



The University of Western Ontario

HISTORY 2404E

Europe, 1789-1918: An Era of Revolutionary Change

Fall/Winter 2018-19

Tuesday, 2:30-4:30, SSC 3010

Instructor: Eli Nathans

Office Hours: Wednesdays, 1:30-3:30 pm

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Course Description:

European history in the period between the French Revolution and the First World War was marked by cataclysmic change, political, economic, social, and cultural. History 2404E analyzes the causes and consequences of these changes and the relationships among them.

Course Syllabus:

"Each age has its task, through the fulfillment of which humanity progresses. And what is the great task of our age? It is emancipation. Not just of the Irish, the Greeks, the Frankfurt Jews, West Indian blacks and other oppressed nations, but the emancipation of the whole world, especially Europe, which has become mature and now tears itself from the iron bonds of its rulers, the aristocracy." Heinrich Heine, German poet, 1828.

"The lamps are going out all over Europe. We shall not see them lit again in our lifetime . . ." Sir Edward Grey, Foreign Secretary of the United Kingdom, August 3, 1914.

The course begins by analyzing the causes of the industrial and French revolutions. We examine the improvements in agricultural and manufacturing methods that took place, especially in England, during the eighteenth century. We compare continental absolutism and the British variant of parliamentary monarchy, and seek to explain why a critical spirit regarding many Old Regime institutions developed in France and, in a more moderate form, elsewhere as well. We then analyze the immediate causes of the French Revolution, the key events of the Revolution, the debates it provoked, and the wars that followed in its wake. Novels provide one lens through which to study the spirit and the social forms of the period. We examine one of the greatest novels of the age, Jane Austen's *Pride and Prejudice*.

The period following the defeat of Napoleon was dominated by the conflict between the partisans of liberalism and the defenders of traditional state forms and social and economic structures. We examine the course taken by this conflict in the leading European nations. We read selections from Alexis de Tocqueville's *Democracy in America*, an examination of what Tocqueville thought were the

principal dangers posed by the democratization of European society and politics and how he believed European societies might respond to these dangers. This section of the class ends with an examination of the revolutions of 1848.

The second half of the nineteenth century saw both the breakdown of the system of cooperation between European great powers established at the end of the Napoleonic wars and the realization of a range of liberal goals, including the spread of parliamentary institutions and the abolition of serfdom in Russia. We examine how the Crimean War made possible the creation of the new nation-states of Germany and Italy. Through selections from memoirs we examine the role of class in determining the life chances and choices of the increasingly industrialized societies of Western Europe. We read John Stuart Mill's influential critique of limits imposed on women, and consider the critiques of contemporary ideals and practices found in sources ranging from the works of Friedrich Nietzsche to Leo Tolstoy's romantic and reactionary novel *Anna Karenina*. We also examine the Dreyfus Affair in France and the beginnings of Zionism.

The last section of the course is devoted to examination of the domestic crises confronted by Russia at the end of the 19th and start of the 20th centuries, European imperialism, the ambitions and fears that caused the First World War, and the effects of that catastrophe on the societies that engaged in it.

Learning Outcomes. Students who pass this class will be able to:

explain the causes and consequences of changes that took place in European social, cultural, and political institutions and practices during the nineteenth century, and how leading European observers understood and debated these changes at the time;

interpret and evaluate challenging primary and secondary sources;

construct analytic, logical, and clear historical arguments in interpretive essays; and

formulate complex positions with clarity in oral discussions.

Course Materials:

Jane Austen, *Pride and Prejudice* (Bantam).

C.B.A. Behrens, *The Ancien Regime* (Norton, 1989). This book need not be purchased. Multiple copies are available on three day loan from Weldon Library. Two copies are also available at the Weldon reference desk for a two hour loan.

Charles Breunig and Matthew Levinger, *The Revolutionary Era, 1789-1850* (Norton, third edition, 2002).

Edmund Burke, *Reflections on the Revolution in France* (Oxford World's Classics, 2009).

Michael Burns, *France and the Dreyfus Affair: A Documentary History* (Bedford/St. Martin's, 1999). This book need not be purchased. Multiple copies are available on three day loan from Weldon Library. Two copies will also be made available at the Weldon reference desk for a two hour loan.

Winston Churchill, *My Early Life. A Roving Commission* (Scribner, 1996).

Adam Hochschild, *King Leopold's Ghost. A Story of Greed, Terror, and Heroism in Colonial Africa* (Houghton Mifflin, 1998).

Paul Mantoux, *The Industrial Revolution in the Eighteenth Century*, trans. by Marjorie Vernon (Jonathan Cape, 1927). The assigned selections from this book are included in the photocopies found in the Resources section of the course website. Students who wish to read from the book will find multiple copies of the 1961 edition in the long-term loan section of Weldon Library.

Norman Rich, *The Age of Nationalism and Reform 1850-1890* (Norton, second edition, 1977).

Leo Tolstoy, *Anna Karenina* (Penguin).

All other assigned texts are available on the course OWL website on the web (found at owl.uwo.ca), in the Resources section. These items are starred in this syllabus. Each student is permitted to print one copy of these documents for his or her own use. The copy shop located in the Creative Services Centre in UCC 265/267, on the second floor of UCC, is prepared to copy the assigned readings from the secure class website. For an additional fee the copy shop will also bind this document.

Methods of Evaluation:

Mid-Term Examination: 20%

Final Examination: 20%

Fall Term Essay: 20%

Winter Term Essay: 20%

Participation in tutorials:

 Responses to on-line questions posed before class: 8%

 Participation in class, including in-class written assignments: 8%

Participation in lectures;

 There will periodically be discussions in lectures, as well as response papers (brief answers to questions) based on assigned texts: 4%

Examinations (40% of class grade). The course will have both a mid-term and a final examination. The mid-term and final will each count for 20% of the class grade. Each examination will take place in the official examination period after the end of classes, at the date determined by the Registrar. The mid-term will focus on the material covered in the fall term and the final will focus on

material covered in the winter term, although the final may include questions that require knowledge of the entire period covered by the course. Both mid-term and final will consist of essay questions and identifications. The examinations will be based on assigned readings, lectures, and class discussions. Both examinations must be taken without books or notes or the use of electronic devices of any kind. **Before each examination the instructor will provide students with a list of essay questions from which the essay questions that appear on the exams will be drawn. No list of possible quotations or names or terms for the identifications section will be provided.**

Essays (40% of class grade). Each student will also be required to write two essays, each eight to ten pages in length, or approximately 2,500 to 3,000 words. One essay must be completed in the fall term and one essay in the winter term. Essays will not be accepted after the end of class on the due date, since the due dates for the essays are linked to class discussions on the subject in question. Students should submit a paper copy of the essay in class on the day it is due, or, if they must miss class on the due date, arrange to submit the essay beforehand. Students who do not meet the deadline for an essay should write on a different essay. The essays will be graded for both form and substance. The grade on each essay will constitute 20% of the grade for the class. Students who fail to complete an essay for either term on a timely basis will be given a make-up assignment. Ten points will be deducted from the final grade on make-up essays as a penalty for the initial failure to submit the essay on a timely basis.

Unless otherwise indicated, the essays are to be written based on the entirety of the assignments from the work of the relevant author, or on the relevant subject, contained in the syllabus. If students wish to read further in the assigned sources, or to do further research in secondary works, they are welcome to do so. Footnotes and bibliography should be prepared following the guidelines contained in Mary Lynn Rampallo's *A Pocket Guide to Writing in History* (any edition) or the Chicago Manual of Style, also any edition.

All required papers must be submitted for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin (<http://www.turnitin.com>). Students can access Turnitin in the Assignments section of the course WebCT OWL website.

The following are the set questions, with due dates, for the essays due in each semester. Students who prefer to write on a subject not included among the essays set below may be permitted to do so, but must first speak with the instructor. Students who wish to write on alternative subjects must notify the instructor of their preferences by the end of September, in the case of the first essay, and by the end of January, in the case of the second essay. The willingness of the instructor to assign an alternative essay topic will depend on the existence of an adequate source base and the centrality of the subject to European history in the nineteenth century. A due date will be set for each alternative essay, and a penalty of one point assigned for each day the make-up essay is submitted late.

Fall Term Essay Topics (choose one)

1. Jane Austen's *Pride and Prejudice* (due in class on Tuesday, October 30th)

In what ways are the personalities of Jane Austen's characters formed by the class, or status group, to which they belong, and also their gender? How much freedom does each individual possess to determine his or her own values, personality, and conduct within these constraints? In your discussion please consider Darcy, Bingley, (Mr.) Gardiner, Elizabeth, and either Wickham or Collins. You may discuss other characters as well. In answering this question you may wish to consider, for example, the extent to which the different characters display the capacity to make informed and independent judgments regarding the character and conduct of others and key decisions in their own lives, whether they are, in Elizabeth's words, "sensible"; their capacities for feeling emotion and displaying courage and generosity; and the extent to which they are able to change and improve in the course of the novel. This list is not meant to be exhaustive, but to provide a sense of some of the characteristics you may wish to consider.

2. Alexis de Tocqueville's *Democracy in America* (due in class on Tuesday, November 13)

What does de Tocqueville believe are the most important dangers posed by democracy? How have American circumstances, institutions, and morés tended to lessen these dangers? Please include in your essay a discussion of the claims Tocqueville makes in the assigned sections from both volumes of his study.

Winter Term Essay Topics (choose one)

1. Leo Tolstoy's *Anna Karenina* (due in class on Tuesday, February 5)

Why is Tolstoy for the most part critical of the project of improvement so central to writers as different as Kant, Austen, and even Burke? Please illustrate your answer with examples from *Anna Karenina*. You may wish to consider, for example, why Levin is critical of contemporary efforts to educate the peasantry, why Kitty finds her efforts to engage in charitable work a failure, and why Tolstoy makes the influence of modernity responsible for the flaws depicted in characters as various as Oblonsky, his half-brother Koznyshv and Karenin, and Vronsky and Anna.

2. The Dreyfus Affair (due in class on Tuesday, February 26)

What tensions and anxieties in French state and society made the Dreyfus affair such a significant focus of controversy at the end of the 19th and start of the 20th centuries? Please base your answer on Eric Cahm's *The Dreyfus Affair in French Society and Politics* (Longman, 1996) and the entirety of Michael Burns, *France and the Dreyfus Affair: A Documentary History* (Bedford/St. Martin's, 1999). **Since there are only a limited number of each book available for use by the class, the number of students permitted to select this assignment will be limited. Please contact the instructor by email if you wish to write on the Dreyfus affair in the winter term. Priority will be determined by the date the email is received. Please indicate your interest by email to the instructor no later than Monday, December 3rd.**

Participation in tutorials and class discussions and in-class writing assignments (16% of class grade). 8% of the class grade will be based on participation in discussions in tutorials, and 8% on the written responses to questions posed before most tutorials.

Tutorial grades will reflect frequency of participation in discussions and, most importantly, the extent to which comments made in class and in responses to writing assignments reflect thoughtful analyses of the assigned readings. Any document assigned for the week may be discussed in tutorial; this includes

all documents assigned for both the lecture and the tutorial. Attendance at a tutorial without any participation in the tutorial discussion will be assigned a grade of 40 (on a 100 point scale); achieving a passing grade requires active participation in the tutorial, based on reading of the assigned texts.

Participation in discussions in lecture and writing assignments in lectures (4% of class grade).

While most of the class meetings on Tuesdays will be conducted as lectures, periodically questions will be directed to the class. While active participation of all students in these discussions in the course of the year will be encouraged, there also will be periodic response papers relating to assigned sources, which will enable all students in the class to earn full credit in the aspect of the course.

Course Schedule and Readings:

Tutorials will meet every week in which there are lectures, except as indicated in this syllabus. Tutorials will not be held on Thursday, September 6th.

Assignments:

I. ECONOMIC, SOCIAL, AND POLITICAL STRUCTURES OF 18TH CENTURY EUROPE

September 11

Discussion of the goals of the class. Demographic realities of pre-modern European society. Economic and social structures in rural areas and in towns.

*Eric Hobsbawm, *The Age of Revolution 1789-1848* (Cleveland; World Publishing, 1962), 1-26;

*Prussian census of 1817 (excerpts); Popular piety.

To demonstrate the extent of the transformation experienced by Europe during the sixty years between 1789 and 1848, Eric Hobsbawm lists English words that were either invented or “gained their modern meaning” in the period he examines. (p. 1) What do the words he has chosen suggest about the nature of the transformations on which Hobsbawm proposes to focus? On what grounds does he argue that the principal consequence of the dual revolution he proposes to analyze was “the triumph of the new bourgeois society”? (p. 3) In what senses was the world of 1789 both smaller and larger than the world we know today, in Hobsbawm’s view? (p. 7) What were its chief characteristics before 1789? How does Hobsbawm support his claim that most of Europe, even in the West, was still organized along pre-capitalist lines? (pp. 13-18) On what grounds does Hobsbawm argue that “the social order which would emerge [as a result of the influence of the Enlightenment] . . . would be a bourgeois and capitalist one”? (p. 22) What aspects of absolutist monarchies does Hobsbawm believe prevented them from achieving “the root and branch social and economic transformation which the progress of the economy required . . .”? (p. 23)

The Prussian census of 1817: What was the size of the communities in which most Prussians lived,

according to the Prussian census of 1817? Is the population growing or shrinking? How many children were born to married couples, on average, assuming that the figures in the table on the second page of the statistics were typical over a period of several decades? How might one explain that fact that in the districts of Prussia at the bottom of the table, there are far fewer marriages, and also number of children born out of wedlock per thousand births, than in the districts at the top of the table? (Here it helps to know that the districts at the bottom of the table are in the western part of Prussia, were under French domination for most of the Napoleonic era, and contributed large numbers of soldiers to his armies.) Why might there be so many out of wedlock births in Berlin? At what ages did people most commonly die? Is there a difference between the mortality patterns displayed by men and women? Why might this society appear to have significantly fewer women than men? What might have been the effects of this age structure and pattern of mortality on individual behavior, social structures, and beliefs? Why might the Prussian state have gone to all the trouble of collecting these statistics?

Tutorials: Economic conditions and life chances and choices in early modern Europe

"The Day Laborer in Brittany" and "The Russian Serf," in *European Society in the Eighteenth Century*, Robert and Elborg Forster, eds. (Harper & Rowe, 1969), 133-6, 238-42; *Peter Kropotkin, *Memoirs of a Revolutionist* (Houghton Mifflin, 1899), 48-53; Tina Jolas and Françoise Zonabend, "Tillers of the Fields and Woodspeople," in *Rural Society in France. Selections from the Annales*, Robert Forster and Orest Ranum, eds., Elborg Forster and Patricia Ranum, translators (Johns Hopkins University Press, 1977), 126-51.

Compare the lives of the day-laborers described in the study of Brittany in 1804 and the Russian serfs as described by Radishchev and Kropotkin, and the woodspeople of Minot. What were the most important similarities and differences in their relationships with their employers/owners and their economic situation?

The article by Jolas and Zonabend focuses on a French village in the north of Burgundy. While the main focus of the article is on the period from the mid-19th to the early 20th centuries, it clearly attempts to characterize relationships that extended far back in time, certainly well into the 18th century. What forms of dependence existed in this society? Who was dependent on whom, and in what respects? What aspects of village life seemed to ensure the preservation of the social status quo, hindering both rising and falling in wealth and status? What are the most important similarities and differences in the family structures and marriage patterns of the "tillers of fields" and the "woodspeople," as described in the article by Jolas and Zonabend, and how do the authors account for these differences?

II. Era of the Enlightenment and the Beginning of the Industrial Revolution

September 18

Tuesday: Economic and social structures of 18th century European societies: landowners and

aristocrats; men and women. The Ancien Regime in France and the Enlightenment.

Tutorials: The Ancien Regime in France. Explaining the form taken by the French Enlightenment.

C.B.A. Behrens, *The Ancien Regime* (Harcourt, Brace & World, 1967), 9-137. [book available in the three day reserve shelving at Weldon Library as well as the two hour reserve collection at the Weldon reference desk]

Why is it appropriate to speak of an “ancien regime” in France in this period, according to Behrens, but not in other European nations? (pp. 9-24) Note that Hobsbawm, in the assigned readings from last week, refers on page 2 to “the crisis of the ancien regimes of the Northwestern world,” which were to be swept away by the industrial and French revolutions. What difference in interpretation and emphasis is implied by these different uses of the phrase “ancien regime”?

What circumstances of the French peasant were especially oppressive in France in the 18th century? (pp. 24-44) Consider the level of taxes to which peasants were subjected and other obligations imposed on them. What were the most important forms taken by privileges in the society of the Old Regime? (pp. 46-54) What rights did nobles exercise over peasants who in a sense owned their land, but whose lands were in the “mouvance” of the noble? (pp. 37-40) What were the most important forms taken by privilege in the Old Regime? How does Behrens support her claim that in France the aristocracy was a legal category but not a social class, while in Britain it was in many respects a social class although – for the most part – it did not enjoy legal privileges, or only a very small number? (pp. 56-7) What were the most important divisions within the French nobility? (pp. 63-75) What was absolute about absolutist monarchy? (pp. 85-100) How did French absolutism differ from the tyrannies to the East of it, in Prussia and Russia? (pp. 103-6) Why in the second half of the 18th century did many French thinkers nonetheless come to consider the French monarchy arbitrary and tyrannical? (pp. 107-18)

What aspects of the Old Regime did French literary figures of the Enlightenment criticize? In what ways, according to Behrens, were these criticisms revolutionary? In what sense does she consider them utopian? (Behrens, 126) How does she account for their increasing influence?

September 25

Innovations in commerce, agriculture and textile manufacture. Competition and conflict between European states. The rivalry between France and Britain, Charles Breunig and Matthew Levinger, *Revolutionary Era, 1789-1850*, 125-36; *Paul Mantoux, *The Industrial Revolution in the Eighteenth Century*, trans. by Marjorie Vernon (Jonathan Cape, 1927), 140-181, 193-224, 318-346 [note that the page numbers in the 1961 edition on reserve in the library are 156-80, 189-219, 311-38.]

In what ways did innovation, enclosure, and engrossment change the methods employed by farmers, the productivity of farming, and the structure of land ownership in the countryside in England in the 18th century? How were these three changes related to each other? What were the consequences for the

lives of those engaged in agriculture? Who gained most, and who lost most, from the changes in the countryside? Why did similar changes for the most part not take place in France in this period, according to Behrens? (Behrens, 34, 79-84, 172-6) What factors led to innovations in the manufacturing of textiles of various kinds in England in the course of the 18th century? What larger conditions made possible the invention, manufacture, and widespread use of steam engines?

Tutorial: Prussian and Russian Enlightenment Thinkers: Kant and Radishchev.

*Immanuel Kant, "An Answer to the Question: What is Enlightenment?" in Hans Reiss, *Kant's Political Writings* (Cambridge, 1970), 54-60 (originally published in 1784); *Aleksandr Nikolaevich Radishchev, *A Journey from St. Petersburg to Moscow*, translated by Leo Weiner (Harvard University Press, 1958), 1-19, 151-6, 239-41, 248-9 (originally published in 1790).

How did Kant propose, in his 1784 essay, that Enlightenment should take place; what causes Enlightenment? What is the significance for his argument of the distinction Kant draws between the public and the private exercise of reason? What are his views of religion? Why did he argue that an absolutist monarchy was the form of government best suited to the enlightenment of a society, at least if it were ruled by a king like Frederick the Great, and that revolution was to be avoided at all costs? Did Kant's work pose a threat to the existing order? What aspects of serfdom did Radishchev criticize? On what grounds did Catherine II criticize Radishchev's book, which she clearly read with care? Note that Catherine II had maintained a friendly correspondence with Voltaire that had lasted for some 15 years (1763-1775). Why might Catherine have behaved in such a friendly and deferential way to Voltaire and with such harshness to Radishchev?

III. THE FRENCH REVOLUTION AND THE NAPOLEONIC ERA

October 2

The causes of the French Revolution, and the Revolution's early phases, through September 1792.

Behrens, *Ancien Regime*, 138-84; Breunig and Levinger, *Revolutionary Era*, 1-32; *Marseillaise*.

Why was the French state nearly bankrupt in 1789? Why had previous efforts at fiscal reform failed? Why were the Estates General called into session? What did the different political actors hope to achieve? Why did the representatives of the Third Estate succeed in transforming the body into a national assembly, voting by head instead of by estate? How can one explain Louis XVI's loss of control over the process of reform? Why were feudal dues abolished in the summer of 1789, and what were the consequences of this decision? Why did the National Assembly nationalize the property of the Catholic Church in France, and then attempt to assure the loyalty of priests and bishops? What effects did these measures have on the attitude of French society to the new regime? Why did France declare war on Austria on April 20, 1792? What were the consequence of this decision?

What does the *Marseillaise* attack and what does it seek to achieve? To what sentiments does it appeal?

Tutorials: Peasant grievances and the dynamics of the first months of the Revolution.

*Grievances described in cahiers de doléances, 1789, from John Boyer and Julius Kirshner, *The Old Regime and the French Revolution*, vol. 7 (Chicago, 1987), 208-217; *Arthur Young's *Travels in France during the Years 1787, 1788, 1789* (George Bell, 1909), 150-6, 163-6, 170-2, 176-85; *"Declaration of the Rights of Man and Citizen," in *A Documentary History of the French Revolution*, edited by J. Stewart (Macmillan, 1965), 113-115.

What oppressive practices did peasants and a member of the lower clergy criticize in the assigned cahiers de doléances? About whose actions did the cahiers principally complain? To what extent were the criticisms of abuses of institutions and laws, and to what extent a criticism of the institutions and laws themselves, implying the need for revolutionary change?

What aspects of the circumstances of Paris in early June 1789 does Arthur Young find especially dangerous? On what grounds does he criticize the positions taken both by the Louis XVI, the aristocracy, and the Third Estate? (151-6) Why does he criticize the Third Estate for designating itself the National Assembly on June 20th? (pp. 171-2) What role was played by Louis XVI's actions in undermining the position of those who wished for moderate, instead of radical, reform, according to Young?

What institutions of the Old Regime did the Declaration of the Rights of Man overturn?

Week of October 8 **Thanksgiving Holiday and Fall Reading Week: NO CLASSES**

October 16

Edmund Burke attacks the French Revolution and defends monarchy, aristocracy, and the establishment of religion. Breunig and Levinger, *Revolutionary Era*, 199-203; Edmund Burke, *Reflections on the Revolution in France* (Oxford, 1993), pp. 3-65, 75-87, 90-105, 101-113. Burke's book was first published in November 1790.

At pages 7-8 Burke writes that "I cannot stand forward, and give praise or blame to any thing which relates to human actions, and human concerns, on a simple view of the object, as it stands stripped of every relation, in all the nakedness and solitude of metaphysical abstraction. Circumstances (which with some gentlemen pass for nothing) give in reality to every political principle its distinguishing colour and discriminating effect." What place does this claim have in Burke's larger argument?

How does Burke defend the institution of hereditary monarchy? (pp. 16-26) Note that Burke attacks those who defended monarchy on the basis of the supposed "divine right" of rule. (p. 26) How does he

distinguish his defense of hereditary monarchy from those who argue on the basis of divine right as the basis of monarchical rule? “

Why does Burke object so strongly to the claim that the people have the right to “[cashier] their governors for misconduct” and to form a new government in a purely democratic fashion? (p. 27) On what grounds does he argue that the forced abdication of James II was not based on mere “misconduct”? (pp. 27-8) Under what circumstances is Burke prepared to consider the possibility of “cashiering kings”? (p. 30; and see also pp. 21, 97)

Why does Burke write that “the very idea of the fabrication of a new government is enough to fill us with disgust and horror”? (p. 31) Why is receiving rights as an “entailed inheritance” preferable, in his view, to discovering new rights? (pp. 33) What does the word “entailed” add to this argument? Why does Burke term this mode of proceeding “the happy effect of following nature, which is wisdom without reflection, or above it”? (p. 33) Why is nature superior to reflection? (compare with the first sentence of the paragraph that starts in the middle of page 25)

According to Burke, how should France have proceeded to correct the evils from which it suffered? (pp.35-7) Why does Burke praise a constitution that contains a “variety of parts corresponding with” the different interests in a society? What does he mean by the claim that the “reciprocal struggle of the discordant powers . . . draws out the harmony of the universe”? (p. 35) When Burke suggests that French reformers might have looked to “the ancient principles and models of the old common law of Europe meliorated and adapted to its present state . . .,” what does this formulation suggest about his approach to innovation in government? (pp. 36-7)

What faults does Burke find in the elected representatives of France, the members of the Estates General and the National Assembly? (pp. 40-49)

Why does Burke argue that the National Assembly “had virtually dismembered their country,” instead of uniting it? (p. 53)

What does Burke mean by the claim that “the simple governments are fundamentally defective, to say no worse of them”? (p. 62) To what kind of simple governments does he refer? Why does he consider them defective?

What does Burke mean by the claim that “the age of chivalry is gone. – that of sophisters, oeconomists, and calculators has succeeded, and the glory of Europe is extinguished forever”? (p. 76) Why does he praise “proud submission” and “dignified obedience”? (p. 76) What is it that can make submission proud and obedience dignified? What are the “pleasing illusions” that “made power gentle, and obedience liberal”? (p. 77) Why does he claim that “in their groves of their academy [of the French Revolutionaries], at the end of every visto, you see nothing but the gallows”? (p. 77)

Why does Burke claim that the English cherish old prejudices, and why does he consider this a virtue? (p. 87) To what “prejudices” might he refer? Why does he claim that “man is by his constitution a

religious animal; that atheism is against not only our reason but our instincts"? (pp. 90-1) To what "rust of superstition" might he be referring on page 90? What "uncouth, pernicious and degrading superstition" does he fear might take the place of Christianity, were Christianity to be rejected? (p. 91)

How does Burke defend the existence of an established church? (pp. 92-6, 99-105) Why does he believe that "a perfect democracy . . . is the most shameless thing in the world," and how is this claim connected to his defense of an established church? (p. 93) What are Burke's criticisms of the characteristics of those commonly chosen to play leading roles in government and society, and why do these defects, in Burke's view, also make an established church necessary? (pp. 102-3)

Why does Burke depict society and government as "a partnership not only between those who are living, but between those who are living, those who are dead, and those who are to be born?" (p. 96) How does this modification of the more common use of the model of a contract to explain the nature of rights and duties in society call into question conclusions commonly drawn from such contractarian theories of government?

On what grounds does Burke condemn the French Revolutionary government's seizures of church property? (pp. 105-110) What does he think of the Enlightenment, at least as represented by figures like Voltaire? (pp. 110-112)

Tutorials: Continuation of discussion of Burke. Please bring a one page outline of an essay to tutorial that answers the following question: "On what grounds does Burke defend the institution of hereditary monarchy?"

October 23

Start of the war; declaration of the Republic, execution of Louis XVI, Terror and interregnum. The Napoleonic Era, in France and Europe. Breunig and Levinger, *Revolutionary Era*, 32-124.

Why did the Jacobins demand the execution of Louis XVI and also many aristocrats? Why did the terror then spread, leading to the execution of many revolutionaries whose ardor was not sufficiently pure for Robespierre and his associates? How did the revolutionaries seek to transform French society between 1792 and 1794? Why were the Jacobins ultimately suppressed? Explain the rise to power of Napoleon. What were Napoleon's principal policies at home and abroad? Why was he ultimately defeated?

Tutorials: The Napoleonic Era

Breunig and Levinger, *Revolutionary Era*, 203-10; *Johann Gottlieb Fichte, *Addresses to the German Nation* (Open Court Publishing, 1922) 1-5, 52-7, 91-7, 104-7; * *Memoirs of Prince Metternich* (Scribner's, 1880), 184-93; 269-79; *Jakob Walter, *The Diary of a Napoleonic Foot Soldier* (Doubleday, 1991), 67-81.

Why does Fichte claim, in talks delivered in the winter of 1807-8, after Prussia's defeat at the hands of France, that Germany had reached a new stage in its history? What are the special characteristics of this new phase? What is it that unites Germans, according to Fichte? What does Fichte advocate?

What characteristics does Metternich ascribe to Napoleon, in his memoirs published in the 1830s? Why does he write that he concluded in 1813 that leaving Napoleon in power inevitably would lead to war? What political conclusions does he draw? Why, despite Metternich's emphasis on traditional authority as the best form of legitimacy, did the states that defeated Napoleon choose not to reestablish the Holy Roman Empire? In what ways can one consider Metternich's description of Napoleon propaganda, a partial truth designed to promote Metternich's own political aims?

The excerpt from Jakob Walter's diary describes the retreat of the French army from Russia in 1813. What determined feelings of solidarity between soldiers at this point in the conflict? How much solidarity was there?

October 30 – **Austen Essays Due in Class**

Romanticism. The emergence of the novel as a literary form. Authors and audiences. Women as authors. Breunig and Levinger, *Revolutionary Era*, 190-8. Austen, *Pride and Prejudice*, 1-308. (students not using the Bantam edition of the book should read through chapter 56, also designated chapter 14 of volume 3). Austen's first draft of the novel dates to 1796 and 1797; it was published in a revised version in 1813.

What different levels of society does Austen describe in her novel? How are the personalities of her characters formed by their social roles? What seem to be the particular vices and virtues of each stratum of society? What qualities does Austen especially admire, and which does she deprecate? To what extent is it desirable, and possible, according to the novel, for individuals to move beyond the roles and personalities prescribed for them by their places in society? In what ways does Austen's novel support, or fail to support, the claim that European societies were becoming more democratic in their customs and values? Is Austen a romantic? To what extent should (and does) love play a role in marriage, in her view? Does she believe that inequality had made English society selfish and corrupt? To what extent are the values expressed in *Pride and Prejudice* similar to those found in Burke's essay? Where are there differences?

Essays on Jane Austen's *Pride and Prejudice* due in class on Tuesday, October 30.

Tutorials: Discussion of *Pride and Prejudice*, continued.

IV. REACTION, REFORM, AND REVOLUTION BETWEEN 1815 AND 1848

November 6

The Congress of Vienna and European great power relations. The conflict between reaction and reform from 1815 to 1848. Breunig and Levinger, *Revolutionary Era*, 162-69, 173-90, 211-265; *Deutschlandlied* (also known as “Deutschland, Deutschland ueber alles”).

What were the goals of European liberals during the first half of the nineteenth century? Which existing institutions did they challenge? What successes did they achieve in the period before 1848? What methods were used by those who opposed change to prevent reform?

What are the most important similarities and differences between the *Marseillaise* and the *Deutschlandlied*? How can one account for them?

Tutorials: *Friedrich Gentz, "Considerations on the Political System now in Europe," from Mack Walker, *Metternich's Europe* (Harper & Row, 1968), 69-84; *Anatole Mazour, *The First Russian Revolution 1825. The Decembrist Movement* (University of California Press, 1937), 274-9; *Poems of Heinrich Heine, 1830s and 1840s.

In a memorandum from 1818, Friedrich Gentz, a close adviser of Metternich, argued that the European order established at Vienna was likely to endure for decades. How did he support this claim? What dangers to the Vienna settlement did he foresee? What were the goals of the Decembrists? How do they explain how they came to desire the transformation of the Russian government? What is the point of Heine's “A Consoling Thought”?

November 13 **Tocqueville essays due in class**

An aristocratic interpretation of the democratic revolution. *Alexis de Tocqueville, *Democracy in America*, Vol. 1 (Colonial Press, 1900), 3-16, 191-199, 258-273; Vol. 2, 36-41, 99-159, 202-27.

To permit students to use other editions of the Tocqueville, of which the UWO libraries have numerous copies, I also identify the assignments by chapter. They are: from Volume I, the Introduction; Chapter XII (Political Associations in the United States) and Chapter XV (Unlimited Power of the Majority in the United States, and Its Consequences); from Volume II, First Book, Chapter IX (The Example of the Americans Does Not Prove That a Democratic People Can Have No Aptitude and No Taste for Science Literature and Art); Second Book, Chapters I through and including Chapter XVII; Third Book, Chapters VIII through and including Chapter XIII.

What are the dangers created for Europe by what Tocqueville describes as the inevitable progress of democracy? Why is tyranny of the majority, for Tocqueville, an inherent danger of democracy? In what ways have American habits and institutions diminished this danger? Why are Americans dominated by individualism? What problems does this cause? How do American institutions and American circumstances reduce the dangers associated with individualism? What use have Americans made of associations, and why does Tocqueville view the association as critical to the defense of liberty in democratic eras? How has democracy changed the institution of the family and the place of

women? Why have democratic habits threatened the legitimacy of the family, according to Tocqueville? What new forms of legitimacy have the Americans found for the family? Why does Tocqueville claim that "if I were asked, now that I am drawing to the close of this work, in which I have spoken of so many important things done by the Americans, to what the singular prosperity and growing strength of that people ought mainly be attributed, I should reply - to the superiority of their women"? (p. 224)

Essays on Alexis de Tocqueville's *Democracy in America* due in class on Tuesday, November 13.

Tutorials: Discussion of *Democracy in America*, continued.

November 20

The social impact of the industrial revolution in the United Kingdom and on the continent. Famine in Ireland and in Europe. Emigration. European imperialism in the first half of the 19th century. Breunig and Levinger, *Revolutionary Era*, 136-62; Mantoux, *The Industrial Revolution in the Eighteenth Century*, 409-428 (1961 edition on reserve in the library: 399-417).

In what ways did the industrial revolution transform the lives of the individuals who became members of the new working class? Consider conditions at work, relationships with non-working class groups in society, and common aspects of life outside of work, such as housing conditions, family life, access (or lack of access) to education, etc. What were the key characteristics of the new middle class, to the extent one can speak of common characteristics?

Tutorials: Mass emigration to North America from Ireland and the German states. *Walter D. Kamphoefner, Wolfgang Helbich, Ulrike Sommer, *News from the Land of Freedom; German Immigrants Write Home*, translated by Susan Vogel (Cornell, 1991), 62-70, 149-162, 523-531, 589-603.

What reasons for emigration are described in the assigned letters from German immigrants to the United States? What characteristics helped an immigrant succeed? What contrasts did the immigrants draw between their old and new lives?

V. THE REVOLUTIONS OF 1848, THE CRIMEAN WAR, AND THE CREATION OF THE GERMAN AND ITALIAN NATIONAL STATES

November 27

1848 in France, the German states and Austria, and its aftermath. Louis Napoleon crushes the French parliament, and Austria and Prussia attempt to restore the old order. The Crimean War alters the balance of power in Europe. REVIEW FOR THE MID-TERM EXAMINATION. Breunig and Levinger, *Revolutionary Era*, 266-96. *Carl Schurz on the 1848 revolution. Jonathan Scott, *Readings in*

European History since 1814 (Crofts, 1930), 156-63; *Elmar Hucko, *The Democratic Tradition: Four German Constitutions* (Berg, 1987), 110-114; Norman Rich, *Age of Nationalism and Reform*, 77-91.

Why did the existing regimes initially give way so quickly before the tide of revolution? What were the goals of reformers and revolutionaries? To what extent were they able to accomplish these goals? Why, in the end, did they in general fail to maintain their grip on power?

What were the causes of the Crimean War? Why was it a revolutionary event, transforming the balance of power in Europe? What was the connection between the 1848 revolutions and the Crimean War?

Tutorials: Discussion of essays

December 4

The unification of Italy and Germany. The personality and goals of Bismarck. REVIEW FOR THE MID-TERM EXAMINATION. Norman Rich, *Age of Nationalism and Reform*, 110-144, 198-202. Mack Walker, *Plombieres: Secret Diplomacy and the Rebirth of Italy* (Oxford University Press, 1968), 27-37.

With what motives did Louis Napoleon undertake to promote the partial unification of Italy? Why were Cavour's diplomacy and military initiatives successful? What challenges faced the new nation-state? What were Bismarck's motives in promoting the creation of the North German Confederation and then the new German nation state?

Tutorial: Bismarck's reasoning. Letters of Bismarck, 1858-1861, Theodore Hamerow, *The Age of Bismarck* (New York: Harper & Row, 1973), 43-52.

With respect to Bismarck's memorandum of early 1858, the first document in this series: What were the "multifarious dangers" that surround Austria to which Bismarck referred in the memorandum of early 1858? Why might have led Bismarck to believe that Austria would wish to call on Prussian support? Why did Bismarck argue that Prussia should limit its assistance to Austria to occasions when "German frontiers" were attacked? Which non-German frontiers were in danger of attack? Why was Prussia the natural leader of Germany, in Bismarck's view? What might be the larger dangers threatening the entire German confederation? In his memorandum does Bismarck seek to destroy the German Bund, or to work within it?

Why does Bismarck state, in the letter of May 1859, the second document, that "in Austria, France, Russia, we shall not easily find the conditions again so favorable for allowing us an improvement of our position in Germany"? To what conditions is he referring? What exactly is Bismarck advocating in this letter? In what respect does the letter of 1861 represent a further radicalization of Bismarck's position? What position does he take with respect to the legitimacy of the smaller states of the German Bund? Why does he welcome the creation of a union parliament? To what extent did the methods he

employed follow the plans he outlined in his letters from the period before he became the Minister President of Prussia in 1862?

Winter Break

VI. ECONOMIC, SOCIAL, AND CULTURAL CHANGE AND CONFLICT, 1850-1914

January 8

The industrial revolution in the late nineteenth and early twentieth centuries; corporations, cartels, and class conflicts. Rich, *The Age of Nationalism and Reform*, xi-xv, 1-26. *Michael Miller, *The Bon Marché. Bourgeois Culture and the Department Store, 1869-1920* (Princeton, 1981), 75-102.

What were the distinguishing characteristics of the industrial revolution in the second half of the nineteenth century? How did the Bon Marché, the largest French department store, create a workforce that suited the distinctive economic niche that it occupied, that was economically rational, and also reflected paternalistic traditions common in the French middle class?

Tutorials: Working class lives.

*Biographies of Adelheid Popp and Max Lotz, from Alfred Kelly, *The German Worker: Working Class Autobiographies from the Age of Industrialization* (University of California, 1987), 121-134, 320-350; *Carole Adams, *Women Clerks in Wilhelmine Germany* (Cambridge University Press, 1988), 6-30.

How do the Popp and Lotz memoirs characterize the key features of lives of members of the working class? In what ways is the working class oppressed? According to the memoirs, what are the common prejudices about the working class? To what extent are they true, and to what extent false? In what respects do the experiences of each author suggest that the different genders experienced the effects of the industrial revolution in somewhat different ways? Why is it that clerking became an especially female economic niche, according to Adams? In what ways do the women who are the subjects of Carole Adams' study experience problems similar to those described in the Popp and Lotz memoirs?

January 15

Responses to the plight of the proletariat. The growth of state power; roads, armies, and schools. Breunig and Levinger, *Revolutionary Era*, 169-72; Rich, *The Age of Nationalism and Reform*, 27-31, 36-43, 66-69. *Manifesto of the Communist Party, February 1848; **The International*; *Encyclical of Pope Leo XIII on Socialism (Quod Apostolici Muneris, 1878); *Encyclical of Pope Leo XIII on Capital and Labor (Rerum Novarum, 1891), paragraphs 1-24, 33-50, 57-59.

What are the key characteristics of capitalist society, according to Marx and Engels? Why did they believe it destined to collapse? Why might Popp and Lotz have found the Communist Manifesto appealing?

On what grounds does the Church, in the 1878 encyclical, condemn socialism? How does it explain the attraction of socialism to workers? What advice does it offer societies confronted with the challenge of socialism?

How does the encyclical on capital and labor seek to counter the arguments of the Communist Manifesto? How, for example, does it defend the institution of private property? To what extent to the encyclical concede that certain claims made in the Manifesto have some truth? What position does it take on the right of workers to associate and to strike? Under what circumstances are such activities permitted and even encouraged?

Tutorial: Class and education in late nineteenth century Britain. Winston Churchill, *My Early Life. A Roving Commission*, chapters 1-3. *George Orwell, "Such, Such were the Joys," from *The Orwell Reader. Fiction, Essays, and Reportage by George Orwell* (New York: Harcourt Brace Jovanovich, 1956), 419-56.

Both Churchill and Orwell describe childhoods and schooling in Britain in the decades before the First World War. The years covered by the assigned excerpts from Churchill's memoirs are roughly 1875 to 1890. The Orwell memoirs focus on his early schooling, between 1910 and 1915. Churchill's perspective is that of someone belonging to the elite, while Orwell - the pseudonym adopted by Eric Blair - was from what he at one point termed the upper lower middle class. What aspects of their educations does each author criticize and what aspects - if any - does each praise? To what extent did the public schools each attended reward merit, and to what extent was success a matter of class background? What role was played by sports in each school? What was the role of corporal punishment? What advantages did children from upper class backgrounds enjoy, according to both accounts? How did the class origins of each author influence how they were treated in school? How did it influence their personalities and their expectations for their own lives?

January 22

Nationalism and religious belief in nineteenth century Europe. Rich, *The Age of Nationalism and Reform*, 27-38, 43-47. *Eric Hobsbawm, "Mass-Producing Traditions: Europe 1870-1914," in *The Invention of Tradition*, 263-283.

Why did nationalism become so significant a force in European societies in the nineteenth century? What role did religious faith play in Europeans' lives, and what relationship was there, if any, between religious faith and national feeling?

Tutorials: Discussion of selections from the work of Friedrich Nietzsche.

*Friedrich Nietzsche, *Beyond Good and Evil* (excerpts). *Beyond Good and Evil* was published in 1886.

On what grounds did Nietzsche attack modern societies and Christianity? What did he propose as an alternative?

January 29

The condition of women in European societies and organized efforts to promote emancipation. Rich, *The Age of Nationalism and Reform*, 19-23. *Harriet Taylor Mill, 1851 Statement, from Susan Bell and Karen Offen, *Women, the Family, and Freedom: The debate in documents* (Stanford, 1983), 290-6; *John Stuart Mill, *The Subjection of Women* (Henry Holt, 1898), pp. 207-273, 297-305, 352-394. Mill's essay was first published in 1869. Chapter 1 (entire), Chapter II (first 14 pages), Chapter III (first 12 pages), Chapter IV (entire).

How does Harriet Taylor Mill support her claim that "the proper sphere for all human beings is the largest and highest which they are able to attain to"? (p. 292) On what grounds does John Stuart Mill attack legal restrictions placed on the activities of women? What evils are caused by the restriction of men and women to distinct roles, according to Mill? Why is it that he does not consider the republican method of legitimizing gender roles in marriage, as described and praised by Tocqueville, an adequate response to the problems he describes? What would Burke and Austen have thought of Mill's argument? What would his response have been? What are the main similarities and differences in emphasis between the 1851 statement written by Harriet Taylor Mill, who from 1851 until her death in 1858 was married to Mill, and that of Mill?

Tutorials: Discussion of Mill's *The Subjection of Women*.

February 5: **Essays on Leo Tolstoy's *Anna Karenina* due in class**

A reactionary romantic. Leo Tolstoy, *Anna Karenina*, first published 1874-6, pp. 1-278. Students using other editions of the novel should read through chapter 12 of part 3.

In what ways does Tolstoy, like Austen, work with a cast of characters whose personalities are molded by their positions in the social hierarchy? Compare, for example, the personalities of Darcy with those of both Levin and Vronsky; of Bingley with the personality of Karenin; and Elizabeth and Jane with that of Kitty. What are the most important similarities and differences? Does Tolstoy appear to believe in the possibility of education and improvement? In what ways is his romantic ideal similar to, or different from, that of Austen? Why does Tolstoy suggest, in the famous first sentence of the novel, that all happy marriages are alike and that all unhappy marriages are unhappy in their own way? What would Tolstoy and Mills would have thought of each other's arguments in the assigned texts? What would Tolstoy and Nietzsche have thought of each other's work?

Essays on Leo Tolstoy's *Anna Karenina* due in class on Tuesday, February 5.

Tutorials: Tolstoy discussion, continued.

VII. CONFLICTS OVER POLITICAL POWER WITHIN AND BETWEEN NATIONS, IMPERIALISM, AND THE FIRST WORLD WAR

February 12

Britain, Austria-Hungary, and Germany from mid century. Rich, *Age of Nationalism and Reform*, 101-110, 145-168, 202-227.

Tutorials: Conflicts over political power in the German Empire (1870-1918)

*Margaret Anderson, *Practicing Democracy: Elections and Political Culture in Imperial Germany* (Princeton, 2000), 45-50, 152-161. *Chart showing Reichstag election results in the Kaiserreich

How did those with political and economic power seek to control the results of elections in Germany after 1870? How successful were they?

Week of February 18: **No Classes: Reading Week**

February 26 **Essays on the Dreyfus Affair due in class**

France, 1870-1914. The Dreyfus Affair. The partial emancipation of the Jewish minority in different European countries. Anti-Semitism and the development of Zionism.

Rich, *The Age of Nationalism and Reform*, 184-202. Michael Burns, *France and the Dreyfus Affair: A Documentary History* (Bedford/St. Martin's, 1999), 1-29, 40-45, 50-53, 61-66, 87-112, 118-29, 138-139, 148-152, 163. [book available in the one day reserve shelving at Weldon Library as well as the two hour reserve collection at the Weldon reference desk]; Benny Morris, *Righteous Victims. A History of the Zionist-Arab Conflict, 1881-1999* (Knopf, 1999), 14-26, 37-59.

What policies did the Third Republic adopt to promote loyalty to the new republican regime? What did the Dreyfus Affair reveal about the nature of internal divisions in French society at the end of the nineteenth century? Why was the high command of the French army so determined to prevent reconsideration of Dreyfus' conviction even after it became clear that it had been based on a forgery? What forces led, after a significant lapse of time, to Dreyfus' release from imprisonment?

What factors led to the development of Zionism among the Jews of Europe? How did early Zionist

leaders respond to the reality that the territory to which they desired to promote Jewish migration was already settled?

Essays on the Dreyfus Affair due in class on Tuesday, February 26.

Tutorials: The German Jewish Middle Class. *Marion Kaplan, *The Making of the Jewish Middle Class: Women, Family, and Identity in Imperial Germany* (Oxford University Press, 1991), 85-116.

How did middle class German Jewish families in the late nineteenth century attempt to accommodate the desire of many young people to marry for love and more traditional economic goals, and also to find a balance between freedom of choice for the young and the desire of parents to maintain some control over the choice of their children's (and especially their daughters') spouse?

March 5

Russia, 1861-1914. Rich, *The Age of Nationalism and Reform*, 168-83; Richard Pipes, *A Concise History of the Russian Revolution* (Vintage, 1996), xii-xvii, 3-55.

What were the most important forces undermining the existing economic, social, and political order in Russia of the late nineteenth and early twentieth centuries? What roles were played in this tragedy, as Pipes describes it, by Russian peasants, who composed the majority of the society; by discontented ethnic minorities, such as Jews, who from the 1880s faced renewed repression; by members of Russian elites and their children, including liberal and reactionary nobles and civil servants, and often radical students; and by the Tsars, including Alexander II, Alexander III, and Nicholas II? The heroes of Pipes' account, to the extent that he has them, are politicians like Sergei Witte and Peter Stolypin. For what actions does he praise them, and in what respects does he consider their policies flawed or inadequate?

Tutorials: Materials to be announced.

March 12

European Imperialism in the late nineteenth and early twentieth centuries. The post-1870 European alliance system. Rich, *Age of Nationalism and Reform*, 228-250. Adam Hochschild, *King Leopold's Ghost. A Story of Greed, Terror, and Heroism in Colonial Africa*, 115-49, 158-66, 172-208. Winston Churchill, *My Early Life. A Roving Commission*, chapters 8, 9, 21, 28, 29.

Why does Churchill write that his years as a junior officer in the British army made him "return my sincere thanks to the high gods for the gift of existence"? (last paragraph of chapter 4) What did he find so attractive in the role of the imperialist? What did he learn from the experience? What traits of character did this role help develop and reward?

By what methods did King Leopold of Belgium rule the Congo? How did he seek to suppress knowledge of the cruelties of his government there? What individuals and institutions played the leading role in undermining his propaganda and his claim to rule?

Tutorial: Discussion of Hochschild's *King Leopold's Ghost* and Churchill's memoirs.

March 19

Causes of the First World War. *Norman Rich, *Great Power Diplomacy, 1814-1914*, 370-394, 436-461; *Gordon Martel, *The Origins of the First World War* (Longman), 92-99.

What role did each of the Great Powers play in bringing about the war?

Tutorials: Germany and Austria-Hungary plan a small war. *Immanuel Geiss, *July 1914 The Outbreak of the First World War: Selected Documents* (Charles Scribner's Sons, 1967), 76-87, 110-111, 113, 118, 122-124, 127-31, 142-6, 170-5, 183-7, 196-9, 282-4, 292-5, 300-1.

Why did Austria-Hungary decide to make war on Serbia? Why did the William II and the leaders of the German government so vociferously support an aggressive response to Serbia? Why did it prove impossible to slow down the momentum towards war as it became apparent, at the end of July, that Russia was prepared to mobilize in response to the crisis?

Tutorials: Discussion of original sources relating to the Russian Revolution

Selected documents from Jonathan Daly and Leonid Trofimov, eds., *Russia in War and Revolution, 1914-1922* (Hackett, 2009).

March 26

The Schlieffen Plan fails. Russia, 1914-1918. The abdication of the Tsar and the Bolshevik seizure of power. Pipes, *A Concise History of the Russian Revolution*, 56-149.

How does Pipes account for the fact that Tsar Nicholas II agreed to Russian participation in the First World War on the side of France, despite the fact that knowledgeable advisers had warned that it was likely to end in the destruction of the Russian state? In what ways did the war exacerbate the considerable challenges confronting the Russian government? What were the chief causes that led to Nicholas' abdication in February 1917? How was it that eight months later the Bolshevik, a group counting no more than 25,000 members at the start of 1917, was able to topple the provisional government?

April 2

Home Fronts. The Bolsheviks consolidate their power. PREPARATION FOR FINAL EXAM. Pipes, *A Concise History of the Russian Revolution*, 150-230.

Tutorials: Preparation for the final examination.

April 9

End of the War. PREPARATION FOR THE FINAL EXAM.

NO TUTORIALS THIS WEEK: APRIL 9 IS THE LAST DAY OF CLASSES.

The Final Examination will be held during the Exam Period, April 11-30, at a date to be set by the Registrar's office.

MODEL MID-TERM AND FINAL EXAMINATIONS . These examples give students a sense of the format of the mid-term and final examinations and examples of the kinds of essay questions and identifications they should expect. The mid-term and final examinations that will be set in this class may contain some or none of the material found below:

Model Mid-Term Examination

You will have three hours for the examination. 60% of the examination grade will be based on the essay questions from the first part of the examination, and 40% will be based on the identifications. This is a closed book, closed notes examination. No electronic devices of any kind may be used during the examination.

- 1. Essay Questions. Answer any two of the following five questions (60% of the exam grade)**

Grading of the essays will be based on the clarity, breadth, and logical development of the answer, and the extent to which claims are supported by references to the texts assigned for the class.

Sample essay questions:

1. The French Revolution was triggered by the attempts of the French monarchy to raise taxes, to prevent the bankruptcy of the state. It led to the displacement of the monarch by the National Assembly as the focal point of national sovereignty, which in turn led to the abolition of the Parlements and feudal dues, confiscation of the lands of the church, and then to war, civil war, and the Terror. How can you explain the disparity between the goals of those who initiated the Revolution in 1789 and these consequences?

2. What might Burke have thought of Kant's argument in *What is Enlightenment?* ? What might Kant have thought of Burke?
3. In the selections assigned for this class both Burke and Tocqueville responded to the challenges posed to governments and societies by new egalitarian ideologies and institutions. Burke entirely rejected the French revolution; Tocqueville attempted to learn from the experience of democracy in the United States, to help France avoid the worst evils associated with democratic political and social forms. To what extent were their fears, hopes, and political positions and analyses similar, and to what extent were there differences between them?
4. What were the most important forces that contributed to the spread of liberal ideas and ideals in Europe between 1789 and 1848?
5. How can one account for the unification of Italy and Germany between 1859 and 1871?.

Identifications. Please respond to four of the following six identifications. If there are responses to more than four identifications, the four responses with the lowest grades will count. (40% of the exam grade)

With respect to quotations describe: 1) who made the statement quoted; 2) when; 3) to whom (or for what audience); 4) the meaning or meanings of the statement; and 5) the historical context and significance of the quotation (there may be multiple reasons for significance). With respect to a term, explain the meaning and historical significance.

1. "One thing which he always regretted extremely was, that he could not invoke the principle of Legitimacy as the basis of his power. Few men have been so profoundly conscious as he was that authority deprived of this foundation is precarious and fragile, and open to attack. He never lost an opportunity of anxiously protesting against those who imagined that he occupied the throne as a usurper."
2. The Frankfurt Parliament of 1848.
3. "But I tell you what, Miss Lizzy, if you take it into your head to go on refusing every offer of marriage in this way, you will never get a husband at all - and I am sure I do not know who is to maintain you when your father is dead. - I shall not be able to keep you - and so I warn you. - I have done with you from this very day. - I told you in the library, you know, that I should never speak to you again, and you will find me as good as my word. I have no pleasure in talking to undutiful children. - Not that I have much pleasure indeed in talking to any body. People who suffer as I do from nervous complaints can have no great inclination for talking. Nobody can tell what I suffer! - But it is always so. Those who do not complain are never pitied."
4. "Finally, Napoleon invaded Russia and then only, for the first time, did the Russian people become aware of their power; only then awakened in all our hearts a feeling of independence, at first political and finally national. That is the beginning of free thinking in Russia. The government itself spoke such words as "Liberty, Emancipation!" It has itself sown the idea of abuses resulting from the

unlimited power of Napoleon, and the appeal of the Russian monarch resounded on the banks of the Rhine and the Seine. The war was still on when the soldiers, upon their return home, for the first time disseminated grumbling among the masses. "We shed blood," they would say, "and then we are again forced to sweat under feudal obligations. We freed the Fatherland from the tyrant, and now we ourselves are tyrannized over by the ruling class."

5. ". . . it has been the uniform policy of our constitution to claim and assert our liberties, as an *entailed inheritance* derived to us from our forefathers, and to be transmitted to our posterity; as an estate specifically belonging to the people of this kingdom without any reference whatever to any other more general or prior right. By this means our constitution preserves an unity in so great a diversity of its parts."

6. "Unity and Law and Freedom

For the German Fatherland!

For this let us all strive

As brothers, with heart and hand!

Unity and Law and Freedom

Are the guarantees of happiness:

Bloom in the glow of this happiness,

Bloom, German Fatherland!"

Model Final Examination

You will have three hours for the examination. 60% of the examination grade will be based on the essay questions from the first part of the examination, and 40% will be based on the identifications. This is a closed book, closed notes examination. No electronic devices of any kind may be used during the examination.

2. Essay Questions. Answer any two of the following five questions (60% of the exam grade)

Grading of the essays will be based on the clarity, breadth, and logical development of the answer, and the extent to which claims are supported by references to the texts assigned for the class.

1. What were the most significant divisions in European societies in the second half of the nineteenth and start of the twentieth centuries, and how did these divisions influence life chances and choices?

2. What were the most significant long term causes of the First World War? By long-term I mean causes that antedate the crisis caused by the assassination of Archduke Ferdinand.

3. In the period between 1848 and 1914, what methods were used by European elites to maintain their privileged access to positions of influence and power? In answering this question, please draw on the full range of sources used in the course, including the excerpts from memoirs and works of philosophy and literature, the assigned documents regarding the Dreyfus Affair, and the examination of German election practices, as well as other primary and secondary sources.
4. What were the most important causes of the Russian Revolution?
5. What might Burke or Tocqueville have thought of the political and social views of Tolstoy, as expressed in his *Anna Karenina*?

Identifications. Please respond to four of the following six identifications. If there are responses to more than four identifications, the four responses with the lowest grades will count. (40% of the exam grade)

With respect to quotations describe: 1) who made the statement quoted; 2) when; 3) to whom (or for what audience); 4) the meaning or meanings of the statement; and 5) the historical context and significance of the quotation (there may be multiple reasons for significance).

1. "Modern bourgeois society with its relations of production, of exchange, and of property, a society that has conjured up such gigantic means of production and of exchange, is like the sorcerer who is no longer able to control the powers of the nether world whom he has called up by his spells."
2. "I also got to know the much-maligned frivolousness of factory girls. To be sure, the girls went dancing and they had love affairs; others stood in line at a theater at three o'clock in the afternoon so that they could see an evening performance for thirty kreuzers. In the summer they went on outings and walked for hours in order to save a couple of kreuzers of tram fare If you want you can call all that frivolity, or even pleasure-seeking or debauchery, but who would dare to?"
3. "Public institutions and the laws set aside the ancient religion. Hence, by degrees it has come to pass that working men have been surrendered, isolated and helpless, to the hardheartedness of employers and the greed of unchecked competition. The mischief has been increased by rapacious usury, which, although more than once condemned by the Church, is nevertheless, under a different guise, but with like injustice, still practiced by covetous and grasping men. To this must be added that the hiring of labor and the conduct of trade are concentrated in the hands of comparatively few; so that a small number of very rich men have been able to lay upon the teeming masses of the laboring poor a yoke little better than that of slavery itself."
4. "If we had really recognized the necessity of warlike action against Serbia, he [Kaiser Wilhelm] would regret it if we did not make use of the present moment"
5. "Looking back, it is astonishing how intimately, intelligently snobbish we all were, how knowledgeable about names and addresses, how swift to detect small differences in accents and manners and the cut of clothes. There were some boys who seemed to drip money from their pores even in the bleak misery of the middle of a winter term. At the beginning and end of the term, especially, there was naïvely snobbish chatter about Switzerland, and Scotland with its ghillies and grouse moors, and 'my

uncle's yacht', and 'our place in the country'. And 'my pony' and 'my pater's touring car'. There never was, I suppose, in the history of the world a time when the sheer vulgar fatness of wealth, without any kind of aristocratic elegance to redeem it, was so obtrusive as in those years before 1914."

6. "In the case of women, each individual of the subject class is in a chronic state of bribery and intimidation combined."

ACCOMMODATION FOR REASONS OTHER THAN DISABILITY OR ILLNESS: All requests for accommodation not due to disability or illness must be directed first to the Academic Counselling Office of your Faculty (with all necessary evidence), and then to Professor Nathans. This is to be done as early as possible. Professor Nathans will make a decision after having received a recommendation from your Academic Counselling Office. The only exception to this policy is that students may miss up to two tutorials during the year for illness or other reasons without penalty if they notify the tutorial leader. There is no need in this case to contact the Academic Counseling Office. Accommodation for more than two absences from tutorials will require consultation with the Academic Counselling Office and with the Course Director.

Additional Statements

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Accessibility Options:

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an

accommodation. Information regarding accommodation of exams is available on the Registrar's website: www.registrar.uwo.ca/examinations/accommodated_exams.html

Medical Issues

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to:

https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf

to read about the University's policy on medical accommodation. This site provides links the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation:

http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic

essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site: www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western, http://uwo.ca/health/mental_wellbeing/ for a complete list of options about how to obtain help.

Use of Electronic Devices

Electronic devices will not be allowed during tests and examinations.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

If you have any further questions or concerns please contact, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or e-mail yangalen@uwo.ca.