Scope and Focus of the Course: The course has two complementary goals. One is to provide a graduate-level introduction to the era 1750-1850 in Europe. This period is sometimes called the “Saddle Era” (Sattelzeit) in German scholarship, because it saddles, on the one side, the old regime of feudalism, absolutism, and agrarianism and, on the other, the emerging society of industrializing nation-states. An additional objective is to introduce two modes of historical analysis: gender history and environmental history.

Reading List of works that should be in your possession:


Other readings will be made available electronically. See the calendar of assignments.

Attendance:

Attendance is mandatory. Except in emergency situations, please notify me in advance of an absence. Repeated absences or lateness to class, for whatever reason, can result in a lower participation grade.

Participation:

Active participation in class discussions is necessary. Each member of the class will have the responsibility of contributing to weekly discussions and of leading specified class discussions (determined in advance). Additionally, each class member will have the responsibility of offering constructive criticism on one colleague’s final project.

Weekly Papers:

There is a written assignment for each class period in which a reading will be discussed, usually a 750-word essay. These assignments can vary, and when they do, changes will be announced. Be sure to give appropriate attention to style of writing as well as to content. Budget time for revisions.

Final Course Project:

Select a project that will be of intellectual interest and professional significance for you. This should be developed during the course of the semester, not something revised from a previous assignment. The project should be 2,000-3,000 words in length, equivalent to a conference paper. It should be properly annotated, using the Chicago Style, footnote-bibliography (not author-date).
The project will be a historical or historiographical essay on a theme related to the course and rooted within the chronological parameters, 1750-1850. Because environmental change and changes in the construction and experience of gender are slow and uneven, given topics may call for extending the chronology on either side of these dates. The project could be a research-based paper based on a primary source or sources. It may be an inquiry paper, rather than a research project.

The paper need not be strictly a paper in environmental or gender history. You might choose, for example, to write on any of multiple changes occurring during the “saddle era,” for example: migration, empire, religion, science, technology, politics, or diplomacy. In these cases, the project should be at least informed by the consideration of gender or environment as analytical tools.

Academic Integrity
A fundamental principle of university life is academic integrity. A university is “a purposeful community a place where faculty and students share academic goals and work together to strengthen teaching and learning on the campus.” (WMU Student Code) This requires that every individual does his or her own work and that graded work is based on one’s own knowledge and skills. Academic dishonesty will not be tolerated. The following constitute academic dishonesty: cheating, fabrication, falsification, forgery, plagiarism, complicity, and computer misuse. Please be familiar with the definitions of these terms as used in the WMU Student Code. See http://www.wmich.edu/conduct/academichonesty/index.html.

Grading Scale
77-83% = CB (good)
74-76% = C (satisfactory)
67-73% = DC (acceptable)
64-66% = D (poor)
below 64% = E (failing)

Grade Components:
Weekly written papers: 50%
Class Participation: 20%
Final Project: 30%

E-Mail:
Please use your WMU e-mail address for all communications regarding this course.

Calendar of Assignments:

Jan. 13: Introduction: Environmental History and Gender History


Jan 27: **The Enlightenment**


Feb 3: **The Creation of Separate Gender Spheres**


Feb 10: **Frontiers and the Environment; Gender and Environment**


Feb. 17: **The “Agricultural Revolution”**


Feb. 24: **Engineering the Enlightenment**


Mar 3: **The French Revolution**


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   http://avalon.law.yale.edu/18th_century/rightsof.asp

5. Olympe de Gouge, Declaration of the Rights of Woman and Female Citizen. 
   http://csive.csi.cuny.edu/americanstudies/files/lavender/decwom2.html


[skim the Table of Contents and identify at least one passage relevant to our discussion.]

Mar 10: No class; Spring Break

Mar 17: Gender and the Wars of the Revolutionary Era
   Hagemann, Karen, Gisela Mettele, and Jane Rendall, eds. Gender, War and Politics: 
   Selected chapters. https://catalog.library.wmich.edu/vufind/Record/4937891

Mar 24: The Gendered Middle Class
   Davidoff, Leonore, and Catherine Hall. Family Fortunes: Men and Women of the English 

Mar 31 The Working Class and Mistresses of the Middle Class
   2. Mrs Beeton's Book of Household Management (1861) Selections:

April 7: Revolutions of 1848: Statebuilding, Liberalism,
   1. Two chapters from Dowe, Dieter, Heinz-Gerhard Haupt, Dieter Langewiesche, and 
      Jonathan Sperber, eds. Europe in 1848: Revolution and Reform. New York: 
         of 1848: Its Political and Social Reforms, its Politics of Nationalism, and its 
      b. Price, Roger. “‘The Holy Struggle Against Anarchy’: The Development of 
         Counter-revolution in 1848.” 25-54. Electronically available.
      c. One additional chapter of your choice.
   2. Scott, Joan Wallach. Only Paradoxes to Offer: French Feminists and the Rights of 
      in the Revolution of 1848.” 57-89.

Apr 14 The Creation of Modern Private Property through Enclosure: A Case Study in 
        Germany. (Presentation). No reading and writing assignments; time reserved for 
        working on individual projects.

April 21: Presentation and Discussion of Projects.

April 28: Presentation and Discussion of Projects.