

Spring 2019 HIS 223 Course Syllabus

# *European Revolutions 1789-1989*



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Office Hours: Available by appointment 8:00-5:00 Monday-Friday

Class Location and Time: 1214 MHRA Building, TR 5:00-6:15

*King Louis XVI - "Is it a revolt?"  
Duke Frederic - "No, Sire. It is a revolution."*

*"Without perestroika, the Cold War simply would not have ended. But the world could not continue developing as it had, with the stark menace of nuclear war ever present"  
-Mikhail Gorbachev*

## **Course Description**

During the two hundred years between 1789 and 1989, the European continent experienced periodic political, social and economic upheavals, each of which shaped what we would call the modern world. In each of these events, whether it was the French revolution or the Bolshevik Revolution, previous institutions were overthrown in the hopes of creating a new and better society. Nevertheless, in each case these attempts at building a better society resulted in escalating violence and conquest. In this course we will be exploring events which include the French Revolution, the Napoleonic Wars, the Industrial Revolution, the rise of nationalism, fascism, communism, and the rise and fall of the Soviet Union. In order to understand these events, we will be exploring them through the lens of empire. In doing so, we will be asking the questions "What causes revolutions, even ones based on anti-imperialism, to take on imperial ambitions?" and "What are the consequences of empire that have shaped the world then and now?"

This course will provide an invaluable and interdisciplinary skillset to history majors and nonmajors alike by teaching how to critically interpret and analyze the past. The main goal of

this course is to teach students how to understand changes over time, be able to describe how and why these changes occurred, and to use primary and secondary historical sources as evidence for interpretation and analysis. Students should by the end of this course also have a greater understanding of how the causes and consequences of the various European revolutions have shaped the world in which they live today.

### **Course Goals and Outcomes:**

#### **A. General Education Historical Perspectives Student Learning Outcomes (GHP)**

1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives. (GHP 1)
2. Use evidence to interpret the past coherently, orally and/or in writing. (GHP 2)

#### **B. The Global Perspectives Student Learning Outcomes (GL)**

1. Find, interpret, and evaluate information on diverse cultures.
2. Describe interconnections among regions of the world. (Must include substantial focus on at least one culture, nation, or sub-nationality beyond Great Britain and North America).
3. Use diverse cultural frames of reference and alternative perspectives to analyze issues.

### **Required Reading:**

**Brose, Eric Dorn. *German History 1789-1871: From Holy Roman Empire to Bismarckian Reich*. New York: Berghahn Books, 2013.**

**Davidson, Ian. *The French Revolution: From Enlightenment to Tyranny*. New York: Pegasus Books Ltd., 2016.**

**Lewin, Moshe. *The Soviet Century*. Brooklyn: Verso, 2016.**

Any additional readings will be made available on Canvas. Be sure to read these before class along with the regular reading in order to participate in class discussion.

### **Writing Assignments:**

There will be two writing assignments for the course this semester. Use MLA format and 12-point font when writing these papers. Handouts with further information will be provided in advance.

**Writing Assignment 1:** Between 1789 and 1799, France went from being an absolutist monarchy to a republic and then to becoming an empire. Was the rise of the Napoleonic Empire a betrayal of the enlightenment ideals that sparked the French Revolution, or was it the inevitable conclusion? Provide a 3-5 page paper explaining your answer based on the course readings. **Due February 26.**

**Writing Assignment 2:** U.S. President Ronald Reagan famously referred to the Soviet Union as “The Evil Empire”, yet the Soviet Union had been founded by a movement that proclaimed itself

anti-imperialist. Based on what you have learned from the readings and class discussions, is it accurate to describe the Soviet Union as an empire? Why or why not? Provide a 3-5 page paper explaining your answer based on the course readings. **Due April 30.**

**Class Performance Evaluation**

UNCG defines the grading system for undergraduates as follows:

<b>A = Excellent</b>	Achievement of distinction in several if not all of the following aspects: 1) completeness and accuracy of knowledge; 2) intelligent use of knowledge; 3) independence of work; 4) originality.
<b>B = Good</b>	General achievement superior to the acceptable standard defined as a letter grade of C. It involves excellence in some aspects of the work, as indicated in the definition of A.
<b>C = Average</b>	The acceptable standard for graduation. It involves such quality and quantity of work as may fairly be expected of a student of normal ability who gives to the course a reasonable amount of time, effort, and attention
<b>D = Lowest passing grade</b>	Work falling below the acceptable standards defined as a letter grade of C but which is of sufficient quality and quantity to be counted in the hours of graduation, if balanced by superior work in other courses.
<b>F = Failure</b>	Indicates failure that may not be made up except by repeating the course

**Grading Scale (point system)**

<b>A+ 100-97</b>	<b>A 96-93</b>	<b>A- 92-90</b>
<b>B+ 89-87</b>	<b>B 86-83</b>	<b>B- 82-80</b>
<b>C+ 79-77</b>	<b>C 76-73</b>	<b>C- 72-70</b>
<b>D+ 69-67</b>	<b>D 66-63</b>	<b>D- 62-60</b>

**F = 59 and below**

**Percentages of Final Grade:**

<b>Attendance/Participation</b>	<b>40%</b>
<b>Writing Assignment 1</b>	<b>15%</b>
<b>Writing Assignment 2</b>	<b>15%</b>
<b>Mid-Term</b>	<b>15%</b>
<b>Final Exam</b>	<b>15%</b>

**Class Policies**

1) ATTENDANCE

Attendance at class meetings is not only required but is also essential to passing this course. Students are permitted three unexcused absences, and excused absences will require either a doctor’s note or some other form of legitimate documentation. If a student has more than six absences, it may result in being dropped from the class. Along with the expectation that students attend this course, it is also expected that students be on time. Students must arrive within the first three minutes of class, and remain for the duration of the class, to receive full attendance. Three instances of tardiness by an individual student will be counted as an absence.

## 2) CLASS PARTICIPATION

As mentioned earlier, attendance is required and essential. Class participation is the reason it is essential. Because demonstrating that they are analyzing and interpreting historical events and materials is the primary goal of this course, students are expected to demonstrate that they have read the required material prior to the assigned class and be prepared to discuss it. Class participation will be graded based on answering the guiding question for each week's discussion prior to the start of Thursday class. Thursday's are designed for class discussion and it is expected that everyone will be prepared to discuss the topic.

## 3) LATE ASSIGNMENTS

Assignments that are not turned in by electronically by 11:59pm of the assigned due date will be deducted 10 points from 100 for each day it is late. Assignments not turned in within ten days of the due date will not be accepted.

## 4) PLAGIARISM AND ACADEMIC INTEGRITY

Plagiarism in any form will not be tolerated. Historical study and research relies on the proper use of primary and secondary sources, and students are expected to properly cite any materials that are used in their writing assignments. Any instance of plagiarism will result in a zero for the assignment and will be reported to the Dean of Students Office for appropriate action. Blatant plagiarism (such as copying and pasting text) or cheating will be grounds for failing the course and will be reported to the Dean of Students Office. For the full Academic Integrity Policy of the University, go to the website listed here:

<https://drive.google.com/file/d/0B0rFGGhJvbDHUExSZmFFaWFmb00/view>

## 5) ELECTRONIC DEVICES

Laptops and tablets are acceptable to have in class during Tuesday lectures for notetaking purposes, but no electronic devices are allowed during Thursday discussion sessions. Cellphones must be turned off during the duration of ANY class, and NO electronic devices are permitted during exams.

## **Course Schedule**

### **Week 1**

**January 15** – Introductions, review of the syllabus, the topics to be covered, and course expectations.

**January 17** – THE FRENCH REVOLUTION – Events leading to July 14, 1789  
Readings: *The French Revolution, Chapters 1-3*

### **Week 2**

**January 22** – THE FRENCH REVOLUTION – The Overthrow of the Monarchy  
Readings: *The French Revolution, Chapters 10-12*

**January 24** – Question for Class: Why did a revolution based on the principles of the enlightenment result in The Great Terror?  
Readings: *The French Revolution, Chapters 18, 21, & 23/Three Speeches by Robespierre (uploaded to Canvas)*:  
[http://www.tees.ac.uk/schools/lahs/rev\\_france/docs/robspierre\\_all.htm](http://www.tees.ac.uk/schools/lahs/rev_france/docs/robspierre_all.htm)

### Week 3

**January 29** – THE FRENCH REVOLUTION – Republican France at War  
Readings: *The French Revolution, Chapters 11, 15, & 19*

**January 31** – Question for Class: Metropole and Periphery - How did what was happening in France effect what was happening in Saint Domingue?  
Readings: *TBD (uploaded to Canvas)*

### Week 4

**February 5** – THE RISE OF NAPOLEON – From Republic to Empire  
Readings: *The French Revolution, Chapter 24/German History, Chapter 3*

**February 7** – Question for Class: How did a revolution based on liberty become a movement of imperial conquest?  
Readings: *TBD (uploaded to Canvas)*

### Week 5

**February 12** – THE FRENCH REVOLUTION (REVISITED) – (How) Did it end?  
Readings: *The French Revolution, Chapter 25*

**February 14** – Question for Class: When did the French Revolution finally come to an end?  
Readings: *TBD (uploaded to Canvas)*

### Week 6

**February 19** – THE REVOLUTION OF 1848 – The Victory of Conservatism  
Readings: *German History, Chapter 14*

**February 21** – Question for Class: Why did the “People’s Spring” fail?  
Readings: *German History, Chapter 15, TBD (uploaded to Canvas)*

### Week 7

**February 26** – Review for the Mid-Term Exam (**First Writing Assignment Due**)

**February 28 – Mid-Term Exam in Class**

**Week 8**

**March 5 – NO CLASS FOR SPRING BREAK**

**March 7 – NO CLASS FOR SPRING BREAK**

**Week 9**

**March 12 – THE RISE OF NATIONALISM – German and Italian Unification**

Readings: *German History, Chapter 15/The White War, Chapter 1 (uploaded to Canvas)*

**March 14 – Question for Class: In what ways were the balance of power in Europe affected by the rise of these two new nation-states?**

Readings: *German History, Chapter 18/TBD (uploaded to Canvas)*

**Week 10**

**March 19 – THE CONSEQUENCES OF NATIONALISM – The First World War**

Readings: *A World Undone, Chapters 2 & 3 (uploaded to Canvas)*

**March 21 – Question for Class: What role did the rise of national identity among the European Powers play in causing the First World War?**

Readings: *A World Undone, Chapter 1/Sources of Twentieth Century Europe, Chapter 2.3 (uploaded to Canvas)*

**Week 11**

**March 26 – THE CONSEQUENCES OF NATIONALISM – The Russian Revolution**

Readings: *The Soviet Century, Chapter 20*

**March 28 – Question for Class: Was Bolshevism really a counter-movement to nationalism, or was it just another form of it?**

Readings: *The Soviet Century, Chapter 21/TBD (uploaded to Canvas)*

**Week 12**

**April 2 – THE RESURGENCE OF NATIONALISM- The Rise of Totalitarianism in Germany, Italy, Spain and the Soviet Union**

Readings: *Totalitarianism, Chapter 2/Fascists, Chapter 9 (uploaded to Canvas)*

**April 4** – Question for Class: How did the right-wing movements of German, Italian, and Spanish totalitarianism compare/contrast with the left-wing movements of Soviet totalitarianism?

Readings: *Sources of Twentieth Century Europe, Chapters 3.8, 3.9., 4.1, 4.4. & 4.9 (uploaded to Canvas)*

### **Week 13**

**April 9** – THE CONSEQUENCES OF NATIONALISM – The Second World War

Readings: *Totalitarianism, Chapter 4 (uploaded to Canvas)*

**April 11** – Question for Class: What roles did nationalism and empire play in the Holocaust?

Readings: *Sources of Twentieth Century Europe, Chapter 5.5, 5.8. & 5.13 (uploaded to Canvas)*

### **Week 14**

**April 16** – NEW WORLD ORDER – The Soviet Union and Cold War Europe

Readings: *The Cold War, Chapter 1 (uploaded to Canvas)/The Soviet Century, Chapter 12*

**April 18** – Question for Class: Was the Soviet Union imperial or anti-imperial?

Readings: *The Soviet Century, Chapters 15 & 18/Sources of Twentieth Century Europe, Chapter 3.9 & Chapter 6.4 (uploaded to Canvas)*

### **Week 15**

**April 23** – NEW WORLD ORDER – The Collapse of the Soviet Union

Readings: *The Soviet Century, Chapters 25 & 26*

**April 25** – Question for Class: Did imperialism end the Soviet Union?

Readings: *The Cold War, Chapter 7/Sources of Twentieth Century Europe, Chapter 9.1 & 9.2 (uploaded to Canvas)*

### **Week 16**

**April 30**– Review for the Final Exam (**Second Writing Assignment Due**)

**May 2 – Reading Day**

**Final Exam – Thursday, May 9 7:00-10:00 P.M.**