This course will follow Norbert Elias' *Court Society*, Pierre Bourdieu's *Distinction*, and Michel de Certeau's *Mystic Fable* to investigate the shift in history and in human consciousness that happened in Europe between approximately 1770 and 1830. This era saw the end of Absolutism, the French Revolution, Napoleon's conquests, and the Restoration after the Congress of Vienna. This course uses this era of crisis to set up a number of case studies in "German" cultural history, to explore the various ways in which historical shifts can cause changes in both individual and cultural consciousness.

The first case study is one in *representational consciousness*: using Peter Burke's book on Louis XIV as a starting point, we will outline what constituted personal and national identity under absolutism and in "court style." The most familiar cultural texts here are Mozart's *Zauberflöte* and Goethe's *Götz von Berlichingen*.

The second case study is one in *political consciousness*: using *Black Bread, White Bread* (on Germany's reaction to the French Revolution), we will trace the formation of reactions to the French Revolution in works by three generations of authors, from Wieland through Büchner.

The third case study focuses on *cultural consciousness*. Given the continental blockade and other political disruptions of the Napoleonic era, the countries of Europe were forced to reevaluate their cultural identities. Each country was forced into rewriting its own history and legends in light of new demands. The splits in affiliation -- differences in cultural styles -- are highlighted in Goethe's *Werther* and *Wilhelm Meister*, Mme. de Stael's *On Germany*, as a reaction that reformulates the identity of a cultural elite.

The fourth case study is one of *class consciousness* leading to new *national* and *personal consciousness*. Metternich's Europe attempted to reimpose an aristocratic order on a Europe that had rejected many of its bases, often through censorship. To counter it, a "new Germany" became part of the myth of the middle class, redefining the citizen at the margin/center of the empire (still evident in Stifter's *Hochwald*).

The course will be appropriate to any student interested in literary or cultural history (and not just of the era under question). The assignments are designed to teach how to use a historical framework to unfold cultural artifacts (literary, philosophical, institutional, or personal-subjective) -- to interpret historically in a way that New Historicists would recognize as valid, without reducing the specific strategy of communication used in each kind of cultural production.

**Books**

Readings will be from a mixture of primary and secondary texts, some in excerpt (and, by necessity, some by non-German-language authors). All compulsory readings will be on reserve on the class Blackboard site.
GER 382M: Court, City, Nation: Transformations of Europe

Syllabus, Fall 2012

Official Exam Time: TTh 11:00–12:30 pm: Wednesday, December 12, 7:00-10:00 pm; when final project is due

NOTE: copies of most excerpts on reserve on Blackboard; main history books and theory books ordered at Coop -- see complete booklist.

Week 1: 30 August

Tues  Introduction to the Course: Cultural versus Literary History

Part 1: The Historical Situation

Week 2: 4, 6 September

Tues  First Phase: to the Fall of the ancien regime
Doyle, Oxford History, Chaps. 1-3, 1-85 (no reserve)
Schama, Citizens, Chaps. 1-5, 1-199

Thurs  Positive Revolution and . . .
Doyle, Oxford History, Chaps. 4-6, 86-158 (no reserve)
Schama, Citizens, Chaps. 6-10, 201-425
Saine, Black Bread, White Bread, Chapters 1 & 2, 1-92

Week 3: 11, 13 September

Tues  . . . War with Europe
Doyle, Oxford History, Chaps. 7-10, 159-246
Schama, Citizens, Chaps. 11-15, 427-675

Thurs  Terror and Finale
Doyle, Oxford History, Chaps. 11-17, 247-425 (no reserve)
Schama, Citizens, Chaps. 16-19 & Epilogue, 677-875

Week 4: 18, 20 September

Tues  Napoleon and the Congress of Vienna: Restoration
Ingrao, Habsburg Monarchy, 1618-1815
  -Chapter 7: “Age of Revolution,” 220-242
Nipperday, Germany from Napoleon to Bismarck, 1800-1866
  -Chapter 1: “Great Upheaval,” 1-84
  -Chapter 3: “Restoration and Vormärz, 1815-1848,” 237-355
Carlyle, French Revolution
De Tocqueville, Democracy in America

Thurs  The Historiographic Problem
Discussion: What are differences in approach to these histories? What issues are simply missing?
Sample conceptual block-buster: Where is the US in all of this??? The British Colonial Empire???
ASSIGNMENT DUE: historiographic critique assignment.

Part 2: Creating National Cultures: Specialized Histories, Books, and Aesthetic Foundations

Week 5: 25, 27 September

Tues  Traditional Histories
Martini, Deutsche Literaturgeschichte, Chaps. XI-XVI: 171-407
De Boor/Newald, Geschichte der Deutschen Literatur, Bd. VI & VII (1 & 2)
The Cambridge History of English and American Literature, Chapters 11 and 15
<http://www.bartleby.com/cambridge/>

A Short History of French Literature, Sarah Kay, Terence Cave and Malcolm Bowie
Newer Social Histories
Hansers Socialgeschichte der deutschen Literatur, Bd. III & IV (1 & 2)
Oxford English Literary History, 7. 1785-1832: The Romantic Period, Fiona Robertson

**DISCUSSION/READING TASK:** Find one older and one newer history in your area. Also look at Hollier online -- the one really new history there is

**READING GOAL:** Identify what lacunae (if any) these accounts fill, in historical or textual terms. The idea is to begin to recover a new order of texts

**Thurs**

*From History to Theories: Book History and the Businesses of Literature and Texts*

Chartier, *The Order of Books: Readers, Authors, and Libraries in Europe Between the 14th and 18th Centuries*

Grafton, *The Footnote: A Curious History* OR --- *Forgers and Critics*

**READING GOAL:** Identify other kinds of contexts for books, and other canons that can be drawn.

**DISCUSSION/READING TASK:** Chartier and the ideologies that control culture. What contexts and canons exist in the French Revolution (a speculative discussion)?

**Week 6: 2, 4 October**

**Tues**

*French Émigrés, "French" Culture, and Germany: Inventing Difference*

Goethe, *Campagne in Frankreich* (1792/93), 1-56

---, *Unterhaltungen deutscher Ausgewanderten* (1795), 995-1081

---, *Hermann und Dorothea* (1797)

- "Kalliope," 13-21
- "Klio," 69-83
- "Urania," 103-117

<http://www.gutenberg.org/ebooks/2312> / <http://www.gutenberg.org/ebooks/1958> (ENGLISH is one of these

Germaine de Stael, *Über Deutschland* (1813)

---, *Vorwort,* 41-52

- Erster Teil, Kap. 1-9, 53-95
- Zweiter Teil, Kap. 1-8, 135-161

Heine, *Zur Geschichte der Religion und Philosophie in Deutschland* (1834/52), 1-16

---, *Die Romantische Schule* (1833/36), 111-155

**DISCUSSION:** Manufacturing the Germans by dissing the French

**READING TASK:** Goethe's *Herrmann and Dorothea* available in English; read part (worst epic ever -- celebrates dad's houseslippers . . . ). Intros to Heine's *Religion and Philosophy* and Stael's *Germany*

**Thurs**

*Ancients and Moderns: Aesthetic Roots Debates -- German search for Nürnberg and Italy*

Joan DeJean, *Anciens et Modernes*

Breitinger, *Kritische Dichtkunst* (1740)

<http://www.zeno.org/Literatur/M/Breitinger,+Johann+Jakob/Theoretische+Schrift/Critische+Dichtkunst> -- read Nachahmung

Gottsched, *Versuch einer kritischen Dichtkunst für die Deutschen* (1730, in Boileau mode, after Horace)

<http://www.zeno.org/Literatur/M/Gottsched,+Johann+Christoph/Theoretische+Schriften/Versuch+einer+kritischen+Dichtkunst>

A. W Schlegel, *Briefe über Poesie, Silbenmasse und Sprache.*

Wackenroder/Tieck, *Herensergeriessungen eines kunstliebendes Klosterbruders*

<http://www.zeno.org/Literatur/M/Wackenroder,+Wilhelm+Heinrich/Schriften+und+Dichtungen/Herensergerie%3C%9Fungen+eines+kunstliebenden+Klosterbruders>

Other important Romantic artist's picaresque novels, each including aesthetics essays:

Heine, *Ardinghello* (1787), 366-376

Tieck, *Franz Sternbalds Wanderungen* (1798), 391-401

Moritz, *Über die bildende Nachahmung des Schönen*


Wieland, *The History of Agathon /Geschichte des Agathon*

De Stael, *Corinne, or Italy* (1833)

**READING TASK:** DeJean, and a sample of aesthetic discussions; first 50 pp. or so of *Agathon*

**DISCUSSION:** Manufacturing the Germans by being Greek (or from Nuremberg)
ASSIGNMENT DUE: Disiplinary History critique

Week 7: 9, 11 October : INSTRUCTOR IN EUROPE

FOR THE WEEK: I suggest a film festival. I'll make available a few films of 18th century topics that bring up representational issues. Try to watch at least one of the following, and preferably 2. I will leave you with some of the dvds. Goal: these plays have to make the French Revolution and its surrounding issues plausible. Pick one and write 250 words explaining what they do to the history. Griffith may not count, too old, while the others pride themselves on authenticity.

- D. W. Griffith, dir. Orphans of the Storm. 1921. Starring BOTH Gishes. Classic historic melodrama, complete with beheadings. Not up to current iconography, but it's a barn-burner.

Part 3: Issues and the Texts that Realize them
Week 8: 16, 18 October

TU

Nation: Representational Consciousness
Hobsbawm and Ranger, eds. The Invention of Tradition
-Chapter 1 “Introduction,” 1-14
-Chapter 2 “The Invention of Tradition,” 15-41
-Chapter 3 “From a Death to a View,” 43-100
Anderson. Imagined Communities
-Chapter 1 “Introduction,” 1-7
-Chapter 2 “Cultural Roots,” 9-36
-Chapter 5 “Old Languages, New Models,” 67-82

DISCUSSION: Romanticism and the “New Mythology” (Schlegel's Athenäumsfragmente)
READING TASK: Read around in the theory, then look at:
Novalis, Hymns to the Night [<http://logopoeia.com/novalis/hymns.html>]
<http://www.george-macdonald.com/etexts/poems/hmn_to_the_night.html#Heading2>
<http://gutenberg.spiegel.de/buch/5237/1>

WRITTEN ASSIGNMENT DUE: Preliminary abstract

THURS

German and French Political Speech
Rousseau. Social Contract
Hegel, Philosophy of Right (intro and section 1): Lectures on the Philosophy of History, introduction (published as Reason in History) <http://www.marxists.org/reference/archive/hegel/works/pr/printrod.htm>
Klopstock, Die deutsche Gelehrtenrepublik (1774)
- “Einrichtung der Republik, 3-17
- “Die Gesetze” (excerpt), 19-65 (“Der Zuruf”)
Wieland, Aufsätze über die französische Revolution
-Kosmopolitische Adresse an die Nationalversammlung (Okt. 1789), 31-58
-Die zwei merkwürdigsten Ereignisse im Februar 1790, 59-68
-Zufällige Gedanken über Abschaffung des Erbadels in Frankreich (Junius 1790), 102-128

Fichte, Reden an die deutsche Nation (1807/8), 1. u. 2. Reden
= Addresses to the German Nation

READING TASK: Comparing political thought. Read first books of Rousseau and Hegel and Fichte.
DISCUSSION: Define the “political” discourses in each; alternates to the Enlightenment
Week 9: 23, 25 October

TU  Political Literature
Lenz, Der Hofmeister (1774), I.1-1.4, III, V.3
Klinger, Sturm und Drang (1776), 1. Akt
Schiller, Don Carlos (1787), III.10, V.10 <http://www.gutenberg.org/files/6789/6789-h/6789-h.htm>
Hoffmann, Der goldene Topf (1814)
Büchner, Der hessische Landbote (1834) <http://www.indybay.org/newsitems/2010/07/10/18653443.php>
---, Dantons Tod (1835), IV. Akt (good plot summary in wikipedia)

READING TASK: Read around in Hyperion, and in one of the plays and the Hessian Messenger (note that Lenz' play is in Brecht's adaptation in English)

DISCUSSION: what framework(s) of political action are defined/used in each? What discourses are used to be political? Be sure you know what history the work applies to, so that you can uncover the politics.

THU  Education and Science: Cosmology
Humboldt, “Antrittsrede” (1809), 131-133
- “Über die innere und äußere Organisation der höheren wissenschaftlichen Anstalten in Berlin” (1810?), 133-141
- “Aus dem Bericht der Sektion des Kultus und Unterrichts” (1809), 142-152
- “Antrag auf Errichtung der Universität Berlins” (1809), 152-158

Ziolkowski, Clio the Romantic Muse: Historicizing the Faculties in Germany
--- German Romanticism and Its Institutions
Grafton, Forgers and Critics
Francis Bacon, Novum Organum (intro and part 1)
Benjamin Franklin, Experiments and Observations on Electricity (1751)

READING TASK: All of these books show how religion/science can be institutional forces for politics. Read around in a couple of them; read part 1 of Bacon (define the "idols" and you're done), and then ask yourself

DISCUSSION: how Franklin matches this -- BF as an Enlightenment scientist, not an American original?

Week 10: 30 October, 1 November

TU  Ubiquity of Religious Diction
De Certeau, Mystic Fable
- “Introduction,” 1-26
- Chapter 1, “The Monastery and the Public Square,” 29-48
Shapiro, A Culture of Fact
Hellyer, Jesuit Physics
Arens article draft on Jansenism (sorry, it's the shortest way in)

READING TASK: Read around in what interests you to see how religious discourses undergo odd shifts in the early modern era -- not as secularization, but as old strategies applied to new situations

DISCUSSION: what discourses overlap, and how? This set of readings argues how various old theological issues persisted to influence thought about new issues; be prepared to give examples.

THU  Court: Representational Consciousness (Interior)

READING TASK: Differentiate how to make your identity at court rather than in the “public sphere” of the bourgeoisie (remember Ridicule, if you saw it)

DISCUSSION: how does this change our readings of court scenes?
Week 11: 6, 8 November

**TU**

*Court: Representational Consciousness (Exterior)*
Burke, *The Fabrication of Louis XIV*, Chaps. 1-5, pp. 1-69
Sheriff, *The Exceptional Woman: Elisabeth Vigee-Lebrun and the Cultural Politics of Art*
Grigsby, *Extremities: Painting Empire in Post-Revolutionary France*

**REC:** Tobias Natter, *Angelica Kauffmann: A Woman of Immense Talent*

**READING TASK:** Read around and find out what kind of visual representational discourses were available in revolutionary era France, and what they could do for the users/represented.

**DISCUSSION:** How modern/realist are these representational discourses? What do they make available to the users?

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**THUR**

*City: Other forms of Class Consciousness (Biedermeier, Junes Deutschland, Revolution of 1830)*
Bourdieu, *Distinction* (R)
- "Introduction," 1-7
- Chapter 1, "The Aristocracy of Culture," 11-96
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*The State Nobility* (R)
- "Prologue," 1-6
- Part 1, Chapter 1 & 2. 7-53
- Part 5: "State Power and Power over the State," 371-389

**READING TASK:** Whatever of Bourdieu you can

**DISCUSSION:** Compare this to Elias and Court Society. What does this do for the emerging bourgeoisie?

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Week 12: 13, 15 November

**TU**

*Critiques of Courts*
Goethe, *Götz von Berlichingen* (1773), 1. Akt ; 5. Akt, letzte Szene
Mozart, *Die Zauberföte* (1791), II.1, II. 30 <http://www.murashev.com/opera/The_Magic_Flute_libretto_English>
Schiller, *Maria Stuart* (1800), I.1 & I.2; II.1 & II.2; III.4 <http://www.gutenberg.org/ebooks/6791>

**READING TASK:** Read the scenes indicated of at least one of the plays (Emilia and Maria Stuart and Zauberföte are there in English)

**DISCUSSION:** We’re back at the question: do these texts want to abolish courts? (How revolutionary was the French revolution?)

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**THU**

*New Classes Oppressed by Courts*
Kleist, *Das Erdbeben in Chile* (1807) <http://www.vice.com/read/earthquake-in-chile-kleist-441-v15n12>

**READING TASK:** These are three different strategies for critiquing the upper classes. Look at at least one and figure out what’s wrong with the upper classes (most famous: Erdbeben; most fun, Kater).

**DISCUSSION:** These texts document class mixing. Where do the upper classes stand, really?

**WRITTEN WORK DUE:** abstract for final project

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Week 13: 20 November (Thursday, Nov. 22 = Thanksgiving)

**TU**

*Urban Class Critiques*
Bäuerle, *Die Bürger in Wien* (1813) <German: http://www.zeno.org/Literatur/M/B%C3%A4uerle,+Adolf>
Kotzebue, *Die deutschen Kleinstädtler* (1803) <http://gutenberg.spiegel.de/buch/5186/1>
Raimund, *Das Mädchen aus der Feenwelt oder der Bauer als Millionär* (1826)
Grillparzer, *Der arme Spielmann* (1832; published 1847) <English: Poor Musician or Poor Fiddler http://web.onelink.com/~wstanners/grillpar.htm or "German Classics" pdf>

**READING TASK:** These are examples of literature in Austria, which has an urban space not dictated solely by nobility; which classes are being critiqued?
DISCUSSION: Poor Fiddler: middle class educated as unreliable narrator?

**Week 14: 27, 29 November**

**TU**  
*Bildung; Developing the Educated Elite: International norms, Through Religion and Scinece*  
Benjamin Franklin, *Autobiography* (1771-1790) <http://www.gutenberg.org/browse/authors/f#a92>  
Rousseau, *Confessions* (1769, pub. 1782) <http://www.gutenberg.org/files/3913/3913-h/3913-h.htm>

READING TASK: First sections of book, enough to see who these people are and what drives them     
DISCUSSION: What does it mean to be educated, and is it the same as *gebildet*

**TH**  
*German Bildungsideal*  
Goethe, *Die Leiden des jungen Werther* (1775), through 19. Junius < English:  
http://www.gutenberg.org/catalog/world/readfile?fk_files=1449308>  
Goethe, *Wilhelm Meisters Lehrjahre* (1795/96), 606-639 (compare to Mozart’s *Zauberflöte*)  
<http://www.bartleby.com/314/>

READING TASK: Read the poems and get to know Goethe's legendary heroes.  
DISCUSSION: Is this a picaresque like Lennox's *Female Quixote*?

**Week 15: 4, 6 December**

**TU**  
*Education Doesn't Help*  
Moritz, *Anton Reiser* (1785/90), 1-37, 474-499  
Jean Paul, *Das Leben des vergnügten Schulmeisterlein Wuz* (1793)  
---, *Flegeljahre* (1804/5) Nr. 1-6, 571-608  
---, *Schmelze’s Journey to Flätz* (Carlyle translation)  
http://digital.library.upenn.edu/webbin/gutbook/lookup?num=1051 OR  
http://www.archive.org/stream/sartorresartusocad00carluoft/sartorresartusocad00carluoft_djvu.txt

READING TASK: Find out their failures  
DISCUSSION: *Bildungsideal* or French Revolution-inspired mockery?

**TH**  
Final class discussion
GER 382M: Court, City, Nation: Transformations of Europe
Assignments

Task 1: History Reading Assignments:
Identify the "standard" history of your chosen country in the era of the French Revolution, both in the classical mode and in any recent revision. It is preferable to use the French Revolution era, but any era is possible. Note that there was a lot of revisionist history in 1989 in France.
Write a one- to two-page historiographic critique of two texts: what are their approaches, do they encompass the French Revolution as we know it, what national and conceptual boundaries are set that foster or block a more general consideration of the era's culture in your country?
DUE: 20 September
10% of final grade

Task 2: Disciplinary History Readings:
Take a specialized area of history (literature, art, music, etc.) for your country, and do the same thing. Wellek's History of Modern Criticism also comes into consideration.
DUE: 4 October
10% of final grade

WEEK 7:
Two things:
1) watch one or two films that set images of the era into place.
2) begin to plan your final project, which may be a conventional paper on a text or incident you are interested in researching, or an annotated bibliography about what kinds of research and content areas need to be in a project you are planning, or a mixed form piece that begins to analyze an artifact with running commentary about the theoretical issues that the piece poses. The idea in the latter suggestion is to do a deconstruct rather than an interpretations, to begin a new kind of research design to unfold what cultural artifacts mean and exist as as part of a cultural setting. Your goal here is to figure out what texts actually represent the era you're interested in, not just the ones favored traditionally. Recreate the "order of books."
Preliminary abstract for project due 16 October (150 words)
10% of final grade

Task 3: Portfolio, Part 1
Two short (5-page) close readings of literary or philosophical texts assigned in the class, working through how a theoretical model will guide your interpretation. Proper bibliographic style assumed. You may use your project text/artifact for one of them.
15% of final grade each = 30%

Task 4:
Abstract for final project. 500 words, max. Due Thurs, 15 Nov.
10% of final grade

Task 5: Final project = portfolio part 2
Designed in consultation with instructor
30% of final grade. Due on official exam day
**GER 382M: Court, City, Nation: Transformations of Europe**

**Booklist**

*= ordered; in PCL if call number indicated; on class Blackboard site if .pdf name given

**History and Theory**


*Bourdieu-The State Nobility.pdf


=Burke-Fabrication- Louis14.pdf


=Elias-The Court Society.pdf


=Ingrao-Habsburg Monarchy.pdf


=Nipperdey-Germany from Napo.pdf


=Renan-What is a Nation.pdf


=Saine-Black Bread-White Bre.pdf


Sheriff, *The Exceptional Woman: Elisabeth Vigee-Lebrun and the Cultural Politics of Art*

Grigsby, *Extremities: Painting Empire in Post-Revolutionary France*

REC: Tobias Natter. *Angelica Kauffmann: A Woman of Immense Talent*

FOR GERMANISTS

**Literary Histories to Compare**

Helmut De Boor/Richard Newald. *Geschichte der deutschen Literatur*, Bd. VI & VII


Hansers *Socialgeschichte der deutschen Literatur*, ed. Rolf Grimminger

**Literature, Essays, and Philosophy**


= Bauerle-Die Burger In Wien.pdf


= Buchner-Hessische Landbote.pdf

= de Staël-Uber Deutschland.pdf

= Eichendorff-Ahnung&Gegenwor.pdf

  =De La Motte Fouque-Undine.pdf

  =Goethe-Campagne.pdf


  =Goethe-Hermann und Dorothea.pdf

  =Goethe-Werther.pdf

  =Goethe-Unterhaltungen.pdf

  =Goethe-Wilhelm Meisters.pdf

  =Grillparzer-König Ottokars.pdf


  =Gutzkow-Wally, die Zweifler.pdf

  =Heine-Essays.pdf


  =Heinse-Ardinghello.pdf

  =Holderlin-Hyperion.pdf

  =Hoffmann-Der Goldne Topf.pdf

  =Humboldt-Essays.pdf

  =Jean Paul-Wuz.pdf

  =Jean Paul-Flegeljahre.pdf


---. *Maria Stuart* (1800). Reclam 64; ISBN 3-15-000064-x


3. Other Books of Interest (not on reserve)


Peter J. Katzenstein. *Disjoined Partners: Austria and Germany since 1815*. Berkeley: University of


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FOR GERMANISTS: BOOKS DIVIDED TOPICALLY

RELIGION

OTHER
Georg Jäger, "DER FORSCHUNGSBERICHT: BEGRIFF - FUNKTION - ANLAGE"