

HIS 706

EUROPEAN COLLOQUIUM SINCE 1789

SPRING 2005

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**OFFICE HOURS:**

**Tuesday & Thursday:**

10:30-11:00

1:45-2:15

**And by appointment**

**REQUIRED READINGS:**

**TO BE PURCHASED (all available in paperback edition):**

Evans, Richard J. *The Coming of the Third Reich* (Penguin)  
Gleason, Abbott. *Totalitarianism* (Oxford)  
Landes, David. *Wealth and Poverty of Nations* (Norton)  
MacMillan, Margaret. *Paris 1919* (Random House)  
Passmore, Kevin. *Fascism: A Very Short Introduction* (Oxford)  
Said, Edward. *Orientalism* (Vintage)  
Seidman, Michael, *The Imaginary Revolution* (Berghahn Books)  
Thompson, Willie. *Postmodernism and History* (Palgrave-Macmillan)  
Tismaneanu, Vladimir (ed.). *The Revolutions of 1989* (Routledge)  
Young, Robert J. *France and the Origins of the Second World War* (St. Martin's)

**TO BE DOWNLOADED**

Print your own copy of most class reading assignments by going to Jackson Library website, clicking on AReserves,@ and entering HIS706. Reading on Electronic Reserve are indicated by AER@ on the class schedule below.

A few of the readings must be downloaded by going to the AJournal Finder@ website and clicking on the appropriate journal.

**COURSE DESCRIPTION:**

This course is designed to introduce graduate students to some of the major historiographical 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 705), *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 Afacts@ but about interpretations. How does one Ainterpret@ 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.

### **COURSE REQUIREMENTS:**

**A. ATTENDANCE. AND PARTICIPATION:** Barring certifiable catastrophe, I expect each student to be here for every class. To miss one class is, in effect, to miss an entire week. 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 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). If you are selected for a particular reading(s), it will entail two responsibilities. First, you will give a very short oral report (maximum: 5 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? 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, the chosen student will be the Apoint person@ on that particular reading-- someone to whom we can turn in the discussion when everyone is clueless.

Keep in mind, how well you perform your classroom responsibilities, *and especially how much you contribute to the weekly discussion*, will be factored into your grade in a *significant* way. Merely occupying classroom space may be an option for undergraduates; it is not for graduate students.

**2. Historiographical Essays:** You will do *two* of these in the course of the semester. As suggested by the adjective Ahistoriographical,@ the essays must be analytical rather than merely descriptive; they must also highlight problems of interpretation, methodology, and perspective.

The first will be shorter (about 7-9 typed, double-spaced) and can be chosen from any of the weekly topics as long as one is handed in *before* spring break. Also, *it must be handed in prior to the class discussion* (i.e., at the beginning of the class during which the topic is be discussed). In this first exercise you will have the opportunity for revision (that is, a draft will be handed in; I will comment on it; only your final draft will be graded). The second essay will be more substantive (10-12 pages). You may choose the topic from any week (as long as it is not the same topic you picked for the shorter essay). The material discussed will, of course, include the readings for that week; it must *also* include the equivalent of two additional books and three additional articles, essays, or book chapters. Unlike the shorter essays, the longer essay can--

indeed, should be--be turned in *after* the relevant class discussion. There will only be one draft of this second paper.

### **CLASS SCHEDULE OF READING ASSIGNMENTS:**

\* Electronic Reserve (available through Blackboard)

\*\*To be purchased

#### **WEEK 1-JAN. 9: Introduction**

#### **WEEK 2-JAN. 16: No Class--Martin Luther King Day**

#### **WEEK 3-JAN. 23: The French Revolution**

\*Jeremy Popkin, *History of Modern France* (second ed.), 35-59

\*William Doyle, *Origins of the French Revolution* (third ed.), 1-21;30-41

\*Lynn Hunt, *Politics, Culture and Class in the French Revolution* (twentieth anniversary edition) pp. 19-51

\*Sunil Khilnani, "The Revolution is Over: François Furet and the Historians' Challenge," in *Arguing Revolution* (1993), 155-178

#### **WEEK 4-JAN. 30: The Industrial Revolution**

\*\*David Landes, *The Wealth and Poverty of Nations*, pp. xvii-xxi; 29-59; 186-309.

\*Raymond Williams, *Culture and Society: 1780-1950*, pp. xiii-xx; 3-48, ER

#### **WEEK 5-FEB. 6: The Great War**

\*Modris Eksteins, *Rites of Spring*, 139-191

\*Jay Winter, *Sites of Memory, Sites of Mourning*, 1-11; 78-116; 223-229

\*Vera Brittain, *The Great War Reader*, "Testament of Youth," 239-257

Carol Acton, "Writing and Waiting: The First World War Correspondence between Vera Brittain and Roland Leighton," *Gender & History* vol. 11, no. 1 (April 1999), 54-83. [can be downloaded free; see Library's Journal Finder]

#### **WEEK 6-FEB. 13: Remaking Europe: The Peace of Paris**

\*\*Margaret MacMillan, *Paris 1919*, 3-49; 109-124; 157-270; 381-426; 485-494

#### **WEEK 7 -FEB. 20: Fascism**

\*\*Kevin Passmore, *Fascism: A Very Short Introduction*, complete

\*Robert Paxton, "The Five Stages of Fascism," *Journal of Modern History* 70 (March 1998), 1-23.

#### **WEEK 8--FEB. 27: The Rise Nazism**

\*\*Richard J. Evans, *The Coming of the Third Reich*, 78-461

**WEEK 9--MAR. 6: SPRING BREAK**

**WEEK 10--MAR. 13: Totalitarianism**

- \*\*Abbott Gleason, *Totalitarianism*, chapters 2, 4, 6 and 7
- \*Debate over Fitzpatrick's "New Perspectives on Stalinism" (read photocopied articles from *Russian Review* by Fitzpatrick, Cohen, Kenez, and Getty)
- \*Nicolas Werth, "Stalin's System during the 1930s," in ed., *Henry Rousso, Stalinism and Nazism*, 29-55.

**WEEK 11--MAR. 20: Strange Defeat: France, 1940**

- \*Marc Bloch, "A Frenchman Examines his Conscience," in *Strange Defeat*, 126-178
- \*\*Robert J. Young, *France and the Origins of the Second World War*, 1-97; 130-153

**WEEK 12--MAR. 27: Postmodernism and History: The Case of Foucault**

- \*\*Willie Thompson, *Postmodernism and History*, complete
- \*Michel Foucault, *Discipline and Punish*, 3-16; 73-103

**WEEK 13--APR. 3: Orientalism and the European Imagination**

- \*\*Edward Said, *Orientalism*, 1-49; 255-284
- \*\*David Landes, *The Wealth and Poverty of Nations*, 392-441
- \*Bernard Lewis, *Islam and the West*, 99-130

**WEEK 14--APR. 10: The "Events" of May 1968**

- \*\*Michael Seidman, *The Imaginary Revolution*, complete

**WEEK 15--APR. 17: The Circle Closes: The Revolutions of 1989**

- \*Tony Judt, *Postwar*, 585-664
- \*\*Vladimir Tismaneanu (ed), *The Revolutions of 1989*, 19-50; 108-164; 213-230

**WEEK 16--APR. 24: Europe and America in the Age of Bush**

- Class Evaluations
- Robert Kagan, "Power and Weakness," *Policy Review* 113 (June/July 2002); can be downloaded free; see Library's Journal Finder
- \*\*T.R. Reid, *The United States of Europe*, 1-25; 144-196

**WEEK 17--MAY 1: Wrapping Up**

- Due:** Second Historiographical Essay

