

Boston College
College of Advancing Studies
HS082.15: Early Modern European History since the French Revolution.

Instructor: Martin R. Menke

Office Hours: I am usually in the Advancing Studies Office by 5:15.

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Course Outline: We will address European history in a global context from the French Revolution of 1789 to the revolutions in Central and Eastern Europe in 1989. We will address the following three themes: 1. the development of secular government and the rise of ideology, 2. the development of the global industrial and post-industrial economy, and 3. the question of communal and individual responsibility.

Course Structure: Lectures will last the first sixty to seventy-five minutes of each class. Discussions about readings or about the lecture's content will take up the balance of class time.

Course Requirements: A course such as this is a synthetic exercise. Careful completion of the readings, attention to the lectures, and participation in discussions are necessary to assemble the "big picture" this course attempts to provide. Names and events serve to explain the concepts we will address in our thematic approach to European history in a global context. Required written work are two essays of 5 - 6 pages in length, two along-the-way examinations, and one final examination. Details of all assignments are available at the end of this syllabus. The examinations will consist of a combination of essays and identifications. Participation in discussions is essential. *Anyone who misses more than three classes cannot earn a passing participation grade. Anyone who misses more than five classes can earn a passing course grade only if all other work is exemplary.* To help you in engaging the historical documents in the readings, you receive study questions each week.

Grading Scheme:

Oral participation in discussions:	20% (see note above on participation)
First essay due 23 February:	15%
First exam on March 15:	15%
Second exam on April 12:	15%
Second essay due 19 April:	15%
Final examination on 3 May:	20%

Grading Criteria for written work:

1. All written work must be submitted using Standard Written English and must reflect the rules of English language usage laid out in a style guide. Good writing is a prerequisite for a good grade, but it alone does not suffice to earn a good grade. *Any take-home assignment with more than five simple writing errors on the first text-page will be returned without a grade.*
2. Any writing, in-class or take-home, must have a solid thesis from which follow clearly organized arguments.
3. All writing must contain evidence that the reading assignments were completed in a reflective manner; all writing must demonstrate that the student has successfully synthesized the facts and dates, but especially the concepts and ideas of the course into a meaningful whole.
4. A crucially important element in evaluating student work is the student's ability to analyze documents, readings, visual sources, etc and place them in the context of the course content.
5. For rules on late work and academic integrity, see *Policies* section of this syllabus.

Grading Criteria for class participation:

- A: Consistently participates with particularly insightful and intelligent comments and questions.
- B: Consistently participates, often with insightful and intelligent comments and questions.
- C: Occasionally participates, some insightful comments and questions.
- D: Present in class, attentive.
- F: Absent or disengaged, or disruptive.

Policies: You must present a note from the Dean's office or from a physician before taking a make-up examination.
Please notify me immediately of certified learning disabilities.
Written assignments submitted late will be penalized by a grade for every day late. Weekends count as two days.
The university's policies on academic integrity apply as stated in the University's publications.

Required Text Books:

Lynn Hunt et al. *The Making of the West: Peoples and Cultures: A Concise History*. Bedford, 2003 or later.

Various online readings.

Course Schedule:

19 January: The French Revolution: From Terror to Empire.

“What is the Third Estate,” <http://www.fordham.edu/Halsall/mod/sieyes.asp>

“Declaration of the Rights of Man,” http://avalon.law.yale.edu/18th_century/rightsof.asp

“Justification of the Use of Terror,” <http://www.fordham.edu/Halsall/mod/robespierre-terror.asp>

26 January: Origins of Industrial Capitalism: First Stages of the Industrial Revolution.

Hunt Chapter 16 (skim) and Chapter 17, pp. 713-720.

“Self Help” <http://www.fordham.edu/Halsall/mod/1882smiles.asp>

“Wealth of Nations” <http://www.fordham.edu/Halsall/mod/adamsmith-summary.asp>

“Essays on Population,” <http://www.fordham.edu/Halsall/mod/1798malthus.asp>

“On Wages” <http://www.fordham.edu/Halsall/mod/ricardo-wages.asp>

2 February: Conservatism and Reaction: Congress of Vienna - Carlsbad Decrees.

Hunt, Chapter 17, pp. 704-712.

“Reflections on the Revolution in France,” <http://www.fordham.edu/Halsall/mod/1791burke.asp>

“Political Confession of Faith,” <http://www.fordham.edu/Halsall/mod/1820metternich.asp>

“Carlsbad Decrees,” <http://history.hanover.edu/texts/carlsbad.html>

9 February: Early Socialism, Marxism: the Utopian Response to Capitalism.

Hunt, Chapter 17, pp. 724-727.

“The Organisation of Labour,” <http://www.fordham.edu/Halsall/mod/1840blanc.asp>

“Communist Manifesto,”

http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/marx.html

16 February: Modern Liberalism.

Hunt, Chapter 17, rest, Chapter 18.

„On Liberty,” http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/mill.html

23 February: Global Expansion: Nationalism, Colonialism, and Imperialism.

Hunt, Chapter 18, Chapter 19.

“Addresses to the German Nation,” <http://www.fordham.edu/halsall/mod/1806fichte.asp>

“On Nationality,” <http://www.fordham.edu/halsall/mod/1852mazzini.asp>

“A Place in the Sun,” <http://www.fordham.edu/halsall/mod/1901kaiser.asp>

“White Man’s Burden,” <http://www.fordham.edu/halsall/mod/Kipling.asp>

“On the Descent of Man,” <http://www.fordham.edu/halsall/mod/1871darwin-desc3.asp>
“National Life from the Standpoint of Science,”
<http://www.fordham.edu/halsall/mod/1900pearsonl.html>
First Essay Due.

1 March: World War One: the End of an Era.

Hunt, Chapter 20, pp. 863-878.

“Attack,” <http://www.fordham.edu/Halsall/mod/sassoon-attack.asp>

“My Daily Journal,” <http://www.fordham.edu/Halsall/mod/1918Fraser.asp>

“Dulce et Decorum Est,” <http://www.warpoetry.co.uk/owen1.html>

“In Flanders Field,” <http://www.fordham.edu/Halsall/mod/mccrae-flanders.asp>

8 March: *Spring Break*

15 March: *First Exam*

22 March: Marxism - Leninism: The Russian Revolution and Civil War.

“What is to be Done?” <http://www.fordham.edu/Halsall/mod/1902lenin.asp>

“Call to Power,” <http://www.fordham.edu/Halsall/mod/1917lenin1.asp>

Establishment of the Cheka, <http://www.dur.ac.uk/a.k.harrington/cheka.html>

“Fundamental Law on Land Socialization,” <http://www.barnsdle.demon.co.uk/russ/land.html>

29 March: Inflation, Depression, and Stalinism: Economic Dislocation and Democracy.

Hunt, Chapter 20, rest, Heineman, Chapter 9.

“A Moral History of Inflation,” http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=3844

“Betty Scholem on the Depression,” http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=3845

Kellogg-Briand Pact, <http://www.yale.edu/lawweb/avalon/imt/kbpact.htm>

President Roosevelt’s Inaugural Address of 1933,
<http://history.hanover.edu/courses/excerpts/111fdr.html>

5 April: *Holy Thursday.*

12 April: The Appeal of Fascism in Italy, Germany, and elsewhere.

Hunt, Chapter 21.

“What is fascism?” <http://www.fordham.edu/Halsall/mod/mussolini-fascism.asp>

“Speech by Hitler,” <http://history.hanover.edu/courses/excerpts/111hit1.html>.

“Program of the German Workers’ Party,” http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=3910

“Luise Solmütz on the NS-Seizure of Power,” http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=3942

19 April: Nazism and the Holocaust.

“Reichstag Fire Decree,” http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=2325

“The Enabling Act,” http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1496

“Night of Long Knives,” http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1500

“White Rose Broadsheet,” http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1515

“Nuremberg Laws,” http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1523

“The Wannsee Conference,” http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1532

26 April: Origins of the Cold War and the Cold War
Hunt, Chapter 22.

“Universal Declaration of Human Rights,”
<http://www.fordham.edu/halsall/mod/1948HUMRIGHT.html>

“Truman Doctrine: <http://www.fordham.edu/halsall/mod/1947TRUMAN.html>

“Marshall Plan Speech,” <http://www.fordham.edu/Halsall/mod/1947marshallplan1.asp>

U.S. and USSR Notes on Berlin Wall, <http://www.fordham.edu/halsall/mod/1961berlin-usa-ussr.html>

The Brezhnev Doctrine: <http://www.fordham.edu/halsall/mod/1968brezhnev.html>

3 May: *Final Examination*

First Writing Assignment

In the first weeks of this course, we have learned about the ideologies developed in response to the French Revolution. In some way, they all attempt to redefine the human individual and his or her place in society.

In a carefully crafted essay, choose two of the ideologies we have discussed so far (industrial capitalism, conservatism, communal or Marxian socialism, and liberalism) and consider how their advocates:

- a. view human nature and
- b. define the purpose of the state.

This assignment requires that you first determine for yourself – not necessarily in the paper itself, however – what human nature is and what purpose the state serves.

Please be sure to place your discussion in the historical context, i.e., please be sure to explain the how individuals of the early nineteenth century came to hold these ideas and why. Although this paper is about "-isms," it is not an exercise in political science.

In your discussion, use at least two of the sources we have read to support your analysis. One source should be a theoretical treatment, another a practical application with which to prove your thesis. Use only *Readings in European History*. No secondary works are required.

Second Writing Assignment

In a well-crafted essay, discuss causes of World War One. In your answer, please focus on the following:

- a. the role of nationalism, imperialism, and social Darwinism as a cause of the war.
- b. the role of industrial development in creating a social and industrial motivation to go to war.
- c. In your reflective conclusion, please explain in what ways the outbreak of the war was the end of government efforts to contain the socio-economic and political problems manifested in the Revolutions of 1848.

In your discussion, use at least two of the sources we have read to support your analysis. One source should be a theoretical treatment, another a practical application with which to prove your thesis. Use only *Readings in European History*. No secondary works are required.

Requirements for Essays

Rough drafts are welcome, but must be submitted no later than 72 hours before the essay is due.

Essays that contain more than five errors of grammar and/or spelling per page will be returned ungraded and you will be asked to revise and resubmit the essay.

1. Use only *Readings in European History*. No secondary works are required.
2. Although this paper is about "-isms," it is not an exercise in political science. Be aware of the historical context.
3. Make absolutely, positively sure your essay has a thesis. Your essay should make a point.

4. Essays that contain more than five errors of grammar and/or spelling per page will be returned ungraded.
5. Thus please pay attention to the following:
6. Use proper English. Check carefully your spelling, grammar, and style.
 - A. Avoid the passive voice.
 - B. Write only in the past tense.
 - C. Be sure subject and predicate agree in number.
 - D. Punctuate correctly.
 - E. Avoid colloquialisms, slang, and jargon.
7. Since this essay represents your point of view, avoid needlessly emphasizing this point by using "me, myself, and I."
8. Submit your essay in typewritten form.
 - A. Have margins of one inch on all sides.
 - B. Double-space the lines.
 - C. Make sure your essay is no shorter than five pages and no longer than six pages.
9. Organize your thoughts into paragraphs that follow from the thesis. Make smooth transitions from one paragraph to the next. The first paragraph should include your thesis.
10. Cite every quotation, direct or indirect, of more than three words. Use MLA or traditional footnote-style to cite the source.
11. Make good use of a style guide.

Understanding History

I. Reading

With the exception of field-based research that crosses into the fields of archaeology or anthropology, historians learn by reading. First, they acquire a rudimentary framework of the facts in chronological order. Then, they read more to understand the historiographic context: what have past historians written about this topic, what claims are current historians making. Finally, they read the evidence, everything from tombstone epitaphs to economic or demographic statistics to diplomatic correspondence. Only then can historians begin to claim that they have achieved some measure of historical understanding.

Your job is a little simpler. In these courses, you are asked to acquire a framework of the facts in chronological order. Then, you are to take all of the readings, your lecture notes, images from the slides and maps to develop some coherent understanding of the past. Your success in this course is determined by the degree of understanding you achieve.

This means, however, that you have to read very carefully. How does one do that? You cannot memorize all there is to read. First, lay aside the highlighter; it will not serve you well. Imagine yourself the week before an examination, trying to remember why you underline what you thought important a month ago. Instead, try the following:

1. Read a page or two, then try to summarize each paragraph in a sentence. Write that sentence down.
2. Try to identify the thesis or main point of the text you are reading, write that down, too and identify it as thesis or main point. Identify supporting arguments or pieces of evidence, too.
3. At the end of each chapter or at the end of the document, summarize it, too.

You may think that this is much work; it is. History is much work. It is, however, much easier to put in work steadily and then, before the examination, review thirty or even sixty pages of notes than it is to review several hundred pages of readings in a night or two.

II. Writing

Historians communicate their research in essay form, either in publications or in the form of papers given at conferences. In this course, too, you will write essays, both in papers and on examinations. Writing a history paper is much like arguing a case before a court of law.

1. You need to have a strong, clear, and interesting opening statement: your thesis, in which you lay out what you intend to prove to be true.

2. Each paragraph that follows should be a discussion of some piece of evidence that supports the claim you made in your thesis. Be sure to include transitions from paragraph to paragraph, and be sure that each paragraph includes at least one sentence in which you analyze the evidence to explain why and how it supports the thesis.

3. Finally, the end of your essay should include a brief summary of the evidence to show that you successfully proved your point. You should then offer some other analytical commentary, either about the contemporary relevance of what you studied or to raise some new questions that came up in your studies.

III. Studying

The best means to determine how much you really understand is to have to explain to someone else, so study in groups. Also, regular studying, especially in form of a brief review before and/or after each class, does much to improve your memory and understanding of the material.