For many Europeans, the French Revolution and Napoleon’s conquests marked the end of an historical era if not, perhaps, the end of time itself. Political transformations and military conflicts intensified and spread to encompass most of the continent; whether bemoaned as disasters or celebrated as accomplishments, the events of 1789-1815 made understanding the past both more difficult and more urgent. No one could turn back the clocks. (Though some tried.) In formal history writing, as well as in many domains we today consider distinct—politics, the sciences, architecture—men and women endeavored to explain how the present related to the past. The past might be deliberately or accidentally rejected (as by revolutionaries or in a natural disaster) or it might be used as a model. Yet no matter how they understood it, people could not actually live in the past. Instead, intentionally and unintentionally, in politics and in the arts, nineteenth-century Europeans forged a new world with reference to the old.

In this colloquium, we will look at a range of these nineteenth-century ways of (re)constructing the past and imagining the future. Many of our readings will be primary sources; students are expected to do however much “background” reading they find necessary in order to situate these texts and their authors. Those who have never before studied this period in European history will probably find it helpful to read a survey history or two; a list of recommended works can be found on the course website.

Grading and Requirements. It is assumed that all students will do at least the required readings for every week and that they will participate actively in all sessions. Repeated absences and/or non-participation will result in a final grade of B- or less, regardless of the quality of submitted written work. That work should consist of:

Preparing, circulating, and being responsible for questions about the chronology relevant for the week’s reading (two times) (5% each)
Preparing and circulating a short account of how readers reacted to one of the nineteenth-century texts we read (10%)
Reviewing one book from the suggested further reading (10%)
Participation in discussion (20%)
Final project, the basic skeleton of a substantial research paper (50%)
Further notes on required written work. I hope my comments below make my expectations clear. If you have any questions, please feel free to ask them, either before/after class, in office hours, or by e-mail. If you cannot make my office hours, I am happy to make an appointment to meet with you at some other time. I try to answer all e-mail within 24 hours, though circumstances sometimes make this impossible.

Chronology: twice in the semester, you will be responsible for compiling an outline chronology that provides historical context for one or more of that week’s readings. Your chronology should be approximately 1-2 pages, single-spaced and should explain the significance of the dates you include (you will probably want to include more than five dates and fewer than thirty). You should circulate this document to the entire group and make sure that it reaches everyone at least 24 hours before class (i.e., at 3:30 on Sunday).

This is probably a more difficult exercise than you imagine; it is also a more important one than it initially appears. As historians, chronology is one of our most basic—though rarely interrogated—explanatory tools. Whenever we write, we tell stories that begin at some date and end at another; it is often only at a late state of our research that we know enough to determine what those dates should be. Depending on your approach to a question, you may need a very fine-grained chronology (July 14, 1789 versus the twelfth of that same month) or it may be nonsensical to pin your analysis to anything more specific than a year or a decade. In your chronology, you may want to privilege biographical details or you may prefer to emphasize political or literary events. Large-scale social and economic transformations can be difficult to incorporate into a time-line format but that does not mean they should be excluded!

Reception account: once in the semester, you should write a brief account (2-3 single-spaced pages) of how contemporaries reacted to one of the nineteenth-century sources we are reading. For some texts, you will easily be able to find reviews from the period; for others, you will need to rely more heavily on the work of other historians. Remember, too, to check the most comprehensive relevant library catalogue you can find (i.e., that of the British Library for works published in Great Britain, the Bibliothèque Nationale for works published in France): how many editions of the text exist? When, and into what languages, was it translated? What, if any, reputation did the author have at the time the text was published and did its publication affect it? For examples of how one might write an entire book about the reception of a single work, see: Dominick LaCapra, Madame Bovary on Trial (1982); James Secord, Victorian Sensation: The Extraordinary Publication, Reception, and Secret Authorship of Vestiges of the Natural History of Creation (2000); Rob Priest, The Gospel According to Renan (2015). As with your chronologies, you should circulate your reception account to the entire group at least twenty-four hours before class (that is, by 3:30 on Sunday).

Book review: once in the semester, you will be responsible for reviewing one of the books listed as “further reading” on the website. Your review should be 2-3 single-spaced pages (i.e., 1200-1500 words—reviews of less than 1000 words or more than 2000 will be substantially penalized) and you should assume that you are writing for a university-educated audience with a particular interest in European history. In it, you should briefly summarize the work’s argument and purpose, but you should devote most of your time to
placing the work in historical and historiographical context and highlighting the elements you think most deserving of scholars’ attention. Make sure to comment on both the book’s strengths and its weaknesses, paying special attention to sources and methodology. For further advice on review writing and for recommendations of model reviews, please see the course website. Your book review is due in class the week that the work is listed. You may submit it earlier, if you like.

**Final proto-paper:** Given our shared reading obligations, I cannot reasonably expect you to write a full research paper this semester. Moreover, linguistic limitations may make it difficult for you to research comprehensively the topic that interests you most. I expect, however, that you will be able to envision, plan, and begin such a paper. Your research should emerge from your engagement with one or more of the primary sources we have read for discussion and should culminate in 12-15 double-spaced pages (not including notes and bibliography) that include: a polished and engaging introduction; a statement of your research question and method; a concise and pointed overview of the relevant historiography; analysis of several primary sources; some tentative conclusions.

Please note that I will only give a grade of “Incomplete” in the case of major illness or personal upheaval (divorce, bereavement). Because of the university’s calendar for submitting final grades, I cannot accept work submitted after Wednesday, 4 May 2016.
History H620
Past and Future in Nineteenth-Century Europe
http://www.indiana.edu/~histoire/

Class Schedule and Required Readings
For further bibliographical suggestions, including recommended books for review, please see the course website.

11 January: When was the nineteenth century?
No required reading, but please do see the website for suggestions. Especially if you have little relevant background, I encourage you to at least skim one or more of the works recommended there.

18 January: Martin Luther King Day (no class)

25 January: In the Beginning was Napoleon
Las Cases, Mémoires de Saint Hélène, Journal of the Private Life and Conversations of the Emperor Napoleon (1823), extracts in translation on the website.

01 February: The Nineteenth Century, when History was New (and Old)
Hayden White, Metahistory: the Historical Imagination in Nineteenth-Century Europe (1975), 1-42; this is available as an ACLS Humanities e-book via IUCAT.
Remember that only one person can consult an e-book at a time, so it would be wise to do this reading well in advance of our class time.
Walter Benjamin, “Paris, Capital of the Nineteenth Century” (1939), on the website—there is also a text by this title from 1935 and you may want to read both of them.

08 February: History and Catastrophe
Volney, The Ruins: or, a Survey of the Revolutions of Empires (1796); introductory “Invocation” and at least the first three chapters (10-15 pages total, depending on the edition).
Thomas Malthus, Essay on Population (1798), at least the Preface and chapters 4-5.
Georg Wilhelm Friedrich Hegel, “Introduction” to the Lectures on the Philosophy of History (1821-1837) at least sections 1-59 (available on-line at marxists.org and linked from the course website).
Georges Cuvier, On the Revolutionary Upheavals of the Surface of the Globe (1812), selections on the course website.
15 February: Nations of the Past, Nations of the Future
Adam Mickiewicz, “The Books of the Polish Nation” (1832).
Giuseppe Mazzini, *Young Italy Manifesto* (1831) and “Europe, its Condition and Prospects” (1851).
Louis Kossuth, address to the people of the United States upon landing in America, 5 December 1851, and Hungarian Declaration of Independence, April 1849, in *Select Speeches of Kossuth* (1854), 19-36.

22 February: Times and Places
Pyotr Chaadeav, *Philosophical Letters addressed to a Lady* (1829), selections available in English on the website.
Ivan Kireevsky, “On the Nature of European Culture and on its Relationship to Russian Culture” (1852), in English on the website.
David Urquhart, *The Spirit of the East* (1838), Introduction, pp. 270-276 (comparison of Albanians with Scots and Spaniards) and chapter 26 (the state of women); if you’re especially interested, you may also want to look at his *England and Russia* chapter 5 (comparison of Poland and Turkey).

29 February: Society of the Present, Society of the Future
Thomas Carlyle, “Signs of the Times,” *Edinburgh Review* (1829); also available in editions of his works such as *Critical and Miscellaneous Essays*.
Benjamin Constant, “On the Liberty of the Ancients and the Moderns” (1816), selections linked from website.

07 March: Societies of the Past, Present, and Future
Karl Marx and Frederick Engels, *The German Ideology* (written in the 1840s; first published in 1933), Volume One, Part One (“Feuerbach. Opposition of the Materialist and Idealist Outlook”)—the texts in the Marx-Engels Reader and online at www.marxists.org are not identical, but they are similar enough for our purposes. You will probably find it easier to read in hard copy.

14 March: SPRING BREAK

21 March: Men Make their own Histories?
Catherine Hall, *Macaulay and Son: Architects of Imperial Britain* (2012), chapter three.

28 March: In the Middle (or thereabouts) was Napoleon
Karl Marx, *The Eighteenth Brumaire of Louis Bonaparte* (1852).

04 April: Empire of the Present

11 April: A New Time?
Jules Verne, *From the Earth to the Moon* (1865); at least chapters 1-12 (but you may well want to skim the whole thing as it is pretty entertaining).
18 April: The Future of an Illusion?
E. B. Tylor, *Primitive Culture* (1871), chapter one, pp. 1-7 (page numbers may vary depending on the edition you have; read at least to the paragraph beginning “A first step in the study of civilization…”) and chapters 3-4 (to some extent these can be skinned, but make sure you read several sets of examples carefully).
James Frazer, *The Golden Bough* (1890—remember to make sure you have found this, the original 2-volume version, and not the 12-volume later edition) vol. 1, pp. 1- and the section on religion and magic, beginning with “The fatal flaw of magic…” and going to “Of all natural phenomena there are perhaps none which civilized man feels himself more powerless to influence than the rain…”
Ernest Renan, *The Life of Jesus* (1863), at least chapters 1, 11, 15.

25 April: Histories of the Past, Sciences of the Future
Ernst Haeckel, “Mental Life,” chapter 14 of his *The Wonders of Life* (1904).
Camille Flammarion, *L’Inconnu: The Unknown* (1900), chapter one (“On Incredulity”).
Lord Acton, “Inaugural Lecture on the Study of History” (1895) in his *Lectures on Modern History* (1906).