

HIS 622

EUROPEAN COLLOQUIUM SINCE 1815

SPRING 2002

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OFFICE HOURS:

Monday: 1:30-2:00
3:15-4:00

Wednesday: 3:15-4:00 (except the first Wednesday of the month)
5:30-6:00

And by appointment

REQUIRED READINGS:

TO BE PURCHASED (available at UNCG Bookstore):

Robert Paxton, *Vichy France: Old Guard and New Order*
Vladimir Timanenu, *The Revolutions of 1989*

ON “CLOSED” LIBRARY RESERVE:

Most of the readings are available in the Reserve Room of Jackson Library. They are followed by the designation “RR.” Some of the readings can be downloaded on your computer; most cannot. My suggestion would be to photocopy the latter ; don’t assume that you will be able to have access to them the day before class (the Library will make only one copy available). If your finances permit, you may want to order personal copies of some of the books that have a large number of pages assigned (* indicates significant assignment). If you wish to order, I’d suggest Amazon.com or another on-line bookseller; they are faster and not any more expensive, in most cases, than the bookstore; be sure to check for used copies.

COURSE DESCRIPTION:

This course is designed to introduce graduate students to some of the major historical problems in the period since the French Revolution. In addition, and even more importantly, it is designed to introduce students to the methods and approaches used by historians. As you probably know by now (and you certainly know if you’ve taken His 621), *history, at the graduate level, is not primarily about reading and writing simple narrative accounts.* Of course, there is a certain factual basis to history; but the most interesting questions posed by historians are not about “facts” but about interpretations. How does one “interpret” history? Obviously, there is no single method. There are various interpretative strategies and the differences among historians often originate in differing perspectives and methodological approaches. Which is not to say that all interpretations are equal. We will be interested in

attempting to evaluate the appropriateness of varying perspectives and the usefulness of differing methodological approaches. But first we must learn to look beyond the narrative and identify perspectives and methodological approaches. To that end I have arranged the readings--to the degree possible and especially early on--to give you not one but several perspectives. That means that you will be reading shorter pieces (usually parts of books or articles) by various historians looking at the same issues or events from different perspective and employing different methodologies.

COURSE REQUIREMENTS:

A. ATTENDANCE. AND PARTICIPATION: Barring certifiable catastrophe, I expect each student to be here for every class. I also expect that each student will have completed all the reading and take an *active* part in the discussion.

B. ASSIGNMENTS: The good news is that there are no exams. The bad news is that there is plenty of reading, some assigned classroom responsibilities, and a fair amount of written work. The breakdown--subject to possible revision--is as follows:

1. Classroom responsibilities: Each student must complete *all* of the week's readings and be ready for classroom discussion. In addition, every week certain students will be assigned front-line duties, as it were, with *one* of the readings (assigned the previous week). This will entail two responsibilities. First, you will give a short oral report (maximum, five minutes) on the author (the kind of questions you might ask, for example: is the author identified with a school? is he/she a "revisionist"? what kind of expertise does he/she possess? is he/she particularly noted for one book or thesis?). You may use notes, but don't read from a prepared text--keep it informal. Second, you will be the "point person" on that particular reading (this means initial questions about the reading will be directed toward you before becoming part of the general discussion). In short, each reading will have a "resident expert" to whom we may turn when the going gets tough. Keep in mind, how well you perform your classroom responsibilities will be factored into your grade in a significant way.

2. Analytical Essays: You will do **four** of these short (about five pages, typed double-spaced) essays during the course of the semester. I suggest analytical questions below for each week; however, you may formulate your own question if you wish (my only stipulations is that it be *historiographical*). You may choose the topics you intend to write about so long as at least **two** are turned in before Spring Break. Also, *they must be handed in prior to the class discussion* (i.e., at the beginning of the class that the topic will be discussed).

3. Historiographical Essay: You will be responsible for **one** longer essay (10-12 pages). You may choose the topic from any week (as long as it is not the same week you picked for an analytical essay). The material discussed will, of course, include the readings for that week; it must *also* include the equivalent of two additional books and two additional articles or essays. The historiographical essay will be handed in two drafts. I will comment extensively on the first, which will not be graded; the revised draft will receive a grade. Unlike the analytical essays, the historiographical

essay can--indeed, should be--be turned in *after* the relevant class discussion. The very *latest* the first draft of your essay may be turned in is April 17; but, if the topic you choose comes earlier, I encourage you to turn it in before this date.

CLASS SCHEDULE OF READING ASSIGNMENTS:

WEEK 1-JAN. 16: Introduction.

WEEK 2-JAN. 23: The Mother of All Revolutions?

William Doyle, *Origins of the French Revolution* (Third Ed.), pp. 1-41.
RR

Keith Baker, *Inventing the French Revolution*, pp. 252-305. RR

François Furet, "The French Revolution Revisited," photocopy, RR

Timothy Tackett, "Nobles and the Third Estate in the Revolutionary
Dynamic of the National Assembly," photocopy, RR

Analytical question: If the "revisionists" are correct, can it be concluded that "class" is not a useful tool of historical analysis?

WEEK 3-JAN. 30: Inventing Traditions, Imagining Nations: The Rise of European Nationalism

Benedict Anderson, *Imagined Communities*, pp. 1-7; 67-111; 186-206

*E. J. Hobsbawm, *Nations and Nationalism since 1780*, pp. 1-45; 101-162.

Analytical question: Compare and contrast these two interpretations of nationalism.

WEEK 4-FEB. 6: Culture and National Identity--What's Included? What's Left Out? The Case of France

William H. Sewell, Jr. "The Concept(s) of Culture," photocopy, RR

Eugen Weber, "Nos ancêtres les gaulois" and "Who Sang the
Marseillaise,"? in *My France*, pp. 21-39 and 92-102. RR

Pierre Nora, "Lavisse, the Nation's Teacher," in *Realms of Memory*, Volume
II: *Tradition*, pp. 151-184. RR

Siân Reynolds, "Outsiders by Birth?" photocopy, RR

Jeremy Jennings, "The Clash of Ideas," photocopy, RR

Analytical question: Why do most contemporary historians see "national identity" in problematic terms?

WEEK 5-FEB. 13: Gender and History

*Barbara Caine and Glenda Sluga, *Gendering European History*, pp. 1-31;
87-142.

George Mosse, *Image of Man*, pp. 3-39; 77-106.

Joan Scott, "Gender: A Useful Category of Historical Analysis,"
photocopy, RR

Analytical question: Recent historians tend to argue that gender is "constructed." Discuss in light of the above readings.

WEEK 6-FEB. 20: The Great War: Birth of the Modern or Last Gasp of the Traditional?

Modris Ecksteins, *Rites of Spring*, pp. 139-191; 300-331. RR

Paul Fussell, *The Great War and Modern Memory*, pp. 3-35; 155-190. RR

Jay Winter, *Sites of Memory, Sites of Mourning*, pp. 1-11; 78-116; 204-229. RR

Analytical question: Winter is considered a "revisionist" on the impact of World War I. How so? Would Ecksteins also be considered "revisionist? If so, how and why?

WEEK 7--FEB. 27: Fascism: The Search for a Consensus Definition.

*Roger Eatwell, *Fascism*, pp. 43-88; 114-167. RR

Roger Griffin, *The Nature of Fascism*, pp. 26-44; 56-115 . RR

Robert Paxton, "The Five Stages of Fascism," photocopy, RR

Analytical question: Considering Griffin and Paxton, who provides the most compelling explanation of fascism? Why?

WEEK 8--MAR. 6: Communism: Controversy over the "Black Book"

Moshe Lewin, "Society, State, and Ideology during the First Five-Year Plan," in Chis Ward, *The Stalinist Dictatorship*, pp. 166-201. RR

Martin Malia, "Forward: The Uses of Atrocity," in Stéphane Courtois, et al., *The Black Book of Communism*, pp. ix-xx. RR

Stéphane Courtois, "Introduction: The Crimes of Communism," in Stéphane Courtois, et al., 1-31.

Nicolas Werth, *The Black Book of Communism*, pp. 39-80; 132-168; 184-202.

Infotrack reviews: (hit subject and then "black book of communism"; download the following reviews: Paczkowski, "Storm over the Black Book," Getty, "The Future did not Work," and Scammel "When, Where, and Why 85 Million Died")

Analytical Question: How useful is the notion of a "crime" for the historian?

WEEK 9--MAR. 13: SPRING "BREAK"

Actually, a misnomer for graduate students since it is a time when they normally catch up on what they didn't have time to do earlier.

WEEK 10--MAR. 20: Totalitarianism: Useful Concept or Cold War Relic?

*Abbott Gleason, *Totalitarianism*, chapters 2, 4, and 7. RR

Debate over Fitzpatrick's "New Perspectives on Stalinism" (read photocopied articles from *Russian Review* by Fitzpatrick, Cohen, Eley, Kenez, Fitzpatrick (afterword), Conquest, and Getty).

Analytical Question: How useful is the concept of "totalitarianism" for the historian?

WEEK 11--MAR. 27: History and Memory: France under Vichy

Robert Paxton, *Vichy France: Old Guard and New Order*, pp. 1-92; 136-279; 357-383.

"The Sorrow and the Pity" (film by Marcel Ophuls)

Analytical Question: Are historians responsible for "moral" judgments? To what extent do Paxton and Ophuls make such judgments and to what extent are they justified?

WEEK 12--APR. 3: The Postmodernism Turn I: Do Historians Believe in Truth Anymore?

Joyce Appleby et al., *Telling the Truth about History*, pp. 198-270. RR

Pauline Rosenau, Post-Modernism and the Social Sciences, 3-17; 25-61; 75-91. RR

Alan Spitzer, *Historical Truth and Lies About the Past*, pp. 61-96. RR

Analytical Question: Should historians could be concerned with "truth"? Or is it a relic of a more innocent methodological stage?

WEEK 13--APR. 10: The Postmodernism Turn II: Cultural History and the Case of Foucault

Michel Foucault, *Discipline and Punish*, pp. 3-31; 195-228. RR

Michel Foucault, *Power/Knowledge*, pp. 109-133. RR

Patrick Hutton, "The Foucault Phenomenon and Contemporary French Historiography," photocopy. RR

José Merquior, *Foucault*, pp. 1-20; 85-107; 141-160. RR

Analytical Question: Foucault has had enormous influence on cultural history yet he has been criticized as a poor historian. Discuss.

WEEK 14--APR. 17: Europe and Islamic Civilization: The Question of "Orientalism"

Edward Said, *Orientalism*, pp. 1-49; 255-328. RR

Bernard Lewis, *Islam and the West*, pp. 99-130. RR

Emmanuel Sivan, *Interpretation of Islam*, pp. 133-154. RR

Analytical Question: Write a short description and evaluation of argument between Said and Lewis.

WEEK 15--APR. 24: The Revolutions of 1989

Vladimir Tismaneanu (ed.), *The Revolutions of 1989*, complete.

Analytical Question: What will the “revolutions of 1989” mean to twenty-first century historians?

WEEK 16--MAY 1: Summing Up.

No Reading Assignment.

