

## HIS 502 - MODERN EUROPE

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Fall 2012  
Th 5:30 - 8:30  
SBS N-303  
OH: T 3-5:00; Th 4-5:00

### Course Description

This course is designed to introduce students to the central concepts and problems in the historiography of modern Europe from the French Revolution to the present. The course will begin with the French Revolution and then explore such issues as industrialization and the making of the working classes; state-formation, nationalism, citizenship, and welfare; imperialism and its impact on Europe and the non-European world; and Stalinism and National Socialism as alternatives to liberalism and bourgeois society in the interwar years. The course will conclude with an extended analysis of key themes in European history since the end of World War II.

The course presumes an undergraduate major in the study of history and at least an survey knowledge of modern European history. It is designed for students in both the MAT and MA/Ph.D. programs, and assignments have been differentiated to meet the background, needs, and interests of both groups. All students will be responsible for the assigned readings for each week. There will be additional class sessions (to be scheduled at a mutually convenient time) for students in the MA/Ph.D. program.

### Required Readings

The individual articles assigned through the semester are all available electronically:

- ER      Electronic reserve: These articles can be accessed through Blackboard under the course documents tab
- EJ      Go to the library home page (<http://www.library.stonybrook.edu/>). Click on the eJournals tab, and then search for the journal.

The following books have been ordered through the University bookstore.

Jeremy Popkin, A Short History of the French Revolution, 5th ed. (Prentice Hall, 2009). You can use any edition of this book.

Jerrold Siegel, Modernity and Bourgeois Life. Society, Politics, and Culture in England, France, and Germany since 1750 (Cambridge University Press, 2012).

Geoff Eley, Forging Democracy. The History of the Left in Europe, 1850-2000 (OUP, 2002).

Ivan Berend, History Derailed. Central and Eastern Europe in the Long Nineteenth Century (University of California Press, 2003).

Detlev Peukert, Inside Nazi Germany. Conformity, Opposition, and Racism in Everyday Life (Yale, 1982/1987).

Mark Edele, Stalinist Society, 1928-1953 (Oxford University Press, 2011).

Andrew Port, Conflict and Stability in the German Democratic Republic (Cambridge University Press, 2007).

## Relevant Textbooks

Those of you who feel the need for greater background specific aspects of modern European history may wish to consult:

John Merriman, A History of Modern Europe, vol. 2 (Norton, 1996): Students in previous classes have found this text to be a very helpful supplement to the required readings.

Tony Judt, Postwar. A History of Europe since 1945 (Penguin, 2005).

Week 1  
Aug. 30

### **Introduction**

Week 2  
Sept. 6

### **The French Revolution: Origins, Dynamics, Legacy**

Jeremy Popkin, A Short History of the French Revolution, 5th ed. (Prentice Hall, 2009), chapters 2-6, 9.

Norman Hampson, "The Heavenly City of the French Revolutionaries," in Colin Lucas, ed., Rewriting the French Revolution (OUP, 1991), pp. 46-68.

Laurent Dubois, "An Atlantic Revolution," French Historical Studies 32:4 (Fall 2009), 655-61.

C.A. Bayly, "Converging Revolutions, 1780-1820," in his The Birth of the Modern World, 1780-1914 (Blackwell, 2004), 86-120. ER

Week 3  
Sept. 13

### **The Industrial Revolution: Technological Change and the Social Re-Organization of Production**

David Landes, The Unbound Prometheus. Technological Change and Industrial Development in Western Europe 1705 to the Present (1969), 41-122. ER

Raphael Samuel, "Mechanization and Hand Labour in Industrializing Britain," in Lenard Berlanstein, ed., The Industrial Revolution and Work in Nineteenth-Century Europe (Routledge, 1992), 26-43. ER

Review the syllabus located at <http://eh.net/syllabi/AlterG-a>. Look at the weekly questions from Jan. 20 to the end of the course. Do you understand why these are important issues? Can you answer them all on the basis of the above readings?

Week 4  
Sept. 20

### **The Subjects of Bourgeois Society**

Jerrold Siegel, Modernity and Bourgeois Life. Society, Politics, and Culture in England, France, and Germany since 1750 (Cambridge University Press, 2012), 1-264.

Week 5  
Sept. 27

### **The Working Classes and Origins of Socialism**

E.P. Thompson, The Making of the English Working Class (Vintage, 1963), 9-13, 189-212, 234-68, 807-32. ER

Karl Marx and Friedrich Engels, The Communist Manifesto (1848). ER

"Communist Manifestoon": [http://www.youtube.com/watch?v=NbTIJ9\\_bLP4](http://www.youtube.com/watch?v=NbTIJ9_bLP4)

Geoff Eley, Forging Democracy. The History of the Left in Europe, 1850-2000 (OUP, 2002), 3-61.

- Week 6  
Oct. 4      **The Structures of Bourgeois Society**  
Siegel, Modernity and Bourgeois Life, 265-449.  
Eley, Forging Democracy, 62-84, 109-18.
- Week 7  
Oct. 11      **Eastern Europe in the Nineteenth Century**  
Ivan Berend, History Derailed. Central and Eastern Europe in the Long Nineteenth Century (University of California Press, 2003).
- Week 8  
October 18      **The Catastrophe and Beyond: World War I, Revolution, and the Radicalization of Politics**  
Eley, Forging Democracy, 119-248  
Peter Holquist, "Violent Russia, Deadly Marxism? Russia in the Epoch of Violence, 1905-1921," Kritika 4:3 (Summer 2003), 627-652. EJ  
Ruth Ben Ghat, "Envisioning Modernity: Desire and Discipline in the Italian Fascist Film," Critical Inquiry 23:1 (Autumn 1996), 109-144. EJ  
→Book review due
- Week 9  
Oct. 25      **Making Sense of National Socialism**  
Detlev Peukert, Inside Nazi Germany. Conformity, Opposition, and Racism in Everyday Life (Yale, 1982/1987).  
Timothy Snyder, "A New Approach to the Holocaust," The New York Review of Books (June 23, 2011). ER
- Week 10  
Nov. 1      **The Building of the Soviet System**  
Mark Edele, Stalinist Society, 1928-1953 (Oxford University Press, 2011).  
Eley, Forging Democracy, 261-78.
- Week 11  
Nov. 8      **Consumer Society, the Welfare State, and the Postwar Settlement in the West**  
Susan Pedersen, "Gender, Welfare, and Citizenship in Britain During the Great War," AHR 95:4 (October 1990), 983-1006. EJ  
Victoria De Grazia, "The Consumer-Citizen. How Europeans Traded Rights for Goods," in Irresistible Empire. America's Advance through Twentieth-Century Europe (Harvard, 2005), 336-75. ER  
Eley, Forging Democracy, 299-328.  
Bob Jessop, "Post-Fordism and the State," in Ash Amin, ed., Post-Fordism (Blackwell, 1994), 251-79. ER  
Adam Kirsch, "Is World War II Still the Good War?" New York Times (May 29, 2011). ER
- Week 12  
Nov. 15      **Life, Labor, and Legitimacy in Eastern Europe**  
Andrew Port, Conflict and Stability in the German Democratic Republic (Cambridge University Press, 2007).  
Eley, Forging Democracy, 329-39.  
Scott Moranda, "Towards a More Holistic History? Historians and East German Everyday Life," Social History 35:3 (August 2010), 330-339. EJ

Nov. 22 NO CLASS - THANKSGIVING

Week 13 **Cultural Revolution, Economic Transformation, and Political Conflict, 1968-89**

Nov. 29 Eley, Forging Democracy, 341-404, 457-69.

Tony Judt, Postwar. A History of Europe Since 1945 (Penguin, 2005): “The Spectre of Revolution,” “Diminished Expectations,” and “The New Realism,” 390-421, 453-83, 535-47. ER

Andrew Gamble, The Free Economy and the Strong State. The Politics of Thatcherism (Duke University Press, 1988), 96-139. ER

Week 14 **Race, Nation, and the Politics of Identity in Contemporary Europe**

Dec. 6 Tony Judt, “Epilogue,” Postwar (Penguin, 2005), 803-31. ER

Norman Naimark, “The Wars of Yugoslav Succession,” in his Fires of Hatred. Ethnic Cleansing in Twentieth-Century Europe (Harvard University Press, 2002), 139-84: argues that ethnic cleansing in Europe is a modern issue, not a result of ancient hatreds.

Nezar AlSayyad, “Muslim Europe or Euro-Islam: On the Discourses of Identity and Culture,” and Michel Wieviorka, “Race, Culture, and Society. The French Experience with Muslims,” both in AlSayyad and Manuel Castells, eds., Muslim Europe or Euro-Islam. Politics, Culture, and Citizenship in the Age of Globalization (Lexington Books, 2002), 9-30 and 113-30. ER

Paul Krugman, “Can Europe Be Saved?” New York Times (January 12, 2011). ER

Thursday ALL FINAL ASSIGNMENTS DUE

Dec. 15

**Assignments - MAT Students**

25% Class Participation: Students are expected to attend all classes, to have read and thought about the readings beforehand, and to participate actively in the class discussion. Remember, you can not participate if you are not there, but simply being there is not enough. Yes, I have given failing grades for absence, failure to participate, and/or \*\*\*\*\*

15% Response Papers: Students will submit three (3) 1-2 page papers responding to the week’s readings. These papers may be submitted on the weeks of your choice anytime between weeks 2 and 10. I will not grade the first submission, and you should not submit your second response paper until you have received my comments on your first one. However, these papers must be submitted at the beginning of class, and late papers will not be accepted. You are not required to discuss all of the different readings (or all of the chapters/arguments presented in a single book). Nor should the papers simply summarize the readings. Rather, the purpose is to show that you understand how the author is constructing his argument, that you see how narrative and conclusions are influenced by the interpretive/conceptual tools employed (class, nationalism, etc.) by the author, and that you can situate the piece in the historiographical landscape. What questions does the reading raise in your mind? Do you find the piece particularly (un)convincing? Why?

25% Book Review: Write a critical review (3-6 pages) of a substantive book dealing with any aspect of European history from the Enlightenment to the end of the 19<sup>th</sup> century.

Remember that all books are written in dialogue with other publications. Your review, therefore, should aim to tease out the specific interpretive claims being made by the author with respect to the existing literature on the subject, show how this interpretation informs the narrative body of the book and how it relates to the major themes of the course, assess the success and/or limitations of the book, and spell out how the author's argument influences our view of the big picture of European history in the 19<sup>th</sup> century. Reviews are due October 18. By Sunday, October 7 you must submit your book to the instructor for approval along with a list of three other books or articles that serve as important points of reference for the author. If you would like a model for such a review, look at the journal Social History, which can be accessed through the library's electronic journals.

- 35% Final Assignment: Design a unit (5-6 lessons, no final test or other assessment) that would address the key issues relating to one theme, problem or period in the history of 20<sup>th</sup>-century Europe. The unit should begin with a 3-5 page historical analysis laying out your understanding of the major issues at stake and how you see the topic fitting into the larger picture of European/global history. This section should show that you have done some additional reading (beyond the assigned readings) in the secondary literature on the topic. The task is to show that you can think like a historian while at the same time making these ideas accessible to 9<sup>th</sup>- and 10<sup>th</sup>-grade students.

This is a history class, and lesson plans should focus on content, rather than pedagogy, though you will need to block out in broad terms how the content will be taught. Each lesson plan should include: 1)a list of the main concepts or understandings that you wish students to take away from the lesson, and 2)a list of the 3-4 pivotal questions that you will ask in each part of your lesson to guide your students towards these insights. You should include any primary sources that you plan to use in the individual lessons. The documents should be edited for length and complexity, and they should include the scaffolding questions that you would use to help your students tease out the significance of these readings. Lessons must be new and written especially for this class; they may not be either adaptations of lessons that you are currently teaching or that you have prepared for your methods courses.

Note for MAT, MALS and non-matriculated SPD students: There is a peculiarity in our grading for this course. Although MAT students must earn at least a B in all graduate courses, NYSED only requires a B- or better. Moreover, the MALS program only requires a C- in individual courses (but a 3.0 overall GPA). Therefore, even though the actual grade might fall in the B-/C range, in those (rare) cases where a student in any of the teaching-oriented programs does not earn a passing grade, a grade of F will be given because the Graduate School does not permit a grade of D for graduate students. This represents the lowest common denominator to insure equity of consequences between the two programs. Students in the MA and Ph.D. programs are reviewed annually by the department, and unsatisfactory work will be addressed in that context.

#### **Assignments - MA/Ph.D. Students**

30% Class Participation: as above.

30% Short Paper: a 5-7 page paper on one of the topics dealt with in the course. The paper should give your interpretation of one of the main developments /problems in the history

of modern Europe. The paper may draw on the assigned readings, but should you should also do some additional research in the secondary literature. The purpose of the paper is to produce an analysis and interpretation that can eventually be used as the basis for an undergraduate lecture on the topic. You should meet--briefly--with the instructor to discuss the paper before you begin writing. A model--in every sense of the word--paper will be posted on Blackboard. Due October 25.

- 40% Bibliographical Paper: The aim of a bibliographical essay is to familiarize yourself with the scholarship in a field or sub-field by analyzing and evaluating the dominant approaches or theoretical frameworks, the key issues, and the most influential books or articles in the field. The topic should not be excessively broad (“the French Revolution” or “the welfare state”) or excessively narrow (the Flight to Varennes), but should rather occupy a middle level (“Class versus culture: Recent work in French labor history” or “Gender and the Welfare State”). Mapping the historiographical terrain--i.e. figuring out precisely what the topic is and identifying the major works/theories/approaches that structure this domain--is as essential to the learning process as writing the paper itself, and it is important to get a sense of how the field itself has developed over the past two decades or so. The topic should be chosen in consultation with the instructor and your advisor, and the paper itself should be 15-20 pages. Model papers are posted on Blackboard. A 1-2 page prospectus laying out your preliminary topic and the works you anticipate reading is due November 15.