

Conrad, *Heart of Darkness*

ISBN-10: 0141441674

IV. Requirements and Grading

Participation

(25%)

Attendance and participation is Mandatory for all students.

Whether in person or virtual, the value of each class ultimately rests on your willingness to attend class and be prepared to talk to participate. **One unexcused absence** will result in a corresponding reduction of 5% of your total grade. **Two unexcused absences** will result in $2 \times 5\% = 10\%$ reduction of your total grade, significantly increasing your chances of failing the course.

In accordance with BALS program policy, THREE absences for any reason may result in a failing grade for the course

Excessive Tardiness (defined as more than 20 minutes) will be counted as an absence.

Continued Tardiness (defined as being tardy between 5-20 minutes) for more than two classes will count as an absence.

Work obligations are NOT EXCUSED.

Discussion questions and online participation

As part of your participation grade, students must submit 1-2 questions on the readings each week. These questions must be posted on the course blog by Tuesday evening. Students must then read through their colleagues' questions and prepare to discuss them.

For virtual weeks: students will conduct discussion by responding to others' initial posts, therefore performing the bulk of discussion online in advance of that week's course meeting. This virtual discussion will be graded using a rubric, with 10 points possible per week (see attachment at end of syllabus).

For in-person weeks: discussion in advance of the in-person section is encouraged, but not mandatory beyond each student's initial post.

Virtual weeks will also feature short quizzes to test basic knowledge of the online content. Quizzes of other varieties will appear as well, mostly with the aim of identifying key concepts, people, places, etc., as well as reviewing meta-issues such as terminology, writing style, plagiarism, etc. These quizzes are pass/fail, and can be taken as many times as needed.

Online quizzes, discussion questions, blog comments will all contribute to the participation grade, which together with attendance and participation in session meetings will comprise 25% of the final grade.

Written Assignments (75%)

There will be two 4-6 page papers and a longer final research paper. Each of the shorter papers will be worth 20% of the semester grade. The essays are to be based on a close reading of one or more of the assigned texts or a work of art. You will receive a set of essay topics in advance from which you will choose one. The essays should be typed and original in conception, with a clearly argued thesis. They are not to be book reports. They should present your interpretation of a given issue based on evidence from the text and sound reasoning.

The final paper assignment will be between 10-12 pages in length and will be worth 35% of your final grade. This essay will be on a topic of your own choosing with instructor permission. These papers should be done in typical research fashion using both primary and secondary sources and done with proper research formatting and citation.

Failure to complete ANY of these assignments may result in failure of the course.

Grades will be calculated according to the scale below:

93 and above =	A
90-92=	A-
87-89=	B+
83-86=	B
80-82=	B-
77-79=	C+
73-76=	C
70-72=	C-
67-69=	D+
60-66=	D
59 and below=	F

VI. Academic Integrity

Georgetown Honor System

All students are expected to follow Georgetown's honor code unconditionally. We assume you have read the honor code material located at www.georgetown.edu/honor, and in particular have read the following documents: Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process. Papers in this course will all be submitted to turnitin.com for checking.

Submitting material in fulfillment of the requirements of this course means that you have abided by the Georgetown honor pledge:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown Honor System: To be honest in any academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Plagiarism

The sources for all information and ideas in your assignments must be documented, following the style rules of either MLA (<https://owl.english.purdue.edu/owl/resource/747/01/>) or Turabian (http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html). Anything less than these standards is plagiarism.

In accord with university policy, all incidents of suspected plagiarism or other Honor Code violations will be reported to the Honor Council without fail.

If the Honor Council finds that a student has plagiarized or has violated the Honor Code in any other way, the student will receive a grade of F for the course.

VII. Late Work and Incompletes

You are responsible for submitting all work on time and in hard copy to the professors. The essays are due at the beginning of class; papers will be penalized by a 1/3 grade reduction for each day they are late. Make-up examinations will be considered only under very serious circumstances and only following formal notification of the instructor by the student's Deans Office prior to the scheduled exam.

Incompletes are granted only on the most extreme of situations and must be done with instructor and Dean approval. It is your responsibility to fill out the appropriate paper work and get the approval for an incomplete as well as decide on a final date to complete the assignments outstanding. Incompletes are not granted for anything but extraordinary reasons as decided by the professors and Deans.

VIII. Disability Accommodations

If you are a student with a documented disability who requires accommodations or if you think you may have a disability and want to inquire about accommodations, please contact the Academic Resource Center at 202-687-8354 or arc@georgetown.edu.

IX. Other Important Information

Turnitin.com

Students acknowledge that by taking this course all required papers must be submitted for a Textual Similarity Review to Turnitin.com for the detection of plagiarism. All submitted papers will be added as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers in the future. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.

Extreme weather, Emergencies, and Instructional Continuity

During inclement weather or other emergencies on a day when we are scheduled to meet face-to-face, check the university's Web site or call (202) 687-7669 for information on whether the university is open. If the university is open, this class will meet. If the university is closed, this class will meet through distance means such as online videoconferencing; check your e-mail for a message from me on how we will proceed in that situation. Due dates for written assignments submitted through Blackboard will not be changed due to campus closings.

The university recently has acquired the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up on MyAccess.

Policy Accommodating Students' Religious Observances

The following is university policy:

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.

X. Class Schedule / Weekly Topics

21 May

Week 1

Zimmers

Introduction to the Course

Discussion: Syllabus, Writing Assignments, Major Themes

28 May	Week 2	Zimmers
Romanticism I: Introduction		
Discussion: Goethe, <i>The Sorrows of Young Werther</i>		
4 June [online]	Week 3	Wackerfuss
Romanticism II: Art/Music		
Discussion: Selected poetry; Chateaubriand, <i>Atala and René</i>		
11 June	Week 4	Zimmers
The Industrial Revolution: Technology and Society		
Discussion: Schivelbusch, <i>The Railway Journey</i>		
PAPER #1 DUE		
18 June	Week 5	Zimmers
The Industrial Revolution: Social Impact		
Discussion: Shelley, <i>Frankenstein</i>		
25 June [online]	Week 6	Wackerfuss
Political Ideologies: Liberalism and Utilitarianism		
Discussion: Mill, <i>On Liberty</i>		
2 July [online]	Week 7	Wackerfuss
Political Ideologies: Marxism and Socialism		
Discussion: Marx, <i>The Communist Manifesto and Revolutionary Writings (Pages TBA)</i>		
9 July [online]	Week 8	Wackerfuss
Nationalism and Unification: Italy and Germany		
Discussion: Wagner, Verdi, and musical nationalism (online reading and listening)		
PAPER # 2 DUE		

16 July	Week 9	Zimmers
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Private Life: Women and Family in the Nineteenth Century

Discussion: Ibsen, *A Doll's House*

23 July [online]	Week 10	Wackerfuss
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The Crisis of Reason?

Discussion: Nietzsche, *The Portable Nietzsche (Pages TBA)*

30 July	Week 11	Zimmers
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Art in the Nineteenth Century

Discussion: Kandinsky, Concerning the Spiritual in Art

6 August [online]	Week 12	Wackerfuss
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Imperialism

Discussion: Conrad, *Heart of Darkness*

The Final Paper is due on August 12th at 6:00 PM, emailed to both professors. It is your responsibility to make sure that the paper is readable (use word or pdf) and sent properly. There are no extensions for the final paper.

Total of 10 possible points per week: (4) initial post (4) follow-up posts (2) style and etiquette

	4 points	3 points	2 points	1 point	0 points
Initial post	<ul style="list-style-type: none"> Posted by 11:59 pm Monday Demonstrates excellent analysis of topic Clearly and thoughtfully addresses given questions Provides exemplary questions for additional discussion Demonstrates clear connection to readings 	<ul style="list-style-type: none"> Posted by 11:59 pm Monday Demonstrates good analysis of topic Clearly addresses given questions Provides good questions for additional discussion Demonstrates some connection to readings 	<ul style="list-style-type: none"> Posted by 11:59 pm Monday Demonstrates some analysis of topic Incompletely addresses given questions Provides basic questions for additional discussion Demonstrates little connection to readings 	<ul style="list-style-type: none"> Posted <u>after</u> 11:59 pm Monday Demonstrates little analysis of topic Superficially addresses given questions Provides few questions for additional discussion Demonstrates little connection to readings 	<ul style="list-style-type: none"> Posted <u>after</u> 11:59 pm Monday, or not at all Demonstrates little to no analysis of topic Does not address given questions Does not provide additional questions Does not connect to readings
Follow-up posts	<ul style="list-style-type: none"> Demonstrates excellent analysis of other students' and professor's questions Promotes meaningful discussion through substantive replies Responds to two or more initial posts by others Responds to all or most replies to own initial post 	<ul style="list-style-type: none"> Demonstrates good analysis of other students' and professor's questions Promotes meaningful discussion through substantive replies Responds to one or more initial posts by others Responds to all or most replies to own initial post 	<ul style="list-style-type: none"> Demonstrates some analysis of other students' and professor's questions Replies in superficial or insubstantial way Responds to one initial post by others Responds to some replies to own initial post 	<ul style="list-style-type: none"> Demonstrates little analysis of other students' and professor's questions Replies in superficial or insubstantial way Responds to one initial post by others Responds to few replies to own initial post 	<ul style="list-style-type: none"> Demonstrates no analysis of other students' and professor's questions Replies in superficial or insubstantial way Does not reply to initial posts by others Does not respond to replies to own post
Style and etiquette			<ul style="list-style-type: none"> Always uses constructive, positive language Writing style and formatting enhance clarity of post 	<ul style="list-style-type: none"> Mostly uses constructive, positive language Writing style and formatting unobtrusive 	<ul style="list-style-type: none"> Uses unconstructive or negative language Writing style or formatting detract from readability