

**CSS 240**  
**Sophomore History Tutorial**

**THE EMERGENCE OF MODERN EUROPE**  
*Fall 2015*  
**10.27.15**

Professor Victoria Smolkin-Rothrock  
Day/Time/Room: Fridays, 2-4 pm, PAC 411  
Office hours (PAC 410): Tuesdays, 2-3 pm and Thursdays, 3-4 pm  
Phone: 860.685.3293  
E-mail: [vsmolkin@wesleyan.edu](mailto:vsmolkin@wesleyan.edu)  
Preceptor: Aidan Berkey (aberkey@wesleyan.edu)

**Course description:**

The CSS Sophomore History tutorial is an intensive survey of European history from the late eighteenth century to the present. The tutorial will concentrate on the key social, political, cultural, economic and philosophical issues in European history from the French Revolution to the end of the Cold War and the collapse of Communism. In tutorial we will become familiar with the “master narrative” of the emergence of modern Europe (political revolutions, industrialization, empire, warfare, and cultural transformations), but we will also examine this story critically and ask ourselves who (or what) makes history; who is (and is not) part of the story; and what role we play as readers and writers of history. One of our central objectives, then, is to broaden our understanding of the multiple sources and definitions of European modernity—to see the ways in which the “modern” is constructed not (or not only) by economic, political, technological, and intellectual systems, but by people, both ordinary and extraordinary, acting within the possibilities and constraints specific to the contexts in which they live their lives. The tutorial is designed not only to develop a mastery of the historical period in question, but also to consider what it is we do when we read and write history by taking a closer look at the tools and skills involved. It will present a variety of historical sources, methods, and perspectives, and emphasize the development of reading, writing, and debating skills that will be immensely valuable in your CSS education, and beyond.

**Course requirements:**

Students are expected to write **weekly essays** corresponding to the tutorial topics noted on the schedule below. Tutorial sessions meet each Friday to discuss the week’s readings and the student papers. **A hard copy of the completed essay must be printed before each tutorial meeting, to be submitted to at the end of class. Electronic copies of each week’s essay should be uploaded to Moodle by 2 pm on Friday.** The pace of the tutorial is very fast, and it is nearly impossible to catch up once you have fallen behind. For this reason, it is absolutely essential that you attend every tutorial session and turn the essays in on time. **Late essays and absences can only be accepted under extraordinary circumstances (such as medical or family emergencies) and arrangements must be made in advance.** The goal of the tutorial reading

and writing assignments is to synthesize your understanding of the material (*to the best of your ability and given the time constraints*) **before the class meeting**, therefore failure to come to class prepared compromises the quality of discussion for both you and your classmates.

*Essay instructions provided at the end of the document.*

### **Evaluation:**

The writing assignments are not graded; instead students are provided with feedback on their essays by the instructor and preceptor. When the tutorial is complete, each student will receive a written evaluation of their work in the tutorial. Copies of these evaluations are filed in the CSS office where they may be read by other tutors or the program chairs as needed. At the end of the sophomore year, there will be a comprehensive exam conducted by outside examiners to test your knowledge of the tutorial topic.

### **Disability Resources:**

Wesleyan University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in and benefit from its programs and services. To receive accommodations, a student must have a documented disability as defined by Section 504 of the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008, and provide documentation of the disability. Since accommodations may require early planning and generally are not provided retroactively, please contact Disability Resources as soon as possible. If you believe that you need accommodations for a disability, please contact Dean Patey in Disability Resources, located in North College, Room 021, or call 860/685-5581 for an appointment to discuss your needs and the process for requesting accommodations.

### **Seminar etiquette:**

Please **do not use cell phones** during the tutorial (for texting or any other purpose). The **use of laptops is very strongly discouraged**. This tutorial is a challenging yet rewarding opportunity to engage with difficult and important historical material and narratives, and requires your undivided attention.

### **Course materials:**

There are three kinds of sources used in the course:

- (1) Textbook (Kishlansky, Geary, O'Brien, *Civilization in the West* (since 1789))
- (2) Primary sources: historical documents, literature
- (3) Secondary sources: historical monographs and articles

*All required texts have been ordered at Broad Street Books, and are also on reserve in the Olin Library. All other materials are on the CSS 240 Moodle page.*

### **Suggestions for reading course materials:**

The CSS History tutorial has a substantial amount of reading, impressive in both quantity and difficulty. In the tutorial schedule below, I have organized the readings in sequential order to help guide the process in a way that makes it more manageable. Generally, the order to follow is: textbook, primary sources, secondary sources. Those of you who feel you have a good foundation in European history may skim the textbook; those who do not may want to spend more time with it. The primary sources deserve most of your attention, and are to be read carefully. The secondary sources, meanwhile, can be read more quickly, sometimes even skimmed, for the broader argument and themes. To succeed in this course you will have to become an *active reader* (as opposed to a passive one). What this means is that when reading the textbook and the secondary sources you should *not* open to page 1 and proceed in chronological order; rather, you should scan the entire text first to understand the structure, and then read the chapters to fill in the author's broader argument and framework. Remember, too, that you will return to these texts when preparing for your examinations.

### **Required texts:**

*Note on purchasing texts:* All of the books listed below are available at Olin reserve. They are also available for purchase at the campus bookstore, and can also be purchased online (you are encouraged to compare prices online). The primary sources, and about half of the secondary sources, are on the course Moodle page. As you can see, the number of required texts is substantial, but that does not mean you have to purchase all of them. Since there are three sections of the History tutorial, you may want to collaborate with your classmates to figure out a way to share the books.

Textbook: Mark Kishlansky, *Civilization in the West*, 7ed. Vol. C.  
ISBN: 0-205-55689-2

Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (Verso, 2006).  
ISBN-13: 978-1844670864

C. A. Bayly, *The Birth of the Modern World, 1780-1914* (Wiley-Blackwell, 2003).  
ISBN-13: 978-0631236160.

Christopher Browning, *Ordinary Men* (Harper Perennial, 1993).  
ISBN-13: 978-0060995065

Sheila Fitzpatrick, *The Russian Revolution* (Oxford UP, 2008).  
ISBN-13: 978-0199237678

John Lewis Gaddis, *The Cold War: A New History* (Penguin Books, 2006).  
ISBN-13: 978-0143038276

Eric Hobsbawm, *Age of Empire* (Vintage, 1989).  
ISBN-13: 978-0679721758

Michael Howard, *The First World War: A Very Short Introduction* (Oxford UP, 2007).  
ISBN-13: 978-0199205592

Jan Gross, *Neighbors: The Destruction of a Jewish Community in Jedwabne, Poland* (Penguin, 2002).  
**(NOT IN BOOKSTORE, ORDER ONLINE)**

Stephen Kotkin, *Armageddon Averted: The Soviet Collapse, 1970-2000* (Oxford, 2008).  
ISBN-13: 978-0195368635

David Landes, *The Unbound Prometheus: Technological Change and Industrial Development in Western Europe, 1750-Present* (Cambridge UP, 1969).  
ISBN-13: 978-0521534024

Georges Lefebvre, *The Coming of the French Revolution* (Princeton UP, 2005).  
ISBN-13: 978-0691121888

Mark Mazower, *Dark Continent: Europe's Twentieth Century* (Vintage, 2000).  
ISBN-13: 978-0679757047

Marshall Poe, *The Russian Moment in World History* (Princeton UP, 2006).  
ISBN-13: 978-0691126067

Roger Price, *The Revolutions of 1848* (Humanities Press, 1989).  
ISBN-13: 978-0391035959

Timothy Tackett, *The Coming of the Terror in the French Revolution* (Belknap Press, 2015).  
ISBN-13: 978-0674736559

Stefan Zweig, *The World of Yesterday*, trans. Anthea Bell (University of Nebraska Press, 2013).  
ISBN-13: 978-0803226616

## CSS 240: Sophomore History Tutorial

### THE EMERGENCE OF MODERN EUROPE

Instructor: Victoria Smolkin-Rothrock

#### Instructions for essays:

- (1) The weekly essays are a response to the topic and readings of the week's tutorial. They are an exercise in effective synthesis of complex information, as well as in independent and critical thinking. An excellent response paper will pick a particular issue (or perhaps a few closely related issues) and develop a succinct argument with a clearly articulated thesis. Given your limited space, you must be concise and direct: the thesis should be stated in the introductory paragraph along with the main supporting arguments. The opening or introduction does not need to be long, but it should be engaging and draw the reader into the problem that will be addressed in the essay. Generally, the body of the paper has two objectives: (1) to provide a concise summary that demonstrates mastery of the weekly readings by outlining the author's central argument and main evidence; and (2) your critical evaluation of that argument, and your effort to use the readings to shed light on the specific historical problem or period being discussed that week. Your response may include quotes that you find to be significant for understanding the text, a response to one particular aspect of the text, or any other critical interpretation you would like to offer. They should be elegant, concise, and most importantly, engaging. Do not just write a "good paper"—use this opportunity to think through a difficult historical problem with the help of interesting and revealing primary source documents and exemplary historical narratives.
  
- (2) **Format:** All written work should follow the following format; essays that do not will be penalized.
  1. **5 pages typed**
  2. **Times New Roman, 12-point font**
  3. **Double-spaced**
  4. **1 inch margins**
  5. **Page numbers inserted**
  6. **SPELL-CHECKED!**
  7. **Please use footnote citation: references to sources and evidence should be cited using the Chicago-style (Turabian) citation system. (\*See handout on Moodle)**
  
- (1) **Academic Integrity:** An important part of academic training is learning to distinguish between a reliable and an unreliable source. Though the Internet has opened up many excellent opportunities for research, it has also clouded the distinctions between appropriate, useful resources, and those considered inappropriate in academic writing and

research. ALWAYS provide a citation for all works consulted in your writing, even Wikipedia entries (in Chicago-style format), and when in doubt about the reliability of a source, always check with the instructor. Violations of academic integrity, such as plagiarism, will result in formal disciplinary action. For Wesleyan's academic policy, see: [http://www.wesleyan.edu/acaf/policy/sc\\_plagiarism\\_complete.html](http://www.wesleyan.edu/acaf/policy/sc_plagiarism_complete.html)

- (2) **Writing Center:** Wesleyan has excellent resources for writing mentorship, and I strongly encourage all students to use the Writing Center for help with writing course papers. For more information, see: <http://www.wesleyan.edu/writing/workshop>

## TUTORIAL SCHEDULE

### Week One: THE FRENCH REVOLUTION AND NAPOLEON

#### Textbook:

Kishlansky, Geary, O'Brien, *Civilization in the West (since 1789)*

- Introduction: The Idea of Western Civilization
- Chapter 20: The French Revolution and the Napoleonic Era, 1789-1815

#### Primary sources:

- (1) (Columbia) *Introduction to Contemporary Civilization in the West*, vol. 2:
  - 'The Declaration of the Rights of Man and Citizen' pp. 33-35.
  - Edmund Burke, 'Reflections on the Revolution in France,' pp. 85-105. (Columbia, vol. 2)
- (2) Philip Dawson, ed., *The French Revolution*, "Democratic Government and Revolutionary War," 119-48. These documents focus on the most radical phase of the Revolution in 1793-94.
- (3) (University of Chicago) *Readings in Western Civilization*, vol. 7:
  - Sieyes, *What is the Third Estate?*, pp. 154-179.

#### Secondary sources:

- (1) Anthony Pagden, "Europe: Conceptualizing a Continent," in *The Idea of Europe: from Antiquity to the European Union* (Cambridge UP, 2002), pp. 33-54.
- (2) Alexis de Tocqueville, *The Old Regime and the French Revolution*, pp. 19-41; 203-11.
- (3) Georges Lefebvre, *The Coming of the French Revolution* (entire). This book, whose original French title was simply '1789,' deals only with the first year of the Revolution, the year in which *ancien regime* was destroyed. The book was published on the sesquicentennial of the Revolution, in 1939, on the eve of World War II; it was later suppressed by the Vichy regime. Note how Lefebvre, a Marxist, uses class analysis to explain the dynamism of revolutionary events.
- (4) Timothy Tackett, *The Coming of the Terror in the French Revolution* (Belknap, 2015) (\*all)
- (5) Francois Furet, 'Napoleon Bonaparte: 1799-1814,' in *The French Revolution*, 211-66. This reading concentrates on the second period of the Revolutionary era (along with 1789) that created many institutions that have endured. Note that Furet was an anti-Communist writing during the Cold War. How does his analysis differ from the class-based analysis of Lefebvre?
- (6) Bonnie G. Smith, "The Age of Revolution," *Changing Lives: Women in European History Since 1700*, pp. 93-133.

- (7) Lynn Hunt, 'The Rhetoric of Revolution,' in *Politics, Culture, and Class in the French Revolution*, pp. 19-51.

**Podcasts:**

- (1) The French Revolution
- (2) Napoleon

**Questions:**

1. What were the most important causes of the French Revolution? Was the French Revolution a result of a long-term social revolution with political consequences or a political revolution with social consequences, as Tocqueville, among others, contends? Be sure to consider both sides of the question.
2. According to Tocqueville, the Revolution began as a struggle for liberty, and ended as an effort to impose equality. Why did the Revolution continue to radicalize, culminating in the Terror? Why didn't the Revolution end with the Declaration of the Rights of Man in 1789 and the promulgation of the Constitutional Monarchy in 1791? Was the Terror a betrayal of the French Revolution, or its fulfillment?
3. Did Napoleon Bonaparte save the revolution, or betray it? Be sure to consider both sides of the question.



## Week Two: THE INDUSTRIAL REVOLUTION

### Textbook:

Kishlansky, Geary, O'Brien, *Civilization in the West* (since 1789)

- Chapter 21: Industrial Europe

C. A. Bayly, *The Birth of the Modern World, 1780-1914*: Introduction and chapters 1-5. SKIM.

### Primary sources:

- (1) Friedrich Engels, "Single Branches of Industry," "Factory Hands" and "The Attitude of the Bourgeoisie Toward the Proletariat," *The Condition of the Working Class in England*, chs. 6 and 11, pp. 144-96, 281-302.
- (2) (*University of Chicago*) *Readings in Western Civilization*, vol. 8, pp. 82-121:
  - Two Articles from *The Economist*
  - Thomas Gisborne, *Enquiry Into the Duties of the Female Sex*
  - J.S. Mill and Harriet Taylor, *Essays on Marriage and Divorce*

### Secondary sources:

- (1) David Landes, *The Unbound Prometheus*: Read chapters 1-5. Skim rest. Classic work of economic history.
- (2) McNeill, "Breaking Old Chains, Tightening the New Web, 1750-1914" in *The Human Web*, pp. 213-267.
- (3) Arnold Pacey, "Technology in the Industrial Revolution" and "Liberty, Utility and Socialism: Social Ideals During the Industrial Revolution," *The Maze of Ingenuity*, 2014-61.
- (4) E. P. Thompson, "History from below," in *The Essential E. P. Thompson*, pp. 481-489.
- (5) E. P. Thompson, "The Transforming Power of the Cross," *The Making of the English Working Class*, ch. 11, pp. 350-400.
- (6) Elie Halevy, 'The Birth of Methodism in England,' *The Birth of Methodism in England*, 33-77. A class argument (1906) by a French historian that Methodism transformed England in the eighteenth-century and saved it from social revolution.
- (7) Hugh McLeod, *Religion and the People of Western Europe, 1789-1989*, Introduction and chs. 4-7.
- (8) Bonnie G. Smith, "The Rise of the Woman Worker: The Early Years," *Changing Lives*, pp. 138-180.
- (9) Judith Walkowitz, *City of Dreadful Delight*, Introduction and chs. 6, 7, pp. 1-13, 171-228.

**Podcasts:**

- (1) The Industrial Revolution
- (2) Capitalism and Its Critics
- (3) Women in the 19<sup>th</sup> Century

**Questions:**

- (1) Why did Britain industrialize? Discuss the political, economic, and cultural factors that encouraged industrialization. What explanations for the industrial revolution do you find most persuasive?
- (2) Alongside the French Revolution, the Industrial Revolution has produced all of the features that are typically considered necessary to modernity. Although these revolutions were contemporaneous, they had important differences: the first was an ideological and political upheaval, the second an economic and social transformation. Can they be seen as part of the same process—that is, do they have any common origins, and did they produce similar results?
- (3) What were the economic, social, and cultural consequences of the industrial revolution in Europe's "long nineteenth century"? Was the world a better place in 1900 than it had been in 1800? How might the answer to this question differ if you were a noble, a peasant, a worker, or a woman?

## Week Three: IDEOLOGIES: LIBERALISM, SOCIALISM, NATIONALISM

### Textbook:

Kishlansky, Geary, O'Brien, *Civilization in the West (since 1789)*

- Chapter 22: Political Upheavals and Social Transformations, 1815-1850
- Chapter 23: State Building and Social Change in Europe, 1850-1871

### Primary sources:

(1) Karl Marx (with Friedrich Engels) 'The Communist Manifesto,'" and Marx, 'Preface to A Critique of Political Economy' in David McLellan, *Karl Marx: Selected Writings*, 221-47, 388-92.

(2) (*University of Chicago*) *Readings in Western Civilization*, vol. 8:

- Alexis de Tocqueville, *Recollections*, pp. 220-241.
- Karl Marx, *The Eighteenth Brumaire of Louis Bonaparte*, pp. 242-265.
- Giuseppe Mazzini, *Duties to Country*, pp. 282-287.
- Heinrich von Gagern, *Speech to the Frankfurt National Assembly on German Unity*, pp. 269-278.
- Otto von Bismarck, *Speech on the Constitution of the North German Confederation* (11 March 1867), pp. 409-418.

### Secondary sources:

(1) Roger Price, *The Revolutions of 1848*. All.

(2) Ernest Gellner, *Nations and Nationalism*, 1-52. A Europe-centered account of the roots of nationalism.

(3) Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, pp. 1-112.

### Podcasts:

- (1) Romanticism
- (2) Bismarck

### Questions:

- (1) Nationalism, the product of revolutionary France, spread across Europe in the nineteenth century, challenging traditional order and forcing communities to reconsider their allegiances. The famous French writer and theorist Ernest Renan defined the nation as "a soul, a spiritual principle," consisting of a common heritage and the agreement to live together. Last week's McNeill reading described the emergence of nationalism as "magic."

So why all the elevated language? What did the authors mean to say about nationalism by describing it in these terms? *And how did nationalism in theory differ from nation building in practice?* Focus your paper on specific case studies.

- (2) In his *Eighteenth Brumaire of Louis Bonaparte*, Karl Marx famously observed: “Men make their own history, but they do not make it as they please; they do not make it under self-selected circumstances, but under circumstances existing already, given and transmitted from the past.” We typically study modernization and modernity as a series of ruptures (the emergence of radically new phenomena and circumstances), but Marx’s observation gives us pause to consider the continuities. What changed as Europe modernized, and what stayed the same? How did the continuities influence the outcome of political events, such as 1848 (and/or others)?
- (3) The Revolutions of 1848 put nationalism on the European stage as a serious political force, but their outcomes also made evident the weakness of liberalism and the resilience of the old regime. Indeed, in 1862, the Prussian Prime Minister Otto von Bismarck stated that, “it is not by speeches and majority resolutions that the great questions of time are decided ... but by iron and blood.” Bismarck’s comment in reference to the means he considered necessary to unify the German lands force us to consider whether the rise of nationalism and the development of liberalism are part of the same story. *To what degree were nationalist projects in the nineteenth century liberal democratic (or not)? Do nationalism and democracy necessarily work together?* Consider the means by which nations and peoples were united, as well as the outcomes, both intended and unintended, of the birth of new nations.

## Week Four: RE-APPRAISING THE NINETEENTH CENTURY

### Textbook:

Kishlansky, Geary, O'Brien, *Civilization in the West* (since 1789)

- Chapter 24: The Crisis of European Culture, 1871-1914
- Chapter 25: Europe and the World, 1870-1914

### Primary sources:

(1) TOPIC: *Religion and Ethics in the Age of Darwin*

- (Columbia) *Introduction to Contemporary Civilization in the West*, vol. 2: Auguste Comte, "The Positive Philosophy," 767-791; Essays and Reviews, 792-802; Charles Darwin, "The Origins of Species," 813-833; Herbert Spencer, "Illustrations of Universal Progress," 834-854; Thomas Henry Huxley, "Evolution and Ethics," 855-866; William James, "Great Men and their Environment," 1173-1191; Friedrich Nietzsche, "Good and Evil," 1192-1212; Bertrand Russell, "A Free Man's Worship," 1213-1220; George Santayana, 1221-1232.

(2) TOPIC: *Imperialism*

- (University of Chicago) *Readings in Western Civilization*, vol. 8: Rudyard Kipling, *The White Man's Burden* (544-46); Joseph Chamberlain, *Preference, the True Imperial Policy* (554-69); Friedrich Bernhardt, "Germany and the Next War" (Chicago vol. 9, pp. 55-69).
- (Columbia) *Introduction to Contemporary Civilization in the West*, vol. 2: Benjamin Disraeli, "Conservative and Liberal Principles," (1110-1126).

(3) V. I. Lenin, *Imperialism: The Highest Stage of Capitalism*, entire.

### Secondary sources:

(1) Eric Hobsbawm, *The Age of Empire* (entire).

(2) Ramsay Muir, *The Making of British India*

(3) Lewis D. Wurgraft, *The Imperial Imagination: Magic and Myth in Kipling's India*, pp. 1-53.

### Podcasts:

- (1) Globalization and Imperialism
- (2) The Rediscovery of the Irrational

### Questions:

1. How did the rise of mass society over the course of the long nineteenth century alter the political landscape of Europe? What challenges and opportunities did it pose for

liberalism, socialism, and nationalism? Who remained outside of politics, and how did these peripheral groups influence developments in the center? If we consider the narrative of the long nineteenth century as a story of rapid and radical transformations with distinct winners and losers, who were the beneficiaries of the age, and who were the victims?

2. Lenin argues that the “essence” of imperialism, the “highest stage of capitalism,” is a monopolistic, “parasitic” and “decaying” capitalism. Kipling saw imperialism as a moral mission to civilize savages, a “white man’s burden” which Europeans had to carry, even if reluctantly. Bismarck, on the other hand, saw the new imperialism as a useful political tool to distract the masses from domestic problems, stating, “All this colonial business is but a sham, but we need it for elections.” *What assumptions do you see as ultimately driving the European pursuit for overseas empire in the late nineteenth and early twentieth century?* Make sure to discuss how mass politics, nationalism, and political and economic imperial rivalries exacerbate international tensions before 1914.
  
3. Karl Marx famously described modernity as a time when, “All that is solid melts into air, all that is holy is profaned.” The historian Marshall Berman, in his famous book *All That Is Solid Melts Into Air* (the title of which of course cites Marx) gives the following description of the experience of modernity: “To be modern is to find ourselves in an environment that promises us adventure, power, joy, growth, transformation of ourselves and the world—and, at the same time, that threatens to destroy everything we have, everything we know, everything we are.” Consider this week’s readings on science, religion, and ethics in light of the above definitions of modernity. How do the authors navigate the experience of modernity for themselves and their audience? How do these reflections respond to or challenge the dominant trope of the nineteenth century as a time of ever-greater progress and civilization?

## **Week Five: THE FIRST WORLD WAR**

### **Textbook:**

Kishlansky, Geary, O'Brien, *Civilization in the West* (since 1789)

- Chapter 26: War and Revolution, 1914-1920.

### **Primary sources:**

- (1) (*University of Chicago*) *Readings in Western Civilization*, vol. 9:
  - Walter Rathenau, *Germany's Provisions for Raw Materials*, Chicago, 117-32.
  - Max Weber, *Between Two Laws*, pp. 151-155.
  - J. M. Keynes, *The Economic Consequences of the Peace*, pp. 175-90.
- (2) "World War I and the Homefront," Lisa DiCaprio and Merry E. Wiesner, *Lives and Voices: Sources in European Women's History*, pp. 395-432. Primary sources regarding activist women during the war.
- (3) Woodrow Wilson's Fourteen Points, from Michael Howard, *The First World War*
- (4) Stefan Zweig, *The World of Yesterday: An Autobiography*, pp. 1-148, 201-304.

### **Secondary sources:**

- (1) Mark Mazower, *Dark Continent: Europe's Twentieth Century*, chs. 1, 2, pp. 3-75.
- (2) Michael Howard, *The First World War: A Very Short Introduction* (Oxford UP, 2007).
- (3) Mark von Hagen, "The First World War, 1914-1918," in Ronald Suny, ed., *The Cambridge History of Russia* vol. 3, pp. 94-113.

### **Podcasts:**

- (1) Why Europe Went to War in 1914
- (2) The Great War

### **Questions:**

1. How did the rise of mass society, public opinion, and the democratization of politics over the course of the long nineteenth century change the rules of the game of war by WWI? What challenges and what opportunities did these transformations pose for European states and their leaders?

2. In light of what you learned last week about the drivers of imperialism, and what you now know about the outbreak of the war, how plausible is Lenin's assertion that the war was the inevitable product of capitalism?
  
3. During the crisis of July 1914 many statesmen believed themselves to be swept into war by forces beyond their control. If such forces existed, what were they and how did they influence events? If such forces were purely imaginary, how did statesmen come to believe in their existence?
  
4. To what degree were the issues present at the beginning of the war resolved, exacerbated, or not dealt with by the Treaty of Versailles? Discuss what you consider the three most important consequences of the war for interwar Europe and explain their significance.



## Week Six: THE RUSSIAN REVOLUTION AND STALINISM

### **Textbook:**

- (1) Kishlansky, Geary, O'Brien, *Civilization in the West* (since 1789)
  - Chapter 27: The European Search for Stability, 1920-1939
- (2) Marshall Poe, *The Russian Moment in World History*, all.

### **Primary sources:**

- (1) V. I. Lenin, 'Lenin's Theory of the Party: What Is to Be Done?' in Robert V. Daniels, *A Documentary History of Communism* (1962), vol. 1, pp. 10-19.
- (2) Alexandra Kollontai, "Women and Family in the Communist State," Lisa DiCaprio and Merry E. Wiesner, *Lives and Voices: Sources of European Women's History*, pp. 440-47.
- (3) (*University of Chicago*) *Readings in Western Civilization*, vol. 9:
  - Joseph Stalin, *The Foundations of Leninism*, 233-251.
  - Arthur Koestler, "The God That Failed," vol. 9, pp. 352-67.
- (4) Nikolai Bukharin's letter to Stalin
- (5) Evgeniia Ginzburg, *Journey Into the Whirlwind* (selection)

### **Secondary sources:**

- (1) Philip Pomper, *The Russian Revolutionary Intelligentsia*, Introduction and ch. 6, pp. 1-8, 148-96. Written by a Wesleyan History professor (emeritus).
- (2) Martin Malia, "What is the Intelligentsia?" in *The Russian Intelligentsia* (Columbia UP, 1961), pp. 1-18. [Skim for Malia's broad conceptualization of intelligentsia]
- (3) Sheila Fitzpatrick, *The Russian Revolution*, all.
- (4) Lev Trotsky, *Revolution Betrayed*, chs. 5, 7, 11.
- (5) J. Arch Getty, "Numbers of Victims of the Terror," in *The Road to Terror*, 587-594.

### **Questions:**

- (1) We know when the October revolution began, but when did it end? In order to answer this question, make sure to define what you mean by revolution, and then defend your argument accordingly. Make sure to discuss, for example, the place of NEP in Soviet history (was it a temporary break between two phases of revolution—an ideological betrayal or a necessary reconciliation with Russian realities?) Consider numerous possible

answers (various points at which one could argue the revolution came to an end), and then choose one as the most compelling and meaningful.

- (2) Was Stalinism the betrayal of the Russian Revolution, as Trotsky argues, or the fulfillment of revolutionary promises? Was it a continuation of the Bolshevik revolution, or a separate and distinct revolution? Was it about politics and power, or about ideology? In order to answer this question, make sure to define revolution and defend this definition, and to discuss the nature and components of Stalinism. Were there alternatives?
- (3) The Russian Revolution attracted immense sympathy among intellectuals, artists, and journalists in Western countries. Many refused to admit the dark side of the Soviet system, clinging to their illusions until the 1950s, or even later. What accounts for this extraordinary sympathy, and for its longevity?

## Week Seven: NAZISM AND THE SECOND WORLD WAR

### Textbook:

Kishlansky, Geary, O'Brien, *Civilization in the West* (since 1789)

- Chapter 28: Global Conflagration: World War II, 1939-1945

### Primary sources:

- (1) R. J. Overy, *The Origins of the Second World War*, 2d ed., documents at the end, pp. 101-28.  
Read selectively for information on Hitler's philosophy, appeasement, German-Soviet relations.
- (2) (*University of Chicago*) *Readings in Western Civilization*, vol. 9:
  - Adolf Hitler, *Mein Kampf*, pp. 191-218.
  - Benito Mussolini, *The Doctrine of Fascism*, pp. 219-232.
  - "The Problem of Appeasement," pp. 289-318.
  - Bruno Bettelheim, *The Experience of the Concentration Camps*, 466-481.
- (3) Stefan Zweig, *The World of Yesterday: An Autobiography*, pp. 305-463.

### Secondary sources:

- (1) Mark Mazower, *Dark Continent: Europe's Twentieth Century*, ch. 3, 4, 5, pp. 76-181.
- (2) Christopher Browning, *Ordinary Men*, all.
- (3) Jan Gross, *Neighbors: The Destruction of a Jewish Community in Jedwabne, Poland*, all.
- (4) David Blackbourn and Geoff Eley, *The Peculiarities of German History*, 'Basic Assumptions of German Historiography,' and 'Some Provisional Conclusions,' pp. 39-50, 144-55.  
Discussion of the argument that Germany followed a so-called Sonderweg (special path) to modernity that explains its susceptibility to Nazism.
- (5) Claudia Koontz, 'The Fascist Solution to the Woman Question in Italy and Germany,' *Becoming Visible: Women in European History*, pp. 499-533.
- (6) Michael Burleigh, 'The Totalitarian Political Religions,' *Sacred Causes: The Clash of Religion and Politics from the Great War to the War on Terror*, ch. 2, pp. 55-122.

### Podcasts:

- (1) Interwar: A Broken World
- (2) World War II

### Questions:

1. It is a cliché to ask, 'How could the land of Goethe and Beethoven possibly have given birth to Nazism?' Yet, cliché or not, we need to make sense of the Third Reich. Can Nazism be explained wholly by events since 1914, or must one look deeper into German history? Was the Third Reich the contingent product of specific circumstances and bad luck, or was it the inevitable outcome of a latent pathology produced by European modernization? And why Germany? Was German history somehow exceptional?
2. How do Browning and Gross explain the involvement of ordinary people in the atrocities of World War II? What causes made these events possible, and what consequences did these have for the postwar world?
3. Some see the two world wars as essentially one long war that engulfed Europe between 1914 and 1945. Consider the arguments for and against this position. To what degree were issues present at the beginning of WWI resolved by the end of World War II? Why did the peace settlement and reconstruction of Europe turn out so differently in 1945 than they had in 1918?

## Week Eight: TWENTIETH CENTURY RETROSPECTIVE

### **Textbook:**

Kishlansky, Geary, O'Brien, *Civilization in the West* (since 1789)

- Chapter 29: The Cold War and Postwar Economic Recovery, 1945-1970
- Chapter 30: The End of the Cold War and New Global Challenges, 1970-Present

### **Primary sources:**

(1) (*University of Chicago*) *Readings in Western Civilization*, vol. 9:

- Sir William Beveridge, *New Britain*, pp. 503-15. On Britain's social welfare state.
- Jean Monnet, *A Red-Letter Day for European Unity*, pp. 553-59.

(2) Transcript of Khrushchev-Nixon Kitchen Debate

### **Secondary sources:**

(1) Mark Mazower, *Dark Continent: Europe's Twentieth Century*, ch. 6-11 and Epilogue, pp. 182-403. SKIM.

(2) Wm. Roger Louis, 'The Dissolution of the British Empire,' *The Oxford History of the British Empire*, vol. 4, *The Twentieth Century*, ed. Judith Brown and Wm. Roger Louis, chap. 14, pp. 329-56.

(3) John Lewis Gaddis, *The Cold War: A New History*, all.

(4) Martin Malia, "Reform Communism, II: Gorbachev and Perestroika, 1982-1988," and "From Perestroika to Collapse: 1989-1991," in *The Soviet Tragedy*, pp. 405-89.

(5) Stephen Kotkin, *Armageddon Averted: The Soviet Collapse, 1970-2000* (Oxford, 2008), all.

(6) Jane Kramer, *Unsettling Europe* (Penguin, 1990), chs. 1-2.

### **Podcasts:**

- (1) Decolonization
- (2) Collapse of Communism
- (3) Eclipse of Violence

### **Questions:**

1. Gorbachev claimed that "ordinary people" ended the Cold War (Gaddis, p. 259). Gaddis, for his part, puts much emphasis on the influence of a half dozen prominent individuals, such as President Reagan, Prime Minister Thatcher, and Pope John Paul II. Which do you

find more convincing? Do you see the end of the Cold War as the work of individuals, or the outcome of broader forces and processes? Explain by critically comparing the arguments put forth in this week's readings.

2. Great Britain and the Soviet Union provide two distinct paths to a modern industrial society—so much so, in fact, that many historians of Russia have essentially written Russian history by trying to explain why Russia was not Britain. Compare and contrast these two distinct paths to modernity.
  
3. In his 2005 Annual Address to the Federal Assembly of the Russian Federation, President Vladimir Putin stated that the collapse of the Soviet Union was “a major geopolitical disaster of the century.” Yet the view from the West has been that the collapse of Communism was a positive phenomenon that brought with it economic prosperity, social progress, and greater European unity. Explain how one might defend Putin's position, and then agree or disagree.