

THE EMERGENCE OF MODERN EUROPE
CSS 240
2019-2020

[Classroom & office hours information TK]

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The Emergence of Modern Europe is an intensive and chronologically long survey of European history from the French Revolution, towards the end of the Eighteenth Century, to the Holocaust and Second World War of the mid-Twentieth. As the History component of the CSS Sophomore tutorial system, it is designed to provide a grounding in late modern European history and to introduce students to many methods of, and approaches to, historical analysis: political, economic, social, gender, intellectual, cultural, and more. We do a great deal of reading and writing, often trying to synthesize several hundred pages per week, and students write a weekly short paper based on the week's readings. Among the goals of the tutorial is to build the skill of interpreting diverse kinds of historical sources, both primary (for example, personal letters, legal documents, diaries), and secondary (for example, historical monographs and scholarly essays); we will also deepen our understand of what it means to argue and interpret in historical terms.

We'll read the following books, plus supplementary readings, all of which will be on reserve, in print or online, at Olin:

Textbook: Mark Kishlansky et al, *Civilization in the West*, 7ed. Vol. C.
ISBN: 0-205-55689-2. The Kishlansky et al. readings are *optional*; they're intended to provide you with a baseline sense of the chronology of modern European history. This is a huge book you're unlikely to want to keep for your personal library, so my advice is to consult the copies on reserve at Olin.

William Sheridan Allen, *The Nazi Seizure of Power*

Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*

Hannah Arendt, *Eichmann in Jerusalem*

Christopher Browning, *Ordinary Men*

Eric Hobsbawm, *Age of Empire*

Michael Howard, *The First World War: A Very Short Introduction*

C.L.R. James, *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution*

Georges Lefebvre, *The Coming of the French Revolution*

Roger Price, *The Revolutions of 1848*

Carl Schorske, *Fin-de-siècle Vienna*

Stefan Zweig, *The World of Yesterday*

Because of the structure of the sophomore tutorial, approximately ten students at a time will cover this modern European history sequence, for three trimesters. This has one important consequence – if you work together, the entire sophomore class of CSS majors only needs about ten copies of each book. The first group could simply pass them on to the second, and so on. Short of such a dramatic and inspiring gesture of collective ownership, however, I recommend finding used copies, either at local bookstores or via an online merchant like Betterworldbooks, or Powells.

A Note on Reading for CSS 240

We read a great deal in this tutorial, sometimes as much as several books in a week. This is a feature, not a bug, of studying history. Reading numerous history books for their arguments, and doing so in an efficient manner, is a learned skill, one that you can build in this tutorial. My least favorite metaphor for this kind of reading is “gutting” a book; I prefer to think of it as reading to get a strong sense for what the author is trying to accomplish, and then making smart choices about where to focus your reading based on that sense. We’ll also discuss the differences between reading primary and secondary sources, where “primary” refers to documents written by historical actors, and “secondary” refers to historical works usually written by scholars examining historical events.

A Note on Writing for CSS 240

We also write a great deal in this tutorial, an essay a week, usually written in the short period between Wednesday’s meeting with the Preceptor and Friday’s tutorial with the Tutor, when the papers are due. Your ability to read secondary sources for their arguments will be of great help as you sort out your topic for each week’s essays, which are intended to be synthetic, in the sense of synthesizing together several of the week’s readings. For example, an essay for Week 2, on the Industrial Revolution (primarily in Britain) might ask how different historians seek to explain the causes of the Industrial Revolution. **Papers are due, in paper (printed) form, at the beginning of class each week. They should be about 5-7 pages double-spaced, or roughly 1200-2000 words. I reward concision, because it really is harder to write short than long.**

Evaluation & Grades

As you may know, the CSS History tutorial is not graded. In lieu of a grade you will receive comments and feedback on your weekly essays, from the tutor and preceptor. Following the end of the tutorial, the tutor will give you a written evaluation of your work, a copy of which will be filed at the CSS office. At the end of sophomore year, external examiners will test your knowledge and understanding of the tutorial material.

Statement on 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.

Statement on Plagiarism and Academic Integrity

It genuinely pains me, as your instructor, to have to include this statement, but the widespread occurrence of plagiarism in the early twenty-first century college classroom compels me. As I understand it, you are here to improve yourself, to gain an education. While you may have multiple motivations for majoring in CSS, I hope that one of them is that you believe that CSS is a good form of education for you. That said, – and believe me, I know how idealistic this sounds – to commit plagiarism would be to cheat yourself of an opportunity for growth. Violations of Wesleyan's policy on plagiarism, which you can find in the Student Handbook, will result in disciplinary action, which I will sadly but vigorously pursue.

Readings by Week:

1: The French Revolution:

Textbook:

Kishlansky, et al, *Civilization in the West*

Chapter 20: The French Revolution and the Napoleonic Era, 1789-1815

Primary sources:

- "The Declaration of the Rights of Man and Citizen"
- The Abbé Sieyès, *What is the Third Estate?*
- Edmund Burke, "Reflections on the Revolution in France,"
- Robespierre, "Report on the Principles of Political Morality"

Secondary Sources:

Georges Lefebvre, *The Coming of the French Revolution*

C.L.R. James, *The Black Jacobins*

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

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

Alexis de Tocqueville, *The Old Régime and the French Revolution*, Ch. 1-5

2: The Industrial Revolution

Textbook:

Kishlansky et al, *Civilization in the West*,
Chapter 21: Industrial Europe

Primary Source:

Friedrich Engels, *Condition of the Working Class in England* (London: Penguin, 1987),
Introduction, "Single Branches of Industry. Factory-hands," pp. 144-196, and "Labour
Movements," pp. 220-247.

Secondary Sources:

E.P. Thompson, *The Making of the English Working Class*, Preface and Chs. V-VIII, XVI.

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 E.P. Thompson.

Joel Mokyr, *The Lever of Riches: Technological Creativity and Economic Progress*, Introduction, Ch.
5,10

David Landes, *The Unbound Prometheus*, Introduction, Ch. 2, 3

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

Deborah Valenze, *The First Industrial Woman*, Introduction, Ch.3

Phyllis Deane, *The First Industrial Revolution*, esp. Ch. 1, 2, 3, 9, 10, 11

Week 3: Nationalism, Socialism, Liberalism

Textbook:

Kishlansky, et al *Civilization in the West*

- _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:

Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (entire).

Roger Price, *The Revolutions of 1848*

Raymond Williams, entry for "Liberal" in Williams, *Keywords*

Week 4: Science, Progress, Empire

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:

In the *(Columbia) Introduction to Contemporary Civilization in the West*:

- 1) Auguste Comte, "The Positive Philosophy," 767-791;
- 2) Charles Darwin, "The Origin of Species," 813-33;
- 3) Herbert Spencer, "Illustrations of Universal Progress," 834-854;
- 4) Thomas Henry Huxley, "Evolution and Ethics," 855-866;

In the *(University of Chicago) Readings in Western Civilization*, Vol. 8:

- 5) Rudyard Kipling, *The White Man's Burden* (544-46),
- 6) Joseph Chamberlain, *Preference, the True Imperial Policy* (554-69),
- 7) Friedrich Bernhardt, "Germany and the Next War,"
- 8) The Earl of Cromer, *Modern Egypt*

In the *Columbia Introduction to Contemporary Civilization in the West*: Vol. 2,

- 8) Benjamin Disraeli: "Conservative and Liberal Principles," 1110-1126

Secondary Sources:

Eric Hobsbawm, *Age of Empire* (Vintage, 1989).

Hannah Arendt, "Race-Thinking Before Racism" and "Race and Bureaucracy," in *The Origins of Totalitarianism*

Ian Hesketh, "The Recurrence of the Evolutionary Epic," *Journal of the Philosophy of History* Vol. 9, No. 2.

Stefan Helmreich, "Ghost Lineages, Ghost Acres, and Darwin's 'Diagram of Divergence of Taxa'" in *Catalyst: Feminism, Theory, Technoscience* 4(2), 1-17.

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

Week 5: Fin-de-Siecle: Politics and Culture

Primary Sources:

- 1) Friedrich Nietzsche, "On Truth and Lies in an Extra-Moral Sense"
- 2) Sigmund Freud, "On Beginning the Treatment," "Civilization and its Discontents," both in Peter Gay, ed. *The Freud Reader*
- 3) Georg von Schönerer "For German Schools and German Teachers"
- 4) Theodor Herzl, "The Jewish Question," in Herzl, *The Jewish State*

Secondary Sources: Carl Schorske, *Fin-de-siecle Vienna* (entire)

Philip Rieff (and by some accounts, Susan Sontag) *Freud: The Mind of the Moralist*, Ch. 7, "Politics and the Individual"

Week 6: The Great War

Textbook:

- Kishlansky et al, *Civilization in the West*
- _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) Woodrow Wilson's Fourteen Points, from Michael Howard, *The First World War*
- (3) Stefan Zweig, *The World of Yesterday: An Autobiography*, pp. 1-148, 201-304.
- (4) Ernst Jünger, *Storm of Steel* (excerpt)

Secondary Sources:

- Paul Fussell, *The Great War and Modern Memory* (Oxford: Oxford University Press, 1975), all but especially Ch. 1, 2, 5
- Pankaj Mishra, "How Colonial Violence Came Home: The Ugly Truth of the First World War" *The Guardian*, Nov. 10, 2017
- Michael Howard, *The First World War: A Very Short Introduction* (Oxford UP, 2007).

Week 7: The Russian Revolution and Stalinism

Textbook:

- (1) Kishlansky, et al. *Civilization in the West* (since 1789)
Chapter 27: The European Search for Stability, 1920-1939

Primary Sources:

- 1) V. I. Lenin, *What is to be Done?*
Imperialism
- 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.

In *University of Chicago* Readings in Western Civilization, Vol. 9

- 3) Joseph Stalin, "The Foundations of Leninism" 233-251
- 4) Arthur Koestler, "The God That Failed," vol. 9, pp. 352-67
- 5) Nikolai Bukharin's letter to Stalin
- 6) Josef Trotsky, "In Defense of October"

Secondary Sources:

Philip Pomper, *The Russian Revolutionary Intelligentsia* (Arlington Heights, Illinois: Harlan Davidson, 1970, 1993), chs. 1-2, 5-6.

Robert C. Tucker, *Stalin in Power: The Revolution from Above, 1928-1941* (New York: Norton, 1990), Introduction and ch. 8.

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

Victor Margolin, "Stalin and Wheat: Collective Farms and Composite Portraits" *Gastronomica*, Vol. 3, No. 2 (Spring 2003), pp. 14-16 .

Week 8: Nazism, the Holocaust, and the Second World War

Textbook:

Kishlansky, et al. *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.

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

- 2) Adolf Hitler, *Mein Kampf*, pp. 191-218.
- 3) Benito Mussolini, *The Doctrine of Fascism*, pp. 219-232.
- 4) Bruno Bettelheim, *The Experience of the Concentration Camps*, 466-481.

Secondary sources:

Christopher Browning, *Ordinary Men*, entire (but read for argument).

Hannah Arendt, *Eichmann in Jerusalem*, entire.

William Sheridan Allen, *The Nazi Seizure of Power*, entire (but read for argument).

Tony Judt, *Postwar*, Intro + Ch. 1-5