

HIS 100-04

## Making History: The Rise of the Railroad

Fall Semester 2011  
MWF 3:15 – 4:05 p.m.  
Alumni Recitation Hall 314

### COURSE INFORMATION

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### COURSE DESCRIPTION

This course provides an introduction to issues of historical causation, argumentation, and evidence through the lens of one of the most significant developments in modern history: the rise of the railroad. After introductory units on historical methods and the technological history of the railroad, we will spend the bulk of the semester examining the political, social, economic, environmental, and aesthetic repercussions of the railroad at particular junctures including Grinnell itself, British India, 1890s Chicago, mass transit in the early twentieth century, and train transport during the Holocaust.

### COURSE OBJECTIVES

This course is intended to cultivate the skills essential to becoming a historian or, at least for starters, a history major. We engage critically with a range of primary sources, learning to interrogate their authorship, biases, contexts, and variably interpretable meanings. We examine the work of modern scholars and learn to position their arguments in relation to one another, developing sensitivity to the multiplicity of ways in which one can construct – or make – history. We develop skills in the clear, concise formulation of ideas with particular attention to the writing of thesis statements and the marshalling of appropriate evidence in support of a scholarly argument. We nurture information literacy, conducting a semester-long individual research project culminating in formal presentations and a substantial annotated bibliography. Simultaneously, however, this course also introduces students to five very different contexts in the nineteenth and twentieth centuries in which the railroad played a central role in historical events and experience.

### COURSE REQUIREMENTS

Please come to class awake, on time, and prepared for discussion with the reading assignments for that day in hand, thoughtfully read and annotated. I do take attendance as well as careful notes about the quality, frequency, and collaborative character (or not) of your participation in class discussions, group projects, etc. Because I place such emphasis on our cooperative learning together in the classroom, your participation grade makes up fully one third of your overall grade for the course. Thus it is both your responsibility *and* in everyone's best interests

to come to every class except in case of dire, documented emergency. Three unexplained absences will earn you an F for the participation grade in this course. Four will earn you an F for the course itself. Your grade will be calculated according to the following formula:

Participation	35%
Film review	5%
Thesis statement assignment I	5%
Thesis statement revision	5%
Article review assignment	5%
Thesis statement assignment II	10%
Final presentation	15%
Annotated bibliography	20%

Do not be alarmed! There are a number of small, cumulative items here that are designed to build skills and provide exposure to many of the kinds of assignments you will be asked to conquer in future history classes. Each of these will be explained in more detail over the course of the semester, but as a general rule the skittish student should know from the outset that these assignments are not longer than 2 pages each (with the exception of the annotated bibliography). The most substantive assignment will be an individual project developed in consultation with the instructor on any topic relating to the railroad between 1830 and 1945. You will be responsible for both a substantive, scholarly annotated bibliography as well as a presentation of your findings at the end of the semester. Also, please note that there is no final exam for this class!

## COURSE SCHEDULE

*Please note that this schedule is subject to change at the discretion of the instructor.*

### INTRODUCTORY UNIT

#### What is History?

F Aug 26	Course Introduction
M Aug 29	True Stories, Classicists, and the Renaissance Reading for Discussion: <ul style="list-style-type: none"> <li>• Arnold Chapters 1 + 2</li> <li>• Thucydides, <i>History of the Peloponnesian War</i> (excerpt on historical inquiry)</li> </ul>
W Aug 31	"How It Really Was"....? Reading for Discussion: <ul style="list-style-type: none"> <li>• Arnold Chapters 3 + 4</li> <li>• Ranke, Introduction to the <i>History of the Latin and Teutonic Nations</i> (1824)</li> <li>• Ranke, "The State of Historical Research" from <i>History of England</i> (1868)</li> </ul>
F Sep 2	A Diversion into Darnton Reading for Discussion: <ul style="list-style-type: none"> <li>• Darnton, "Workers Revolt: The Great Cat Massacre of the Rue Saint-Séverin"</li> </ul>
Sat/Sun Sep 3/4 TBA	<b>Viewing of <i>A Midwife's Tale</i></b> <i>NOTE: if you are unable to attend this viewing, Professor Cohn's class will host a screening on Thursday, Sept 1 at 7:00 in ARH 120. Additionally, the DVD and video will be on reserve in the A/V center and Burling Listening Room, respectively.</i>

M Sep 5 Discussion of *A Midwife's Tale*  
**Film review assignment handed out in class**

W Sep 7 Truth, truths, and the tools of dissent  
Reading for Discussion:  
• Arnold Chapters 5 - 7

F Sep 9 Visit to the Iowa Room/Special Collections  
*Note: class meets downstairs in Burling Library*

## UNIT I

### "Township 80 North, Range 16 West": The Founding of Grinnell and the Railroad in Iowa

M Sep 12 Introductory lecture: Grinnell and the Railroad in Iowa  
**Film review assignment due in class**

W Sep 14 The Telling of the Tale I  
Reading for Discussion:  
• Josiah B. Grinnell, Chaps. VI & VII from *Men and Events of Forty Years: Autobiographical Reminiscences of an Active Career from 1850-1890* (1891)

F Sep 16 The Telling of the Tale II  
Reading for Discussion:  
• Henry M. Hamilton, *A Historical Sketch: A Chapter in the Early History of Grinnell, Iowa* (1892)  
**Thesis statement assignment I handed out in class**

M Sep 19 Selling the Railroad  
Reading for Discussion:  
• *Circular statement of the Mississippi and Missouri Railroad Company* (1854)  
• *The Central Railroad of Iowa ... its first mortgage* (1869) [excerpts]

W Sep 21 Thesis evaluation exercise  
Final project and annotated bibliography discussion  
**Thesis statement assignment I due in class**

F Sep 23 Outsourcing I

## UNIT II

### The Meaning and Experience of the Railroad in the Nineteenth Century: Schivelbusch

M Sep 26 Reading for Discussion:  
• Schivelbusch, *The Railway Journey*, Chaps. I - V, pp. 1-88

W Sep 28 Reading for Discussion:  
• Schivelbusch, *The Railway Journey*, Chaps. VI - IX, pp. 89-149  
**Note: stop BEFORE "Excursus: The History of Shock"**

F Sep 30 Reading for Discussion:  
• Schivelbusch, *The Railway Journey*, Chaps. X - XIII, pp. 150-197

## Thesis revision due in class

### UNIT III

#### Railway Imperialism: The British in India

- M Oct 3            Introductory lecture: The British in India
- W Oct 5            The Foundations of British Railroad Policy in India  
Reading for Discussion:  
• Dalhousie, Railway minute of 1853 (excerpts)  
• Karl Marx, "The Future Results of the British Rule in India" (1853)
- R Oct 6            **Robert Darnton Convocation 11:00 a.m.**
- F Oct 7            Response to British Policies  
Reading for Discussion:  
• A.K. Connell, Preface and "Railways" in *The Economic Revolution of India and The Public Works Policy* (1883), pp. v – ix and 23-82
- M Oct 10          Twentieth Century Assessments of Railway Imperialism I  
Reading for Discussion:  
• M. K. Gandhi, "The Condition of India: Railways" (1921)  
• Daniel Thorner, "The Pattern of Railway Development in India" in *Far Eastern Quarterly*, 14/2 (1955): 201-216 <http://www.jstor.org/stable/2941731>  
**Article review assignment handed out in class**
- W Oct 12          Assessments II  
Reading for Discussion:  
• Ronald E. Robinson, "Introduction: Railway Imperialism" pp. 1-6 and  
• Tara Sethia, "Railways, Raj, and the Indian States: Policy of Collaboration and Coercion in Hyderabad" pp 103-120 in *Railway Imperialism* (1991)  
**Initial proposal for final project due in class**
- F Oct 14          Outsourcing II

### FALL BREAK

### UNIT IV

#### Chicago, 1894: The Pullman Strike

- M Oct 24          Introductory lecture: The Pullman Strike  
**Article review assignment due in class**
- W Oct 26          In Court  
Reading for Discussion:  
• Testimonial Transcripts before the U.S. Strike Commission 1894: Heathcoate, Rhodie, Brown, Carwardine, Pearson, Glover, Doty, Pullman, Wickes
- F Oct 28          A Word from Two Main Players

Reading for Discussion:

- Carroll D. Wright, "The Chicago Strike" in *Publications of the American Economic Association* IX/5-6 (1894): 33-47
- Eugene V. Debs, "How I Became a Socialist" in *The Comrade* (1902)

**Thesis statement assignment II handed out in class**

M Oct 31

The Role of the Press I

Reading for Discussion:

- Larry Peterson, "Photography and the Pullman Strike: Remolding Perceptions of Labor Conflict by New Visual Communication" in *The Pullman Strike and the Crisis of the 1890s: Essays on Labor and Politics*, pp. 87-129

W Nov 2

The Role of the Press II

Reading for Discussion:

- Troy Rondinone, "Guarding the Switch: Cultivating Nationalism during the Pullman Strike" in *The Journal of the Gilded Age and the Progressive Era* 8/1 (2009): 83-109

## UNIT V

**Paris, New York, Berlin: The Aesthetics and Experience of *fin-de-siècle* Mass Transit**

F Nov 4

Art Nouveau and the *Métropolitain*

Reading for Discussion:

- Gabriel P. Weisberg, "The Parisian Situation: Hector Guimard and the Emergence of Art Nouveau" in Paul Greenhalgh, ed., *Art Nouveau 1890-1914*
- Guimard, "An Architect's Opinion of L'Art Nouveau" in *Architectural Record* magazine, June 1902
- Georges Vigne, "Entrances for the Paris Métro 1900-1904" in *Hector Guimard: Architect Designer 1867-1942*

M Nov 7

Crowd Control at Grand Central Station

Reading for Discussion:

- Anthony Raynsford, "Swarm of the Metropolis: Passenger Circulation at Grand Central Terminal and the Ideology of the Crowd Aesthetic" in *Journal of Architectural Education* 50/1 (1996): 2-14 <http://www.jstor.org/stable/1425284>

W Nov 9

Filming Interwar Berlin: Ruttman's *Symphonie der Grossstadt*

**Thesis statement assignment II due in class**

## UNIT VI

**Final Destinations: The Use of the Railroad during the Holocaust**

F Nov 11

Introductory lecture: Trains and the Final Solution

**Proposal for final project due in class**

M Nov 14

The Role of the Reichsbahn

Reading for Discussion:

- Raoul Hilberg, "German Railroads / Jewish Souls" originally published in *Society* 14 (Nov/Dec 1976): 60-74
- Alfred Mierzejewski, "A Public Enterprise in the Service of Mass Murder:

The Deutsche Reichsbahn and the Holocaust" *Holocaust and Genocide Studies* 15/1 (Spring 2001): 33-46

- W Nov 16      A Nazi Report  
Reading for Discussion:  
• Captain Paul Salitter, Confidential Report about the Evacuation of Jews to Riga: Transport Escorts 1-15 from 11 to 17 December 1941 (12/26/1941) in Yaacov Lozowick, "Documentation: 'Judenspediteur', a Deportation Train" in *Holocaust and Genocide Studies* 6/3 (1991)
- F Nov 18      Organization, Deportation, Arrival  
Reading for Discussion:  
• Yitzhak Arad, "Preparing for the Deportations," "The Trains of Death," and "Treblinka: July 23 to August 28, 1942" in *Belzec, Sobibor, Treblinka ...* (1987)
- M Nov 21      Schivelbusch's Shock in a New Context  
Reading for Discussion:  
• Simone Gigliotti, "Sensory Witnessing and Railway Shock: Disorders of Vision and Experience" in *The Train Journey: Transit, Captivity, and Witnessing in the Holocaust* (2009)
- W Nov 23      Outsourcing II  
**Presentation outline and annotated bibliography due**
- F Nov 25      **NO CLASS – THANKSGIVING BREAK**

#### **RAILROAD RESEARCH PROJECT PRESENTATIONS**

- M Nov 28      Group I Presentations
- W Nov 30      Group II Presentations
- F Dec 2        Group III Presentations
- M Dec 5        Group IV Presentations
- W Dec 7        Group V Presentations
- F Dec 9        Group VI Presentations
- W Dec 14      **FINAL ANNOTATED BIBLIOGRAPHY DUE**  
12:00 Mears 305