

**THE EMERGENCE OF MODERN EUROPE**  
**CSS 240**  
**2016-2017**

CSS Sophomore History is an intensive survey of European History from the French Revolution to the present. European history will be considered in terms of many types of history, often from conflicting perspectives – including political history, economic history, social history, women’s history, intellectual history, and psychohistory. Throughout the History Tutorial, emphasis will be placed on developing the students’ skills in reading, writing, and debating. One of the astonishing benefits of the CSS sophomore year is that the students’ academic skills develop as rapidly as if they were in a beginning language course! The History Tutorial is designed to ground the students in modern European history and also to develop the students’ ability and confidence to master related materials in the future.

There are approximately 10 short readings per week, and every reading must be referenced in your weekly essay. However, very few books are read in their entirety in the History Tutorial, and most are only used for one week. Try to buy used books, and buy your books online when possible. The books will be on Olin Reserve, and many will be on Olin Electronic Reserve. Some readings will be available in photocopy.

If you want to buy some of the books, based on the number of times the books will be used in the Tutorial, these are the books to buy:

*Introduction to Contemporary Civilization in the West*, Vol. II (New York: Columbia University Press, 1961). Primary sources. Used in 5 weeks.

C. A. Bayly, *The Birth of the Modern World, 1780-1914* (London: Wiley-Blackwell, 2004). Used in 3 weeks. Main source for World History.

Bonnie G. Smith, *Changing Lives: Women in European History Since 1700* (Lexington, MA: D.C. Heath, 1989). Used in 6 weeks.

Jackson Spielvogel, *Western Civilization, Vol. II, Since 1550* (Minneapolis, St. Paul: West, 2011). Older editions of this book will work, except in Week 8, when you also need the new ch. 30, “After the Fall: The Western World in a Global Age (since 1985)” from the 2011 edition. This is the core textbook for the History Tutorial. Used all 8 weeks.

The four books above will be available at Broad Street Books, where they will be marked as recommended, not required.

However, you are REQUIRED to do all the assigned reading as outlined on this syllabus.

The History Tutorial always has the most reading. Part of the CSS system of comradeship is learned through the process of sharing the books, in good spirit, with your classmates. Only one-third of your class will be in the History Tutorial at a time. Consider loaning any books you do buy to the other Sophomores throughout the year.

Two copies of all the books on the syllabus are available on 4-hour Reserve at Olin Library. Some readings will be on Olin Electronic Reserve. Extra copies of the books will be placed in the CSS Library as available. Readings that are only available in photocopies will be put in the CSS Library; you may make your own copies of the photocopies.

One of the crucial skills you will learn in this Tutorial is how to read different types of sources—including primary sources, classic secondary works, essays, and fiction—at different speeds and varying levels of intensity. You will learn to assimilate often contradictory readings on a single subject, and to form your own conclusions about them.

On the syllabus, the readings for each week are generally listed from the primary sources to secondary works, including classic secondary works, and finally to the most general sources, the textbooks. Read the textbooks very quickly, the secondary works with care (paying particular attention to classic secondary works), and the primary readings with great care. Directions about how to move through the varied sources are noted, in bold, after each reading on the syllabus. Some of the key readings also appear in bold.

The full syllabus and the Instructions for Essays will be passed out at the short meeting of the Sophomore History Tutorial following the All College Meeting, on Monday, September 5<sup>th</sup>.

At the end of the History Tutorial, I will ask you to discuss your favorite and least favorite readings of the Tutorial, and to explain your choices. On the syllabus, I have starred some of my own favorite readings. I look forward to talking about these choices with you.

As you will soon learn, this is a class that stresses debate at all stages—at the Preceptorial, at the Thursday Thesis Approval, in the essays, and at the Friday Tutorial.

## WEEK 1 THE FRENCH REVOLUTION

\*Robert Darnton, "Workers Revolt: The Great Cat Massacre of the Rue Saint-Séverin," in *The Great Cat Massacre, And Other Episodes in French Cultural History* (New York: Basic Books, 1985), Ch. 2. **Read this first as the purpose of this reading is to give a sense of European society before the French Revolution.**

*Introduction to Contemporary Civilization in the West*, Vol. II (New York: Columbia University Press, 1961), Part I, "The French Revolution," pp. 1-82 (all of Part I). Also from Part II, "The Reconstruction of European Society," pp. 85-105 (first pages of Part II). The arguments in your essay should be grounded in the original readings from this book. **Primary Sources. Read with great care.**

University of Chicago Readings in Western Civilization, Vol. 7, pp. 340-342 (Establishment of the of the *Levée en masse*), pp. 405-415 (on the *Coup d'Etat*, 1799). **Primary Sources. Read with great care.**

\*Alexis de Tocqueville, *Ancien Regime and the French Revolution* (New York: Anchor/Doubleday, 1983), pp. 1-32, 57-120, 203-211 (part 1, ch. 1; part 2, ch. 1; part 3, ch. 8). **Primary Source. Read with care.**

Georges Lefebvre, *The Coming of the French Revolution* (Princeton: Princeton University Press, 1947), Part I, ch. 1; Part II, ch. 1; Part III, chs. 1, 8. **Classic Secondary Work. Read with care.**

François Furet, *The French Revolution, 1770-1814* (Oxford: Blackwell, 1988), pp. 211-266. This adds material on Napoleon. **Classic Secondary Work. Read quickly.**

Lynn Hunt, *Politics, Culture, and Class in the French Revolution* (Berkeley: University of California Press, 1986), Introduction, ch. 1, and Conclusion. Photocopy available. **Secondary Work. Read quickly.**

J. M. Roberts, *The French Revolution* (Oxford: Oxford University Press, 1978), esp. chs. 4-6. **Secondary Work. Read quickly.**

Bonnie G. Smith, *Changing Lives: Women in European History Since 1700* (Lexington, MA: D.C. Heath, 1989), ch. 3, "The Age of Revolution." **Textbook. Read very quickly.**

Jackson Spielvogel, *Western Civilization, Vol. II, Since 1550* (Minneapolis, St. Paul: West, 1994), ch. 19. **Textbook. Read very quickly.**

## WEEK 2 THE INDUSTRIAL REVOLUTION

*Introduction to Contemporary Civilization in the West*, Vol. II, Part III, pp. 233-402, also read 402-430. "The Advance of Industrialization" and from "Programs for Reform." **Primary Sources. Read with great care.**

University of Chicago *Readings in Western Civilization*, Vol. 8, pp. 92-100 (*Economist* articles on the Great Exhibition). **Primary Sources. Read with great care.**

Friedrich Engels, *Condition of the Working Class in England* (London: Penguin, 1987), Introduction, pp. 50-64; "Single Branches of Industry, Factory-hands," pp. 159-202; and "Labour Mangement," pp. 223-246. **Primary Text. Read for major themes.**

\*E.P. Thompson, *The Making of the English Working Class* (New York: Vintage, 1966), Preface, and chs. V-VIII, XVI (esp. pp. 711-746). **Classic Secondary Work. Read with great care.**

Joan Scott, "Women in The Making of the English Working Class" in *Gender and the Politics of History* (New York: Columbia University Press, 1989). **Review of Thompson. Read with care.**

E. J. Hobsbawn, *Industry and Empire* (Harmondsworth, Middlesex: Penguin, 1968), Preface, Introduction, chs. 1-4. **Classic Secondary Work. Read with care.**

\*David Landes, *The Unbound Prometheus* (Cambridge: Cambridge University Press, 1969), chs. 1-3. Economic History. **Classic Secondary Work. Read with care.**

Phyllis Deane, *The First Industrial Revolution* (Cambridge: Cambridge University Press, 1965, 1979), ch 3, pp. 37-52. Economic History. **Secondary Work. Read with care.**

\*Alain Corbin, "The Stench of the Poor" in *The Foul and the Fragrant* (Cambridge, MA; Harvard, 1986), pp. 142-160. **Article. Read with care.**

Smith, *Changing Lives: Women in European History Since 1700*, Ch. 4, "The Rise of the Woman Worker: The Early Years." **Textbook. Read very quickly.**

C. A. Bayly, *The Birth of the Modern World, 1780-1914* (London: Wiley-Blackwell, 2004), Introduction, chs. 1-3. **Secondary Work. Read for major themes.**

Spielvogel, *Western Civilization, Vol. II, Since 1550*, chs. 20-22. **Textbook. Read very quickly.**

### WEEK 3 THE REVOLUTIONS OF 1848 AND THE RISE OF NATION STATES

*Introduction to Contemporary Civilization in the West*, vol. II, part VIII, pp. 493-564.  
"Politics in the Unified Nation State." **Primary Sources. Read with great care.**

University of Chicago *Readings in Western Civilization*, vol. 8, pp. 409-419  
(Bismarck), 461-469 (Trietschke). **Primary Sources. Read with great care.**

David Landes, *The Unbound Prometheus*, ch 4. Economic History. **Classic Secondary Work. Read with care.**

Jonathan Sperber, *The European Revolutions, 1848-1851* (Cambridge: Cambridge University Press, 2005), Chronology, Introduction, and ch. 4. **Secondary Work. Read quickly.**

Mary Fulbrook and John Breuilly, eds. *German History since 1800* (Oxford: Hodder Arnold, 1997), pp. 106-167. **Secondary Work. Read quickly.**

Priscilla Smith Robertson, *Revolutions of 1848: A Social History* (Princeton: Princeton University Press, 1968), chs. I, II, VII, X, XV, XX. **Classic Secondary Work. Read quickly.**

Smith, *Changing Lives: Women in European History Since 1700*, ch. 4, "The Rise of the Woman Worker: The Early Years." **Textbook. Read very quickly.**

Spielvogel, *Western Civilization*, Vol. II, Since 1550, chs. 21-22. **Textbook. Read very quickly.**

### WEEK 4 REAPPRAISING THE NINETEENTH CENTURY

*Introduction to Contemporary Civilization in the West*, vol. II, ch. X, "Reappraising the Nineteenth Century," pp. 1173-1232, 1245-1276. **Primary Sources. Read with great care.**

University of Chicago *Readings in Western Civilization* Readings, vol. 8, pp. 544-546 (Rudyard Kipling, "White man's Burden"), vol. 9, pp. 55-69 ("Germany and the Next War"). **Primary Sources. Read with great care.**

E. J. Hobsbawm, *The Age of Empire, 1875-1914* (New York: Vintage, 1989), pp. 56-164, 302-327. **Classic Secondary Work. Read quickly.**

\*David Cannadine, *The Decline and Fall of the British Aristocracy* (New Haven: Yale University Press, 1990), Introduction, chs. 1-3, 7. **Classic Secondary Work. Read with care.**

Judith R. Walkowitz, *City of Dreadful Delight: Narratives of Sexual Danger in Late-Victorian London* (Chicago: University of Chicago Press, 1992), the Introduction, pp. 1-13, and ch. 7, pp. 191-228, "Jack the Ripper." **Secondary Work. Read for major themes.**

C. A. Bayly, *The Birth of the Modern World, 1780-1914*, chs. 4, 6. **Secondary Work. Read for major themes.**

Jerry Muller & Critics, "Is Ethnic Violence Inevitable?" *Foreign Affairs* 87, No. 4 (2008), 138-141. **Response Essay. Read quickly.**

Smith, *Changing Lives: Women in European History Since 1700*, ch. 5, "The Domestic Sphere in the Victorian Age." **Textbook. Read very quickly.**

Spielvogel, *Western Civilization, Vol. II, Since 1550*, chs. 23-24. **Textbook. Read very quickly.**

## WEEK 5 WORLD WAR I

University of Chicago *Readings in Western Civilization*, vol. 9, pp. 175-190 (John Maynard Keynes, *The Economic Consequences of the Peace*). **Primary Source. Read with great care.**

\*Erich Maria Remarque, *All Quiet on the Western Front* (any edition, first published in 1928). **Fiction. Read with care.**

Lisa DiCaprio and Merry E. Wiesner, *Lives and Voices: Sources in European Women's History* (Boston: Houghton Mifflin, 2001), ch. 11, "World War I and the Russian Revolution," pp. 394-433 only. **Primary Sources. Read with care.**

\*Paul Fussell, *The Great War and Modern Memory* (Oxford: Oxford University Press, 1975), chs. I, II, V. **Literary History. Classic Secondary Work. Read with care.**

Sandra M. Gilbert, "Soldier's Heart: Literary Men, Literary Women, and the Great War," the complete version appeared in *Signs: Journal of Women in Culture and Society* 8, n. 3 (1983) 422-450. **Women's History. Secondary Work. Read with care.**

Michael Howard, *The First World War: A Very Short Introduction* (Oxford: Oxford University Press, 2007). Appendix I: President Wilson's Fourteen Points—available in photocopy. **Primary Source. Read with care.**

Marc Ferro, *The Great War, 1914-1918* (New York: Military Heritage Press, 1969, 1989), Introduction, chs. 1, 7, 14, 17, Maps, and Tables. Written from a French perspective. **Secondary Work. Read quickly.**

Bayly, *The Birth of the Modern World, 1780-1914*, ch. 13. **Secondary Work. Read very quickly.**

Smith, *Changing Lives: Women in European History Since 1700*, ch. 9, "Warriors, Pacifists, and Revolutionaries." *Women's History*. **Textbook. Read very quickly.**

Spielvogel, *Western Civilization, Vol. II, Since 1550*, ch. 25, pp. 768-789. **Textbook. Read very quickly.**

## WEEK 6 THE RUSSIAN REVOLUTION

University of Chicago *Readings in Western Civilization*, vol. 9, pp. 352-367 (Arthur Koestler). **Primary Source. Read with care.**

V. I. Lenin, *What is to be Done?* (any edition, written 1901/1902.) **Primary Source. Read for major themes.**

*Introduction to Contemporary Civilization in the West*, vol. II, ch. V, pp. 565-571, 680-764. "The Growth of Socialism." **Primary Sources. Read with great care.**

Lisa DiCaprio and Merry E. Wiesner, *Lives and Voices: Sources in European Women's History*, ch. 11, "World War I and the Russian Revolution," pp. 433-447 only. **Primary Sources. Read with care.**

Philip Pomper, *The Russian Revolutionary Intelligentsia* (Arlington Heights, Illinois: Harlan Davidson, 1970, 1993), chs. 1-2, 5-6. Written by a Wesleyan History professor. *Intellectual History*. **Secondary Work. Read with care.**

\*Robert C. Tucker, "A Stalin Biographer's Memoir," in *Psychology and Historical Interpretation*, W.M. Runyan, ed. (New York: Oxford, 1988). Memoir by the editor of the Norton Marx-Engels Reader. **Primary Source. Read with care.**

\*Robert C. Tucker, *Stalin in Power: The Revolution from Above, 1928-1941* (New York: Norton, 1990), Introduction and ch. 8. Psychohistory. **Secondary Work. Read with great care.**

\*Isaac Deutscher, *Stalin: A Political Biography* (New York: Vintage Books, 1949, 1967), ch. VIII, "The 'Great Change'" pp. 294-344. Political Biography. **Secondary Work. Read with care.**

Sheila Fitzpatrick, *The Russian Revolution, 1917-1932* (Oxford: Oxford University Press, 1982), chs. 2-5. **Secondary work. Read quickly.**

Martin Malia, *The Soviet Tragedy: A History of Socialism In Russia, 1917-1991* (New York: Macmillan, 1994), chs. 6-7. **Secondary Work. Read quickly.**

Spielvogel, *Western Civilization, Vol. II, Since 1550*, ch. 25, pp. 789-802. **Textbook. Read very quickly.**

## WEEK 7: GERMANY AND WORLD WAR II

Primo Levi, *Survival in Auschwitz* (New York: Collier, 1958, 1961). Classic Memoir by a Holocaust survivor. **Read with care.**

Lisa DiCaprio and Merry E. Wiesner, *Lives and Voices: Sources in European Women's History*, ch. 13, "Women and Fascism, World War II, and the Holocaust." **Primary Sources. Read with care.**

\*William Sheridan Allen, *The Nazi Seizure of Power: The Experience of a Single German Town* (New York: Watt, 1964, 1985). Local History and Social History. Classic Secondary Work. Read the two Prefaces, chs. 1-3, 18-20, and the Appendices. Be able to debate the arguments in ch. 20, "Conclusions." **Classic Secondary Work. Read with care.**

\*Art Spiegelman, *Maus: A Survivor's Tale* (New York: Pantheon, 1986). **Comic Book/Graphic Novel. Read quickly.**

\*Art Spiegelman, *Maus: A Survivor's Tale II: And Here My Troubles Begin* (New York: Pantheon, 1991). **Comic Book/Graphic Novel. Read quickly.**

Ian Kershaw, *Hitler, Profiles in Power* (Harlow and New York: Longman, 1991), Introduction, ch. 1, and Conclusion. **Secondary Work. Read for major themes.**



Sebastian Haffner, *The Meaning of Hitler* (Cambridge: Harvard University Press, 1983), chapter on "Misconceptions." **Secondary Work. Read with care.**

David Blackbourn and Geoff Eley, *The Peculiarities of German History* (Oxford: Oxford University Press, 1948). German History. Read the Introduction and ch. 1 quickly. **Classic Secondary Work. Read quickly.**

Claudia Koonz, "The Fascist Solution to the Woman Question in Italy and Germany" in *Becoming Visible: Women in European History*, Renate Bridenthal, Claudia Koonz, and Susan Stuard, eds. (1987). Identify the major themes in the article. **Secondary Work. Read quickly.**

John A. Garraty, "The New Deal, National Socialism, and the Great Depression," *American Historical Review* 78 (1973) 907-944. Identify the major themes in the article. **Article. Read quickly.**

Mary Fulbrook and John Breuilly, eds. *German History since 1800* (Oxford: Hodder Arnold, 1997), ch. 13. **Secondary Work. Read very quickly.**

Jackson Spielvogel, *Hitler and Nazi Germany: A History* (New York: Prentice-Hall, 1988, 1991), chs. 2, 6 Offers multiple perspectives. **Secondary Work. Read very quickly.**

Martin Malia. *The Soviet Tragedy: A History of Socialism In Russia. 1917-1991* (New York: Macmillan, 1994), ch. 8. **Secondary Work. Read for major themes.**

Smith, *Changing Lives: Women in European History Since 1700*, ch. 11, "New Battles: The Rise of Dictators and War." **Textbook. Read very quickly.**

Spielvogel, *Western Civilization, Vol. II, Since 1550*, chs. 26-27. **Textbook. Read very quickly.**

## WEEK 8 TWENTIETH-CENTURY RETROSPECTIVE

University of Chicago *Readings in Western Civilization*, vol. 9, pp. 503-15 (Beveridge Report), pp. 553-559 (Jean Monnet). **Primary Sources. Read with care.**

\*Michihiko Hachiya, *Hiroshima Diary: The Diary of a Japanese Physician, August 6-September 30, 1945* (Chapel Hill, NC: University of North Carolina Press, 1999), pp. 1-26 (6 August 1945, 7 August 1945), pp. 124-128 (26 August 1945), pp. 175-179 (9 September 1945). **Primary Source. Read with care.**

Lisa DiCaprio and Merry E. Wiesner, *Lives and Voices: Sources in European Women's History*, chs. 14-15, "Women and Post-war Europe, 1945-1980," and "The 1980s to the Present." **Primary source. Read with care.**

\*Jane Kramer, *Unsettling Europe* (New York: Penguin, 1980), ch. 1. **Essays** on particular individuals as emblematic of major shifts in Europe, by a writer for *The New Yorker*. **Read with care.**

Larry Siedentop, *Democracy in Europe* (New York: Columbia University Press, 2001). **Secondary Work. Read quickly.**

Walter Lacquer, *Europe in Our Times* (New York: Penguin, 1973, 1982), Part III, "Postwar Blues," pp. 267-290, on social and intellectual trends. **Secondary Work. Read quickly.**

Larry Siedentop, *Democracy in Europe* (New York: Columbia University Press, 2001), chs. 1, 2, 11. **Secondary Work. Read quickly.**

E. G. Frankland, *Global Studies: Western Europe* (Guilford, Connecticut: Dushkin, 2008), read the introductory chapters before the Country Reports. **Reference Work. Read quickly.**

Malia, *The Soviet Tragedy: A History of Socialism In Russia, 1917-1991* (New York: Macmillan, 1994), Epilogue, pp. 505-520. Read for major themes. **Secondary work. Read quickly.**

Smith, *Changing Lives: Women in European History Since 1700*, ch. 12, "Technology and Power in the Late Twentieth Century." **Textbook. Read very quickly.**

Spielvogel, *Western Civilization, Vol. II, Since 1550*, chs. 28-30. **Textbook. Read very quickly.**