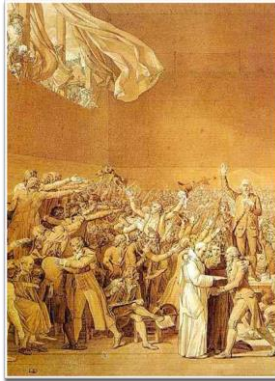


HIS 100-02

Making History: Europe in the Age of Revolutions, 1789-1917

MWF 10:00-10:50 a.m., ARH 120
Spring Semester 2015



COURSE INFORMATION

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

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Office Phone: (641) 269-4465

Office Hours: R 4:00-5:15 p.m. at the Grill, F 2:15-3:15 p.m. in Burling, and by appointment

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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 aesthetic, cultural, intellectual, and psychological levels. We examine the various and often contradictory ways that historians have told the stories of European revolutions.

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

For the most part, our course meetings center upon discussion of assigned readings and viewings, and it is through the free and open 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.

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	5%
Thesis statement assignment I	5%
Thesis statement revision	5%
Article review assignment	5%
Thesis statement assignment II	10%
Research project components	5%
Research project presentation	15%
Research project annotated bibliography	15%

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, Matt McCarthy. You are required to consult with Matt on two occasions over the course of the semester: when working on 1) the first thesis statement assignment [handed out 2/9, due 2/18] and 2) the research project bibliography annotations [ongoing semester-long project with 1 annotation sample due 3/13, full bibliography draft due 4/23-24, and final bibliography due 5/14.]

You may consult with Matt 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 Matt to get feedback on at least one fully-drafted citation and annotation. The earlier in the process you do this, the more time his feedback will save you in the long run.

You are also strongly encouraged to consult with him as you are developing your ideas for the outside research project (presentation and annotated bibliography). You certainly should feel free to work with Matt 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 Matt just as you would with professors or other student colleagues; and 2) his 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.

Matt's email address: mccarthy17@grinnell.edu

Matt's Burling Office Hours: Thursday 8:00-10:00 p.m. and by appt

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 (10th 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

A. What is History?

- W Jan 21** **Course Introduction**
- F Jan 23** **True Stories, Classicists, and the Renaissance**
Reading for Discussion:
• Arnold Chapters 1 + 2
• Thucydides, *History of the Peloponnesian War* (excerpt on historical inquiry)
- M Jan 26** **"How It Really Was" ...?**
Reading for Discussion:
• Arnold Chapters 3 + 4
• Ranke, Introduction to the *History of the Latin and Teutonic Nations* (1824)
• Ranke, "The State of Historical Research" from *History of England* (1868)
- W Jan 28** ***Mentalité*, Truths, and the Tools of Dissent**
Reading for Discussion:
• Darnton, "Workers Revolt: The Great Cat Massacre of the Rue Saint-Séverin"
• Arnold Chapters 5-7
- THURS_{1/29}** **Viewing of *A Midwife's Tale* – 7:00 p.m.**
ARH 302 *NOTE: if you are unable to attend this viewing, the DVD will be on reserve in the A/V center on the second floor of ARH. You MUST view the film before class on Fri 1/30.*
- F Jan 30** **In-Class Discussion of *A Midwife's Tale***
Film review assignment handed out in class
- M Feb 2** **B. Talkin' About a Revolution**
Reading for Discussion:
• 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

- W Feb 4** **Background Lecture: The Coming of the French Revolution**
- F Feb 6** **The Moderate Phase, 1789-1792: Revolution for Whom?**
Reading for Discussion:
• Sieyès, "What is the Third Estate?" (1789)
• *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

- M Feb 9** **Gender and the Moderates**
Reading for Discussion:
- Declaration of the Rights of Man and Citizen (1789) [again]
 - Olympe de Gouges, Declaration of the Rights of Woman and the Female Citizen (1791)
 - Joan Wallach Scott, "French Feminists and the Rights of 'Man'" *History Workshop* 28 (1989) <http://www.jstor.org/stable/4288921>
- Thesis statement assignment I handed out in class**
- W Feb 11** **Background Lecture: The Radicalization of the French Revolution**
- Constitution of 1793
- Nuts + Bolts: Final project and annotated bibliography discussion**
- F Feb 13** **The Radical Phase, 1792-1795**
Reading for Discussion:
- Robespierre, "Report on the Principles of Political Morality" (Feb 1794)
 - The Festival of the Supreme Being (8 June 1794)
 - Mona Ozouf, "The Revolutionary Festival: A Transfer of Sacrality" in Schechter, ed., *The French Revolution: The Essential Readings* (2001)
- M Feb 16** **Depicting the "People" in the Revolution**
Reading and Viewing for Discussion:
- Jack Censer and Lynn Hunt, "Imaging the French Revolution: Depictions of the French Revolutionary Crowd" *AHR* 110, no. 1 (Feb. 2005) <http://www.jstor.org/stable/10.1086/531120> and
 - Visit <http://chnm.gmu.edu/revolution/imaging>
 - 1) Read essays by Landes, Roberts, and Hanley
 - 2) Browse images and prepare one for analysis in class
- W Feb 18** **Background lecture: Directory – Restoration: Napoleon as Emblem / Traitor?**
Reading for Discussion:
- Babeuf, *The Plebeians' Manifesto* [excerpts] (1795)
 - The French Civil Code (1803-1804) [excerpts]
 - Bonaparte as Leader and Tyrant [various excerpts] (1796-1809)
- Thesis statement assignment I due in class**
- F Feb 20** **RESEARCH MEETING: BURLING LIBRARY**
One paragraph re: research project ideas due in class
- M Feb 23** **International Responses and Reactionaries**
Reading for Discussion:
- 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)
- Nuts + Bolts: Thesis Discussion**

- W Feb 25** **Scholars Assess the Revolution**
Reading for Discussion:
- Peter Fritzsche, "The French Revolution and the Evidence of History" in *Stranded in the Present: Modern Time and the Melancholy of History* (2004)
 - Lynn Hunt, "The World We Have Gained: The Future of the French Revolution" *American Historical Review* 108/1 (2003)
<http://www.jstor.org/stable/3090696>
- F Feb 27** **The Birth of Socialism**
- Karl Marx, Letter to Arnold Ruge (1843)
 - Letter Exchange, Karl Marx and Pierre Joseph Proudhon (1846)
 - Louis Blanc, The Organization of Labor (1840)
 - Tristan, *The Workers' Union* [excerpts] (1843)
- UNIT III: THE "FAILED" REVOLUTIONS OF 1848-1849**
- M Mar 2** **Background lecture: Triumph and Collapse of Liberalism, 1848-1849**
Reading for Discussion:
- Opening of German National Assembly, Frankfurt am Main, May 18, 1848
 - Frankfurt Constitution of 1849, excerpts
 - Frederick William IV's rejection speech, May 15, 1849
 - Prussian constitution of 1850, excerpts
- Thesis revision due in class**
- W Mar 4** **Individual Responses to 1848-1849**
Reading for Discussion:
- Carl Schurz, excerpt from *Reminiscences* (1907)
 - Anonymous articles [Richard Wagner] published in *Volksblätter*: "Man and Established Society" and "The Revolution" Dresden, 1849
- F Mar 6** **Individual Meetings re: Revolution Projects**
Draft proposal for final project due
- M Mar 9** **Representing the Revolution in Germanic Lands: Festivals and Imagery**
Reading for Discussion:
- 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>
 - Peter Paret, "The German Revolution of 1848 and Rethel's *Dance of Death*" *The Journal of Interdisciplinary History* 17/1, The Evidence of Art: Images and Meaning in History (Summer, 1986): 233-255
<http://www.jstor.org/stable/204132>
- Article review assignment handed out in class**

- W Mar 11** **The Legacy of 1848-1849, I: German National Identity**
Reading for Discussion:
• Helmut Walser Smith, "The *Kulturkampf* and German National Identity" in *German Nationalism and Religious Conflict* (1995), pp. 19-49
• Bismarck, Iron and Blood speech (1862)
• Constitution of 1871
• Anti-Socialist Law (1878)
• Bismarck, speech on Workplace Accident Insurance Bill Draft (1881)
- Fri Mar 13** **NO CLASS**
Sample annotation due by electronic submission, 5:00 p.m.
- SPRING BREAK**
- M Mar 30** **The Legacy of 1848-1849, II: Articulation of Communist Ideology**
Reading for Discussion:
Hobsbawm, Introduction pp. 1-30 and
Marx and Engels, *Manifesto of the Communist Party*, pp. 31-78
- W Apr 1** **The Legacy of 1848-1849, III: The Conservative Perspective**
Reading for Discussion:
• 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
- F Apr 3** **Background Lecture: The Franco-Prussian War and the Paris Commune**
Formal proposal for final project due
Electronic submission by 5:00 p.m.
- M Apr 6** **Revolutionary Echoes: The Paris Commune**
Reading for Discussion:
• Proclamation for National Defense (15 Sept 1870)
• Call for the Establishment of the Commune (6 Jan 1871)
• The Revolutionary Socialist Party Resolutions (20/23 Feb 1871)
• 18 March 1871 – Eyewitness Account and Socialist Report
• Petition from the New Education Society (20 April 1871)
• Meeting of a women's club (12 May 1871)
• Barron, Revolutionary reflections (1871)
• Appeal to Versailles Army (23 May 1871)
• Announcement by MacMahon (28 May 1871)
Thesis assignment II handed out in class
- W Apr 8** **UNIT IV: THE RUSSIAN REVOLUTION**
Intellectual Forebears of 1917
Reading for Discussion:
• Casey Harison, "The Paris Commune of 1871, The Russian Revolution of 1905, and the Shifting of the Revolutionary Tradition" in *History and Memory* 19, no. 2 (2007), pp. 5-42

- W Apr 8 (con't)** • V.I. Lenin, "What is To Be Done?" (1902) [excerpts]
• V.I. Lenin, "The Party Organization and Party Literature" (1905) [excerpts]
- F Apr 10** **Background Lecture: The Coming of Revolution in Russia**
Draft thesis of final project due
electronic submission by 5:00 p.m.
- M Apr 13** **1917: Revolution by/for Whom?**
Reading for Discussion:
• V.I. Lenin, "The State and Revolution" (1917) [excerpts]
• V.I. Lenin, "Open Letter to the Delegates/Peasants' Deputies" (May 1917)
• 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)
• 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>
- W Apr 15** **Public Presentations: Janet Carl, Grinnell Writing Lab**
Thesis assignment II due
electronic submission by 5:00 p.m.
- F Apr 17** **NO CLASS - I WILL BE AWAY AT A CONFERENCE**
- M Apr 20** **Russian Revolution in the Longer Term: Experience and Assessments I**
Reading for Discussion:
• Mayakovsky, "At the Top of My Voice" (1930)
• Miron Dolot, "Execution by Hunger" (1932/1985) [excerpts]
• Thomas Angotti, "The Stalin Period: Opening up History" *Science & Society* 52, no. 1 (1988), pp. 5-34 <http://www.jstor.org/stable/40403206>
- W Apr 22** **Russian Revolution in the Longer Term: Experience and Assessments II**
Reading for Discussion:
• Hannah Arendt, *On Revolution* (1963) [excerpts]
- R/F Apr 23-24** **Individual meetings re: presentations and annotated bibliographies**
Presentation outline and draft annotated bibliography due at meetings
- UNIT V: REVOLUTION RESEARCH PROJECT PRESENTATIONS**
- M Apr 27** **Group I Presentations**
- W Apr 29** **Group II Presentations**
- F May 1** **Group III Presentations**
- M May 4** **Group IV Presentations**
- W May 6** **Group V Presentations**
- F May 8** **Group VI Presentations**
- THURSDAY** **FINAL ANNOTATED BIBLIOGRAPHY DUE**
- May 14** *Electronic submission and hard copy due by 12:00 noon in Mears 305*