

Instructor: Paul Mazgaj

Office: 2121 MRHA

E-Mail : pmmazgaj@uncg.edu

OFFICE HOURS:

Monday: 11:00-11:45

Friday: 11:00-1200

Wednesday: after class (for short questions)

And by appointment

REQUIRED READINGS:

TO BE PURCHASED (TBP):

Anderson, Benedict. *Imagined Communities* (Verso)

Gleason, Abbott. *Totalitarianism* (Oxford)

Kuisel, Richard. *Seducing the French* (University of California Press)

Landes, David. *Wealth and Poverty of Nations* (Norton)

MacMillan, Margaret. *Paris 1919* (Random House)

Said, Edward. *Orientalism* (Vintage)

OTHER READINGS:

Please print your own copy of other class reading assignments. Most are available through Blackboard's E-Reserve (ER); a few must be downloaded by using the Library's Journal Finder.

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 "facts" but about interpretations. How does one interpret 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). When you are selected for a particular reading, it will entail three responsibilities. First, you will summarize what you consider to be the main argument or "thesis" of the article/book that you have been assigned (be very brief--three or four sentences max). Second, you will formulate a thoughtful question to the class about your article/book that will get the discussion rolling. Finally, a last responsibility, you will be the "point person" for that particular reading--someone to whom we can turn in the discussion when everyone seems 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 but not for graduate students.

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

The first essay 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 to 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; and 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 will be turned in *after* the relevant class discussion (due date, May 5).

CLASS SCHEDULE OF READING ASSIGNMENTS:

ER= Electronic Reserve (available through Blackboard)

TBP=To be purchased

WEEK 1-JAN. 20: Introduction

WEEK 2-JAN. 27: The French Revolution

Readings:

Popkin, J. "Collapse of the Old Monarchy" ER

Lucas, C. "Nobles, Bourgeois, and the Origins of the French Revolution" ER

Furet, F. "Interpreting the French Revolution" ER
 Tackett, T. "The Constituent Assembly and the Terror" ER
 Hunt, L. "Symbolic Forms of Political Practice" ER

WEEK 3-FEB. 3: The Industrial Revolution

Readings:

Landes, D. *The Wealth and Poverty of Nations*, Introduction and chaps. 3-4; 13-15 TBP
 Kennedy, D. "Industrialization and the Shifting Global Balances" ER
 Mazlish, B. "A New Science" ER

WEEK 4-FEB. 10: The Rise of Nationalism

Readings:

Anderson, P. *Imagined Communities*, chaps. 1-3; 5-6; 11 TBP
 Weber, E. "Who Sang the Marseillaise" and "Peasants into Frenchmen" ER
 Smith, A. "Invention and Imagination" ER

WEEK 5-FEB. 17: The Great War

Readings:

Eksteins, M. "Rites of War" and "Reason in Madness" ER
 Winter, J. "Sites of Memory, Sites of Mourning" (parts A and B) ER
 Brittain, V. "Testament of Youth" ER
 Acton, C. "Writing and Waiting" ER

WEEK 6-FEB. 24: Remaking Europe: The Peace of Paris

Readings:

Margaret MacMillan, *Paris 1919*, chaps. 1-4; 8-9; 13-20; 27-28, and conclusion TBP

WEEK 7 -MAR. 3: Nazism and Communism

Readings:

Kershaw, I. "Nazi Dictatorship" ER
 Leffler, M. "Stalin" ER
 Werth, N. "Iron Fist of the Dictatorship of the Proletariat" ER

WEEK 8-MAR. 10: SPRING BREAK

WEEK 9-MAR. 17: The Holocaust and the Goldhagen Thesis

Readings:

Goldhagen, D. "Hitler's Willing Executioners" ER
 Moses, A.D. "Structure and Agency in the Holocaust," *History and Theory*, vol. 37, no. 2 (May 1998), 194-219 [can be downloaded; see the Library's Journal Finder]
 Stern, F. "The Goldhagen Controversy," *Foreign Affairs*, vol. 75, no. 6 (Nov.-Dec. 1996), 128-138 [can be downloaded; see the Library's Journal Finder]

WEEK 10-MAR. 24: The Cold War: The Debate on Origins**Readings:**

Leffler, M. "Truman" ER
 McCormick, T. "America's Half Century" ER
 Gaddis, J. "Spheres of Influence" ER
 Maier, C. "Alliance and Autonomy" ER

WEEK 11-MAR. 31: The Cold War: The Debate on Totalitarianism**Readings:**

Gleason, A. *Totalitarianism*, 31-88, 121-216 TBP
 Courtois, S. "Introduction: The Crimes of Communism" ER
 Scammel, M. "The Price of an Idea" ER

WEEK 12-APR. 7: America in the French Imagination**Readings:**

Kuisel, R. *Seducing the French*, complete TBP

WEEK 13-APR. 14: The Controversy over Orientalism**Readings:**

Said, E. *Orientalism*, Introduction; "Knowing the Oriental" (chap. 1, section I);
 "Modern Anglo-French Orientalism in Fullest Flower" and "The Latest Phase"
 (chap. 3, sections III and IV) TBP
 Lewis, B. "The Question of Orientalism" ER
 Landes, D. *The Wealth and Poverty of Nations*, chaps. 24-25; 27-28 TBP

WEEK 14-APR. 21: Remaking Europe Redux**Readings:**

Judt, T. "The End of the Old Order" (parts A and B) ER
 Chirot, D. "What Happened in Eastern Europe in 1989" ER
 Isaac, J. "Meanings of 1989" ER
 Jowitt, K. "The Leninist Legacy" ER
 Garton Ash, T. "The Velvet Revolution" ER

WEEK 15-APR. 28: America and Europe in the Age of Bush**Readings:**

Kagan, R. "Power and Weakness," *Policy Review* (June-July 2002) issue 113, 3-28
 [can be downloaded; see the Library's Journal Finder]
 Kupchan, C. "The Rise of Europe..." ER
 Nye, J. "The American Colossus" and "Redefining National Interest" ER
 Steel, R. "Europe the Phantom Pillar" ER

READING DAY-MAY 5: Final Historiographical Essay Due