

**HIS 100-01 Making History:
Europe in the Age of Revolutions, 1789-1917**
Spring Semester 2021 Term 1 • M-F 1:00-2:50 p.m. CDT



Käthe Köllwitz, *Charge* (1902-3) from the series *Bauernkrieg*
Detroit Institute of Arts Museum

COURSE INFORMATION

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COURSE DESCRIPTION

This course is an introduction to issues of historical causation, argumentation, positionality, and evidence through the lens of European revolutions between the late eighteenth century and the early twentieth. After introductory units on historical methods and the phenomenon of revolution itself, we examine the French Revolution, the Revolutions of 1848-49, and the Russian Revolution as both local and transnational events. We work closely with primary sources and consider how each revolutionary “moment” functioned politically but also on social, aesthetic, cultural, intellectual, and psychological levels. We examine the various and often contradictory ways that scholars have told the stories of European revolutions, constantly weighing the tensions of systemic change versus individual agency in the processes of revolution.

COURSE OBJECTIVES

This course is intended to cultivate the skills essential to becoming a historian or, at least for starters, a history major. We engage critically with a range of primary sources, learning to interrogate their authorship, biases, contexts, and variably interpretable meanings. We examine the work of modern scholars and learn to identify their arguments and use of evidence. We position their arguments in relation to one another, developing sensitivity to the many ways in which one can construct – or make – history. We cultivate skills in the clear, concise formulation of ideas with particular attention to the writing of thesis statements and the marshalling of appropriate evidence in support of our own scholarly arguments. We nurture information literacy as well as public speaking, conducting a term-long individual research project culminating in a presentation and annotated bibliography.

PRINCIPLES, REQUIREMENTS, & GRADING

Principles

As we navigate together the upside-down C19 world of online learning, please bear in mind the THRIVE principles codified at the College in the spring of 2020. These are:

Talk to improve transparency,
Health and safety must remain a top priority for our entire campus community,
Re-imagine and reconsider what is possible and necessary,
Inclusion requires flexibility,
Value all experiences of vulnerability,
Empathy requires all of us to be aware, sensitive, and responsive.

This means that above all, we are working TOGETHER as a community to learn, to push each other, to respect each other, to empathize with each other, and to be humans together. This task is made more difficult when we cannot physically BE together, so I am doubling down here on the necessity for us to embrace mutual support and grace as we move through the semester. Requirement number one, then, is that we all do our best as humans.

Class Meetings

As for the nuts and bolts, please arrive on time to synchronous meetings and be prepared to stay with the group through the scheduled end of the meeting. **Come to class having done the work listed on the syllabus for that day and collected in advance your thoughts, questions, and comments for discussion.** A fruitful conversation stems from prepared participants who come ready to engage, both by speaking AND by listening and responding to others' ideas.

We will all undoubtedly experience connectivity problems at some point or another, so let's plan to roll with those and not let them derail us. We will also experience various outside interruptions from time to time – these are par for the course – so please do your best to mute your audio and video as needed, to handle the situation with minimal disruptions to the class, and to return as soon as possible. Finally, in my roles as a pedagogue and a community member, it is most useful for me if you are able to keep your video on for the duration of synchronous meetings. Ultimately it is your decision whether to be visually present or not, and there is no penalty for going audio-only as long as you demonstrate sustained engagement with the class materials and the community in other ways.

Attendance

Because of the nature of the C19 pandemic and its effects, I am not implementing a hard and fast penalty for absences from class. However, pandemic or no, I DO value communication with you above all things. If you must miss class for whatever reason, please alert me via email as soon as possible. We can discuss ways to get materials that you missed to you.

Similarly, because participation in synchronous discussions and discussion boards is such an integral part of the class (see below), your grade will suffer from extended absences from class and boards. Please do your best to keep up at all times.

Deadlines

There will be a number of different, small assignments as the course progresses and each has reasonable deadlines for completion. As with attendance, however, I recognize that there are many things happening in your lives of which this course is but one piece. I am much more interested in you doing your best on an assignment than in you handing it in “on time” per se, as long as we can strike a balance and avoid debilitating procrastination or the triumph of crippling perfectionism. Please try to meet deadlines, communicate with me if you are unable for any reason, and we can work together to make arrangements from there.

Participation	35%
Film review assignment	5%
Thesis statement assignment	5%
Thesis statement revision	5%
Article review paper	10%
Research project scaffolding components	10%
Research project annotated bibliography	15%
Research project presentation	15%

All of the items here are designed to build skills and provide exposure to many of the kinds of assignments you will be asked to master in future history classes. Each of these will be explained in more detail over the course of the term. The most substantive assignment is an individual project developed in consultation with the instructor on any topic relating to revolutions between the mid-eighteenth and mid-twentieth centuries. You will be responsible for 1) a number of small scaffolding assignments as you develop your project 2) an annotated bibliography recording the research your project entailed, and 3) an end-of-semester presentation of your research findings. Also, please note that there is no final exam for this class.

PARTNERS & RESOURCES

I want every person in this class to succeed and am deeply committed to creating an environment that helps make that possible. I encourage students with documented disabilities in any form to discuss reasonable accommodations with me. If you have not yet, please start a conversation about and provide documentation of your disability to Jae Hirschman, Coordinator for Student Disability Resources, at hirschma@grinnell.edu.

Grinnell’s Writing, Reading, and Speaking Center supports students working on papers, projects, presentations, and applications. Schedule a session with one of the Center’s professional instructors and get feedback as you interpret readings, talk through your ideas, analyze evidence, develop and organize arguments, craft introductions and conclusions, rewrite sentences and paragraphs, or plan presentations. Center instructors do not proofread papers, but they can show you how to edit your own work effectively. Make an appointment online: <http://mywco.com/grinnell>

COURSE MATERIALS

REQUIRED TEXTS:

- 1) John Arnold, *History: A Very Short Introduction*. Oxford University Press, 2000 (10th ed.) [ISBN: 019285352X]
- 2) Marx and Engels, *The Communist Manifesto: A Modern Edition*. Eric Hobsbawm, intro. Verso, 2012. [ISBN: 1844678768]

Additional readings (indicated by a bullet (•)) will be available on Pioneer Web. Please note that the scheduling of all assignments is subject to change based on the ebb and flow of class discussions.

COURSE SCHEDULE

UNIT I: CATEGORIES

M 1 Feb '21	A. What is History? Course Introduction
T 2 Feb	True Stories Reading for Discussion: <ul style="list-style-type: none">• Arnold Chapter 1
W 3 Feb	Office Hours
R 4 Feb	The History of Doing History Reading for Discussion: <ul style="list-style-type: none">• Arnold Chapters 2 + 3
F 5 Feb	Sources + Methods <ul style="list-style-type: none">• Arnold Chapters 4 + 5
M 8 Feb	Mentalité, Truths, and the Tools of Dissent <ul style="list-style-type: none">• Darnton, "Workers Revolt: The Great Cat Massacre of the Rue Saint-Séverin"• Arnold Chapters 6 + 7
T 9 Feb	Nuts + Bolts: In-class introduction to semester-long research projects Think piece re: research project ideas due by 9:00 p.m.
W 10 Feb	Office Hours
R 11 Feb	Discussion: A Midwife's Tale Film review assignment posted after class
F 12 Feb	B. What is a Revolution? <ul style="list-style-type: none">• Patrick Van Inwegen, "Understanding Revolution" (2011), pp. 1-15 Nuts + Bolts: Research Skills

UNIT II: THE FRENCH REVOLUTION AND ITS LEGACIES

- M 15 Feb** **The Moderate Phase, 1789-1792**
- *Cahiers de Doléances* [excerpts] (1789)
 - Declaration of the Rights of Man and Citizen (1789)
- Nuts + Bolts: Research project annotated bibliography discussion**
Film review assignment due by 9:00 p.m. CDT
- T 16 Feb** **Revolution by/for Whom?**
- Declaration of the Rights of Man and Citizen (1789) [again]
 - Petition of the Jews (1790)
 - Olympe de Gouges, Declaration of the Rights of Woman and the Female Citizen (1791)
- Thesis statement assignment posted after class**
- W 17 Feb** **Office Hours**
- R 18 Feb** **The Radical Phase, 1792-1795**
- Constitution of 1793
 - The Festival of the Supreme Being (8 June 1794)
 - Johnhenry Gonzalez, “The New World ‘sans-culottes’: French Revolutionary Ideology in Saint-Domingue” in Hendrix and Baumgold, eds., *Colonial Exchanges* (2017), pp. 100-115 <https://www.jstor.org/stable/j.ctvnb7mcv.9>
- F 19 Feb** **Historiography and the French Revolution I: Gender**
- Joan Wallach Scott, “French Feminists and the Rights of ‘Man’” *History Workshop* 28 (1989) <http://www.jstor.org/stable/4288921>
- M 22 Feb** **Historiography and the French Revolution II: Commemoration**
- Nathan H. Dize, “Monumental L’Ouverture: French/Haitian Sites of Memory and the Commemoration of Abolition” (2018) <https://ageofrevolutions.com/2018/04/09/>
- Thesis statement assignment due by 9:00 p.m. CDT**
- UNIT III: THE "FAILED" REVOLUTIONS OF 1848-1849**
- T 23 Feb** **Thesis statement assignment discussion**
Nuts & Bolts: Research proposal discussion
- W 24 Feb** **Office Hours**
- R 25 Feb** **French Revolution: International Reaction/aries and the Birth of Socialism**
- Edmond Burke, *Reflections on the Revolution in France* [excerpts] (1790)
 - Constitution of Haiti (1805)
 - Ernst Moritz Arndt, *The Spirit of the Times* (1808), pp. 70-76
 - Babeuf, *The Plebeians’ Manifesto* [excerpts] (1795)

- F 26 Feb** **Experiences + Ideas during the Revolutions of 1848-1849**
- Carl Schurz, excerpt from *Reminiscences* (1907)
 - Anonymous articles [Richard Wagner] published in *Volksblätter*: "Man and Established Society" and "The Revolution" Dresden, 1849
- M 1 Mar** **Representing the Revolutions in Germanic Lands: Festivals and Imagery**
- Jonathan Sperber, "Festivals of National Unity in the German Revolution of 1848-1849" *Past + Present* 136 (Aug 1992): 114-138
<http://www.jstor.org/stable/650903>
- Article review assignment posted after class**
- T 2 Mar** **The Legacy of the Revolutions of 1848-1849: German National Identity**
- Bismarck, Iron and Blood speech (1862)
 - Constitution of 1871
 - Helmut Walser Smith, "The *Kulturkampf* and German National Identity" in *German Nationalism and Religious Conflict* (1995), pp. 19-49
- W 3 Mar** **Office Hours**
- UNIT IV: THE RUSSIAN REVOLUTION**
- R 4 Mar** **The Articulation of Communist Ideology**
- Hobsbawm, Introduction pp. 1-30 and
Marx and Engels, *Manifesto of the Communist Party*, pp. 31-78
- F 5 Mar** **Lenin's 1917: Revolution by/for Whom?**
- V.I. Lenin, "The State and Revolution" (1917) [excerpts]
 - V.I. Lenin, "Open Letter to the Delegates/Peasants' Deputies" (May 1917)
 - V.I. Lenin, "Decree on the Arrest of the Leaders of the Civil War Against the Revolution" (Nov/Dec 1917)
 - V.I. Lenin, "Speech to Propagandists Heading to the Provinces" (Feb 1918)
- Research project proposal due by 9:00 p.m. CDT**
- M 8 Mar** **Historiography and the Russian Revolution: Early Bolshevism**
- Sheila Fitzpatrick, "The Bolsheviks' Dilemma: Class, Culture, and Politics in the Early Soviet Years" *Slavic Review* 47, no. 4 (1988)
<http://www.jstor.org/stable/2498180>
- Article review assignment due by 9:00 p.m. CDT**
- T 9 Mar** **Experiences of the Russian Revolution in the Longer Term: Stalinism**
- Mayakovsky, "Order No. 2 to the Army of the Arts" (1921)
 - Mayakovsky, "At the Top of My Voice" (1930)
 - Miron Dolot, "Execution by Hunger" (1932/1985) [excerpts]
- W 10 Mar** **Office Hours**

R 11 Mar **Closing Reflections on Revolutions**
Nuts & Bolts: Presentation strategies

UNIT V: REVOLUTIONS ON THE CUTTING EDGE

F 12 Mar **Individual meetings re: presentations and annotated bibliographies**
Full project thesis and presentation outline due at meetings

M 15 Mar **Individual meetings re: presentations and annotated bibliographies**
Full project thesis and presentation outline due at meetings

T 16 Mar **Group I Presentations**

W 17 Mar **Group II Presentations**

R 18 Mar **Group III Presentations**

F 19 Mar **Group IV Presentations**

WEDS **FINAL ANNOTATED BIBLIOGRAPHY DUE**
Mar 24 ***Electronic submission by 5:00 p.m.***