

HIS 100---02

**Making History:**

**Europe in the Age of Revolutions, 1789---1917**

**Spring Semester 2017 MWF 11:00---11:50 a.m.**

**ARH 325**



**COURSE INFORMATION**

Dr. Kelly J. Maynard, Grinnell College Department of History

Office: Mears #305

Office Phone: (641) 269---4465

Office Hours: M 1:15---2:45 in Mears #305, R 10:00---11:00 a.m. @ the Grill, and by appt

Email: [maynardk@grinnell.edu](mailto:maynardk@grinnell.edu)

**COURSE DESCRIPTION**

This course provides an introduction to issues of historical causation, argumentation, and evidence through the lens of European revolutions between the late eighteenth century and the early twentieth. After introductory units on historical methods and the phenomenon of revolution itself, we examine the French Revolution, the Revolutions of 1848---49, and the Russian Revolution as both local and transnational events. We work closely with primary sources and consider how each revolutionary “moment” functioned politically but also on social, aesthetic, cultural, intellectual, and psychological levels. We examine the various and often contradictory ways that scholars have told the stories of European revolutions, constantly weighing the tensions of systemic change versus individual agency in the processes of revolution.

**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 identify their arguments and use of evidence. We position their arguments in relation to one another, developing sensitivity to the multiplicity of ways in which one can construct – or make – history. We cultivate 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 our own scholarly arguments. We nurture information literacy as well as public speaking, conducting a semester---long individual research project culminating in formal presentations and a substantial annotated bibliography.

## COURSE REQUIREMENTS AND GRADING

This course is based in large part on discussion as the most effective platform for inquiry---based learning. Although occasional lectures provide a historical framework for the material we cover, our meetings center upon analyses of assigned readings and viewings, and it is through the free and open posing of questions and exchange of ideas that we all benefit the most from the class. Your preparation and engagement, then, are crucial to its success. Please come to class awake, on time, and prepared with the reading assignments for that day in hand, thoughtfully read and annotated. Sometimes I will send out discussion points via email before we meet as a tool to help us focus on common themes and issues. You should use these prompts as guideposts through the assigned readings – though by no means should they *restrict* your interpretations – and come prepared with answers, questions, or counterarguments in response. Please have appropriate textual citations at the ready to support your comments. Laptops and digital readers are not allowed in class except in the case of special learning needs to be discussed with me at the beginning of the semester.

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 value so strongly 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 in everyone's best interests that you come to every class except in case of dire, documented emergency. After three uncommunicated absences you will receive an F for the participation portion of the course grade. After four uncommunicated absences you will fail the course entirely. "Communication" simply means that I expect to hear from you personally via email or phone as soon as you know you must be absent from class. It is your responsibility to work though and master the materials you missed if you are unable to be present in class.

Participation	35%
Film review assignment	5%
Thesis statement assignment	5%
Thesis statement revision	5%
Article review assignment	5%
Research project scaffolding components	10%
Research project annotated bibliography	15%
Research project formal presentation	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 master in future history classes. Each of these will be explained in more detail over the course of the semester. The most substantive assignment is an individual project developed in consultation with the instructor on any topic relating to European revolutions between 1789 and 1917. You will be responsible for 1) a number of small scaffolding assignments as you develop your project 2) a scholarly annotated bibliography recording the research your project entailed 3) a formal, end---of---semester presentation of your research findings. Also, please note that there is no final exam for this class.

## COURSE WRITING MENTOR

In this course we also enjoy the added resource of a writing mentor, Ella Gensheimer. You are required to consult with her on two occasions over the course of the semester: when working on 1) the first thesis statement assignment [handed out 2/15, due 2/27] and 2) the research project annotated bibliography [ongoing semester---long project with 1 annotation sample due 3/17 and final bibliography due 5/19].

You may consult with Ella at any point in the process of these two assignments. For the first thesis assignment, you may find it most useful to **brainstorm** ideas, to discuss the shaping of a coherent and thorough **thesis statement**, to decide on the proper and most convincing **use of evidence**, to hammer out an overall **structure** for the assignment, or any combination of these things. As for the second, you must consult with the writing mentor to get feedback on at least **one fully---drafted citation and annotation**. The earlier in the process you do this, the more time this feedback will save you in the long run.

You are also strongly encouraged to consult with Ella as you are developing your ideas for the outside research project (presentation and annotated bibliography). You certainly should feel free to work with the mentor on more than the two occasions required of you for the course.

Please note that 1) you should make and respect office hour appointments with the writing mentor just as you would with professors or other student colleagues; and 2) her role is to serve as a *supplemental* resource, not as a *replacement* for the professor. I am responsible for all of the assessment of your work as with any other course at Grinnell.

Finally, students with any form of documented disability are encouraged to contact me early in the semester so that we can arrange for your learning needs to be met and for you to participate fully in the class. You will also need to provide documentation of your condition(s) to the Dean for Student Academic Support and Advising, Joyce Stern, on the third floor of the Rosenfield Center (x3702).

## COURSE MATERIALS

### REQUIRED TEXTS:

- 1) John Arnold, *History: A Very Short Introduction*. Oxford University Press, 2000 (10<sup>th</sup> ed.)  
[ISBN: 019285352X]
- 2) Marx and Engels, *The Communist Manifesto: A Modern Edition*. Eric Hobsbawm, intro.  
Verso, 2012. [ISBN: 1844678768]

Additional readings (indicated by a bullet (•)) will be available on Pioneer Web or handed out in class. Please note that the scheduling of all assignments is subject to change based on the ebb and flow of class discussions.

## COURSE SCHEDULE

### UNIT I: CATEGORIES

- M 23 Jan 17**      **A. What is History?**  
Course Introduction
- W 25 Jan**        **True Stories**  
Reading for Discussion:  
• Arnold Chapter 1
- F 27 Jan**        **The History of Doing History / Sources + Methods**  
Reading for Discussion:  
• Arnold Chapters 2---5  
• Ranke, Introduction to the *History of the Latin and Teutonic Nations* (1824)  
• Ranke, "The State of Historical Research" from *History of England* (1868)
- M 30 Jan**        **Mentalité, Truths, and the Tools of Dissent**  
• Darnton, "Workers Revolt: The Great Cat Massacre of the Rue Saint---Séverin"  
• Arnold Chapters 6 + 7
- W/F 1/3 Feb**     In---Class Viewing: *A Midwife's Tale*
- M 6 Feb**         In---Class Discussion of *A Midwife's Tale*  
**Nuts + Bolts:** In---class introduction to semester---long research projects  
**Film review assignment handed out in class**
- W 8 Feb**         **B. What is a Revolution?**  
• Patrick Van Inwegen, "Understanding Revolution" (2011), pp. 1---15  
• Jack A. Goldstone, "The Comparative and Historical Study of Revolutions" in *Revolutions: Theoretical, Comparative, and Historical Studies* (2003), pp. 1---20

### UNIT II: THE FRENCH REVOLUTION AND ITS LEGACIES

- F 10 Feb**         **Background Lecture: The Coming of the French Revolution**
- M 13 Feb**         **The Moderate Phase, 1789---1792**  
• *Cahiers de Doléances* [excerpts] (1789)  
• Declaration of the Rights of Man and Citizen (1789)  
• Petition of the Jews (1790)  
• Declaration of the Enfranchisement of Free Men of Color (1791)  
**Film review assignment due in class**
- W 15 Feb**         **Gender and the Moderates**  
• Declaration of the Rights of Man and Citizen (1789) [again]  
• Olympe de Gouges, Declaration of the Rights of Woman and the Female Citizen (1791)  
**Thesis statement assignment handed out in class**

- F 17 Feb**      **Nuts + Bolts: Research project discussion/demonstration**  
**One paragraph re: research project ideas due in class**
- M 20 Feb**      **The Radical Phase, 1792---1795**
- Constitution of 1793
  - Robespierre, "Report on the Principles of Political Morality" (Feb 1794)
  - The Festival of the Supreme Being (8 June 1794)
  - Babeuf, *The Plebeians' Manifesto* [excerpts] (1795)
- W 22 Feb**      **Historiography and the French Revolution I: Festivals**
- Mona Ozouf, "The Revolutionary Festival: A Transfer of Sacrality" in Schechter, ed., *The French Revolution: The Essential Readings* (2001)
- F 24 Feb**      **Historiography and the French Revolution II: Gender**
- Joan Wallach Scott, "French Feminists and the Rights of 'Man'" *History Workshop* 28 (1989) <http://www.jstor.org/stable/4288921>
- Nuts + Bolts: Final project and annotated bibliography discussion**
- M 27 Feb**      **Historiography and the French Revolution III: Scale and Experience**
- Peter Fritzsche, "The French Revolution and the Evidence of History" in *Stranded in the Present: Modern Time and the Melancholy of History* (2004)
- Thesis statement assignment due in class**
- W 1 Mar**      **Nuts + Bolts: Research Skills**  
**Draft research proposal prompt handed out in class**
- F 3 Mar**      **Individual meetings: draft research proposals**
- UNIT III: THE "FAILED" REVOLUTIONS OF 1848---1849**
- M 6 Mar**      **Background lecture: Liberalism in Central Europe, Post---Revolution to 1849**  
**Thesis statement assignment discussion**  
**Draft proposal for final project due in class**
- W 8 Mar**      **French Revolution: International Experiences + Reaction/aries**
- Edmond Burke, *Reflections on the Revolution in France* [excerpts] (1790)
  - Ernst Moritz Arndt, *The Spirit of the Times* (1808), pp. 70---76
  - Johann Gottlieb Fichte, *Addresses to the German Nation* (1808) [excerpts]
- F 10 Mar**      **The Birth of Socialism**
- Karl Marx, Letter to Arnold Ruge (1843)
  - Letter Exchange, Karl Marx and Pierre Joseph Proudhon (1846)
  - Flora Tristan, *The Workers' Union* [excerpts] (1843)
- Thesis revision due in class**

**M 13 Mar**      **Experiences + Results of the Revolutions of 1848---1849**  
• Carl Schurz, excerpt from *Reminiscences* (1907)  
• Frankfurt Constitution of 1849, excerpts  
• Prussian constitution of 1850, excerpts  
• Anonymous articles [Richard Wagner] published in *Volksblätter*: "Man and Established Society" and "The Revolution" Dresden, 1849  
**Nuts + Bolts: Research project annotations**

**W 15 Mar**      **Representing the Revolutions in Germanic Lands: Festivals and Imagery**  
• Jonathan Sperber, "Festivals of National Unity in the German Revolution of 1848---1849" *Past + Present* 136 (Aug 1992): 114---138  
<http://www.jstor.org/stable/650903>  
**Article review assignment handed out in class**

**F 17 Mar**      **Individual Meetings re: Revolution projects**  
**Sample annotation due at meeting**

### **SPRING BREAK**

**M 3 Apr**      **The Legacy of the Revolutions of 1848---1849, I:  
German National Identity**  
• Bismarck, Iron and Blood speech (1862)  
• Constitution of 1871  
• Helmut Walser Smith, "The *Kulturkampf* and German National Identity" in *German Nationalism and Religious Conflict* (1995), pp. 19---49

**W 5 Apr**      **The Legacy of the Revolutions of 1848---1849, II:  
Articulation of Communist Ideology**  
Hobsbawm, Introduction pp. 1---30 and  
Marx and Engels, *Manifesto of the Communist Party*, pp. 31---78

**F 7 Apr**      **The Legacy of the Revolutions of 1848---1849, III:  
The Conservative Perspective**  
• A.J.P. Taylor, "1848: Opening of an Era" in *Essays on Nineteenth Century Europe* (1993), pp. 173---187  
**Article review assignment due in class**

### **UNIT IV: THE RUSSIAN REVOLUTION**

**M 10 Apr**      **Background Lecture: The Coming of Revolution in Russia**  
**Draft thesis of final project due by electronic submission, 5:00 p.m.**

**W 12 Apr**      **Lenin's 1917: Revolution by/for Whom?**  
• V.I. Lenin, "The State and Revolution" (1917) [excerpts]  
• V.I. Lenin, "Open Letter to the Delegates/Peasants' Deputies" (May 1917)

- (W 12 Apr cont) • V.I. Lenin, "Decree on the Arrest of the Leaders of the Civil War Against the Revolution" (Nov/Dec 1917)  
• V.I. Lenin, "Speech to Propagandists Heading to the Provinces" (Feb 1918)

**F 14 Apr**      **Historiography and the Russian Revolution I: Early Bolshevism**  
• Sheila Fitzpatrick, "The Bolsheviks' Dilemma: Class, Culture, and Politics in the Early Soviet Years" *Slavic Review* 47, no. 4 (1988)  
<http://www.jstor.org/stable/2498180>

**M 17 Apr**      **Nuts + Bolts: Public Presentations**

**W 19 Apr**      **Experiences of the Russian Revolution in the Longer Term: Stalinism**  
• Patricia Blake, "The Two Deaths of Vladimir Mayakovsky" (1960) [excerpts]  
• Mayakovsky, "Order No. 2 to the Army of the Arts" (1921)  
• Mayakovsky, "At the Top of My Voice" (1930)  
• Miron Dolot, "Execution by Hunger" (1932/1985) [excerpts]

**F 21 Apr**      **Historiography and the Russian Revolution II: The Cold War Context**  
• Thomas Angotti, "The Stalin Period: Opening up History" *Science & Society* 52, no. 1 (1988), pp. 5---34 <http://www.jstor.org/stable/40403206>

**M 24 Apr**      **Historiographical Reflections on Revolution**  
• Hannah Arendt, *On Revolution* (1963) [excerpts]

**W/F 26/28 Apr**      **Individual meetings re: presentations and annotated bibliographies**  
**Full project thesis and presentation outline due at meetings**

**UNIT V: REVOLUTION RESEARCH PROJECT PRESENTATIONS**

**NOTE: draft annotated bibliographies due at time of presentation**

**M 1 May**      **Group I Presentations**

**W 3 May**      **Group II Presentations**

**F 5 May**      **Group III Presentations**

**M 8 May**      **Group IV Presentations**

**W 10 May**      **Group V Presentations**

**F 12 May**      **Group VI Presentations**

**FRIDAY**      **FINAL ANNOTATED BIBLIOGRAPHY DUE**  
**May 19**      ***Electronic submission by 5:00 p.m.***