

CLARK UNIVERSITY

Spring 2014

HIST 118

Revolutionary Europe, 1789-1918

Professor Thomas Kühne

Time: **Monday / Wednesday, 12:00-1:15 pm**

Office Hours: **Monday 1:30-2:30 pm** and by appointment, Strassler Center for Holocaust and Genocide Studies, 2nd fl.

Phone: (508) 793-7523, email: tkuehne@clarku.edu

Teaching Trainees: **Jason Tingler, jtingler@clarku.edu, and Wolf-Gero Westhoff, wwesthoff@clarku.edu, office hours Tuesday, 3-4 pm, Strassler Center, 3rd fl.**



The Barricades at the Corner of Kronenstrasse and Friedrichstrasse in Berlin, Prussia, March 18-19, 1848. Colored lithograph by F.G. Nordmann, 1848.

http://germanhistorydocs.ghi-dc.org/sub_image.cfm?image_id=2313

Description

This course examines the rise of modern societies and politics in Europe between the French Revolution in 1789 and the destruction of European monarchies and empires through new revolutions at the end of the First World War. Covering various regions of Europe, the course explores the dramatic, often revolutionary changes of political regimes and cultures, social hierarchies and identities, and symbolic patterns of life that have shaped the “long” 19th century, such as the industrialization, the urbanization, nation-building processes, the rise imperialist, racist, socialist, and women’s movements, and the emergence of new views on health, bodies, and sexuality.

Grading and Practical Arrangements

A maximum of 100 points can be achieved with:

- 30 points for the first in class exam
- 30 points for the second in class exam
- 10 points for three quizzes (5 points each; only the two best will count)
- 20 points for one essay
- 10 points for regular class attendance, continuous input in class discussion, and regular attendance at the reading sessions

100-96 points=A, 95-91 points=A-, 90-86 points=B+, 85-81=B, 80-76 points=B-, etc.

Each exam consists of six questions out of which five are to be answered during class time (75 minutes). The exams address general issues, developments and key terms; if you take care of the reading assignments and participate actively in class you will easily cope with the exams. The first exam covers weeks 1-7, the second covers weeks 8-14.

The quizzes are short multiple-choice tests covering readings and lectures of the previous two weeks and are to be taken within approximately 5 minutes in class. The dates of the quizzes will not be announced. You *cannot* make up a quiz (in case you miss class) but you can miss or fail one quiz without negative impact on your final grade.

For the essay, choose one of the following topics:

- Belgian Congo: a Genocide?
- Why Was There No Revolution in 19th Century Britain?
- Rural Family Life in Tsarist Russia – Pressure and Privacy
- Violent Feminism in Pre-1914 Britain – Right or Wrong?
- The Eugenic Movement – Good or Evil?

The essay is to be based on the readings listed in the syllabus and on two additional secondary *scholarly* sources. These are articles in scholarly journals (as in JSTOR, MUSE, etc.), or books, or book chapters. Internet sources without identifiable author, e.g. Wikipedia, do not count for this purpose. Please title the paper. The paper is due in class on April 10. Late papers are penalized by a deduction of three points per late day.

All readings are to be completed on the day assigned, before you come to class. Please bring both the readings and the notes you take from the readings to class so that you can follow and participate in the class discussion.

You are supposed to attend class as well as reading sessions regularly. It is your responsibility to sign the attendance sheets. One or two absences of class will not inflict your grade. Further absences without convincing documentation (for example, an original, signed doctor's note stipulating the nature of the sickness) will result in a deduction of two points each.

Although the course focuses on 19th century Europe, it serves to introduce students more generally to techniques of historical scholarship as well as practices of academic communication. The required readings are carefully chosen, but none of them should be mistaken as comprising a final truth. Thus, try to understand the basic assumptions, the main arguments, and the limitations of any text you read. Critique is the oil of knowledge. In class, feel invited to speak up and to articulate your thoughts and ideas, even if they do not comply with those of your classmates or the professor.

Checking emails on a regular basis and staying connected with friends and the rest of the world is important. Do not do it in class, though. Laptops, cell phones, iPods, iPads, game boys, DVD players and other electronic devices are inclined to distract you or your class mates from lectures and discussions. They are to be switched off during class.

Most of the lectures will be based on detailed PowerPoint presentations. These will be available on Moodle, usually within 24 hours.

Reading sessions will be held on a regular basis, typically once a week. It is highly recommended to attend them. Regular attendees of the reading sessions will automatically be granted the maximum of points for class attendance etc. (See above on grading.)

Required Texts

John Merriman, *A History of Modern Europe, Vol. 2: From the French Revolution to the Present*, 3rd ed. (New York: W.W. Norton, 2009).

All other required texts are available online or on Moodle.

Course Outline

READING ASSIGNMENTS: choose primary sources or other mat on cases, as opposed to lectures that give survey; add background = survey literature to syllabus which then is NOT mandatory bit allows students to catch up or repeat

Week I: Introduction

(1) Jan 13: Course Outline and Practical Arrangements

No reading

(2) Jan 15: The Old Regime and the New Ideas: the 18th Century

Reading: extracts from Immanuel Kant, "What is Enlightenment?" (1784), and idem, "Of National Characteristics, so far as they Depend upon the Distinct Feeling of the Beautiful and Sublime" (1764).

Week II: The French Revolution and the Rise of Terror

TWO SESSIONS as in OLD SYLLABUS!!!

(3) Jan 22: Reasons, Course, and Actors of the Revolution

Reading: Merriman, chapter 12, pp. 435-478.

Excerpts from Robespierre, *On the Principles of Morality* and idem, *Justification of the Use of Terror*, both 1794, to be read and discussed in class.

Week III: Napoleon and the Great Powers

(4) Jan 25: Napoleon's Empire and the Code Napoleon

Reading: Merriman, chapter 13, pp. 479-512.

Extracts from the Code Napoleon (1804) to be read and discussed in class.

(5) Jan 29: Metternich's Holy Alliance and the Spirit of Restoration

Reading: Merriman, chapter 15, through section "Stirrings of Revolt," pp. 569-585.

Karlsbad Decrees (1819) to be read and discussed in class.

Week IV: The First Industrial Revolution

(6) Feb 3: Introducing Capitalism: The Spirit of Modernity I

Reading: Merriman, chapter 14, pp. 513-569.

(7) Feb 5: Introducing Discipline: The Spirit of Modernity II

Reading: Factory Rules in Berlin, 1844, in *Documents of European Economic History*, vol. 1, *The Process of Industrialization, 1750-1870*, ed. S. Pollard and C. Holmes (London: Arnold, 1968), pp. 534-36; excerpts from Michel Foucault, *Discipline and Punish. The Birth of the Prison* (1977) as in *The Foucault Reader*, ed. Paul Rabinow (New York: Pantheon, 1984), pp. 188-205.

Week V: Reform or Revolution?

(8) Feb 10: Chartism and Parliamentary Reform in Britain

Reading: Merriman, extracts from chapters 15 and 18, pp. 605-612, 684-705.

(9) Feb 12: The European Revolutions, 1830-1849

Reading: Merriman, rest of chapter 15, pp. 585-605, and chapter 16, pp. 613-643.

Week VI: Nationalism and the Revolution from Above

ANDERS: NATION BUILDING I BEIBEHALTEN, ABER DANN ZWEI SITZUNGEN:

- 1) Nation Building in Italy and the Rise of the Mafia**
- 2) The German Empire and the Cult of Dueling**

(10) Feb 17: Nation Building I: Ideas and Practices

Reading: excerpts from J. G. Herder, *Materials for the Philosophy of the History of Mankind* (1794); Benedict Anderson, *Imagined Communities. Reflections on the Origin and Spread of Nationalism*, rev. ed. (London: Verso, 1991), pp. 5-7, 67-82.

(11) Feb 19: Nation Building II: Italy and Germany

Reading: Merriman, chapter 17, pp. 649-673.

Week VII: Life in the Countryside = ANDERS: ZWEI SITZUNGEN ZU RUSSLAND, ENDEN MIT REVOLTE 1905 und ANARCHISMUS

(12) Feb 24: Serfs and Peasants in Tsarist Russia

Reading: extracts from Stephen L. Hoch, *Serfdom and Social Control in Russia. Petrovskoe, a Village in Tambov* (Chicago: University of Chicago Press, 1986), from Boris B. Gorshkov, ed., *A Life Under Russian Serfdom: The Memoirs of Savva Dmitrievich Purlevskii, 1800-68* (Budapest: Central European University Press, 2005), and from Olga Semyonova Tian-Shanskaia, *Village Life in Late Tsarist Russia* (Bloomington: Indiana University Press, 1993).

Review of the previous classes with regard to the first in-class exam.

(13) Feb 26: First In Class Exam

Week VIII: Urbanization and Democratization

(14) March 10: Second Industrial Revolution and Urban Life

Reading: Merriman, chapter 19, pp. 742-782.

(15) March 12: Political Mobilization and Party Machineries

Reading: Merriman, pp. 646-648, and pp. 783-798 (first half of chapter 20).

Week IX: Socialism and Feminism

(16) March 17: Socialism

Reading: Flora Tristan, *Utopian Feminist. Her Travel Diaries and Personal Crusade*, selected by Doris and Paul Beik (Bloomington: Indiana University Press, 1993), pp. 61-67, 107-111; extracts from Karl Marx, *The Communist Manifesto* (1848); and from Eduard Bernstein, *Evolutionary Socialism* (1899).

(17) March 19: Feminism

Reading: Emmeline Pankurst, *Why We Are Militant* (1913); extracts from Anne-Marie Kaeppli, "Feminist Scenes," in Genevieve Fraisse and Michelle Perrot, eds., *A History of Women in the West*, Vol. IV: *Emerging Feminism from Revolution to World War* (Cambridge, Mass.: Belknap, 1993), pp. 482-503.

Parts of the movie *A Doll's House* (1973), based on Henrik Ibsen's drama *A Doll's House* (1879), to be watched and discussed in class.

Week X: Colonialism and Imperialism

(18) March 24: European Colonialism in Africa

No reading. Documentary movie *Congo: White King, Red Rubber, Black Death* (2004) to be watched and discussed in class.

(19) March 26: Imperialism: Dreams and Realities

Reading: Merriman, chapter 21, pp. 819-859.

Week XI: Antisemitism and Social Darwinism

(20) March 30: Jews between Assimilation and Persecution

Reading: Deborah Dwork & Robert Jan van Pelt, *Holocaust. A History* (New York & London: W.W. Norton, 2002), pp. 3-28. **BETTER: Case study on Dreyfus as reading assignment, maybe Zola J'Accuse; in lecture, however, provide survey**

(21) April 2: Fears of Degeneration and the Eugenic Movement

Reading: Neil MacMaster, *Racism in Europe, 1870-2000* (Houndmills: Palgrave, 2001), pp. 31-57.

Week XII: Aristocracy and Middle Class Masculinity

(22) April 7: The Aristocracy in the Bourgeois Age

Reading: Dominic Lieven, *The Aristocracy in Europe, 1915-1914* (New York: Columbia University Press, 1992), ch. 7.

Parts of the movie *Effi Briest* (1977), based on Theodor Fontane's novel *Effi Briest* (1896), to be watched in class.

(23) April 9: Dueling, Honor, and Middle Class Masculinity

Reading: ~~Ute Frevert, "Honour and the Middle Class Culture: the History of the Duel in England and Germany," in: Jürgen Kocka and Allan Mitchell (eds.), *Bourgeois Society in Nineteenth-Century Europe* (Oxford: Berg, 1993), 207-40.~~ **INSTEAD: Excerpts from Elias, *The Germans, on dueling***

Parts of the movie *The Kaiser's Lackey* (1951), based on Heinrich Mann's novel *Der Untertan* (*The Loyal Subject*) (1914), to be watched in class.

Week XIII: The Road to War

(24) April 14: Multiculturalism in the Age of Nationalism: the Habsburg Empire

Reading: Merriman, pp. 673-682; ~~Marc Twain, "Stirring Times in Austria," *Harper's New Monthly Magazine*, vol. 96 (1898), pp. 530-540 (mostly useless, instead Excerpts from Roth novel; and others – illustrate Austrian multiculturalism before 1914)~~

(25) April 16: Balance of Power into Clash of Powers: International Relations, 1871-1914

Reading: Merriman, chapter 22, first sections through "The Final Crisis," pp. 860-881.

Week XIV: The Great War, 1914-1918

(26) April 21: Heroes and Neurotics: Mass death in Europe

Reading: Merriman, chapter 22 through "Soldiers and Civilians," pp. 881-914.

(27) April 23: Injustice and Upheaval: the Revolutions of 1917 and 1918

Reading: Merriman, rest of chapter 22, pp. 914-926, and chapter 23, pp. 926-949.

Review of weeks 8 to 14 in preparation of the second in-class exam.

Week XIV: Conclusion

(28) April 28: Second In-Class Exam