

# **Revolution! Europe at the Barricades**

HIS 270-02, Fall 2020

Tues/Thurs 9:00-10:45, Burnett 209

<http://europeatthebarricadesf20.theleahgoldman.com/>

## **Leah Goldman**

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Office Hours: Weds 10-12, Thurs 2:45-3:45 *\*All office hours meetings will take place on Zoom*

Office: Old Main 204C

## **Course Description**

This course takes a transnational approach in exploring the theme of revolutions in modern European history. We will focus on three moments of revolutionary upheaval in Western and Central Europe: the French Revolution and Napoleonic Era (1789-1815), the “Springtime of Nations” in 1848, and the wave of student activism in the late 1960s. In each of these moments, we will be guided by several overarching questions: What issues have inspired revolutions in modern Europe? How does a movement become a revolution? When, if ever is a revolution justified? Whose voices do we hear and not hear? How do we assess a revolution's impact? We will also compare our three revolutionary moments to each other and evaluate them in aggregate to see what they reveal about politics, society, and culture in Europe from the 18<sup>th</sup> century to the present. This class focuses on close reading and discussion of primary and secondary sources, with special emphasis on manifestoes, memoirs, and oral history.

## **Course Requirements**

**Modality:** We are using the **hybrid model** this semester. On TUESDAYS we will meet **face to face** in our classroom. On THURSDAYS we will meet **online via Zoom**. This will probably not be comfortable at first, but we will work together to get it right. If we have to shift to remote learning at some point, this will help us make a smoother transition. I’m new at this, too! Please feel free to share your thoughts on how it’s going and how we can improve.

**Attendance:** Because of the COVID-19 pandemic, I do not want anyone to feel pressured to come to class if they are unwell! We are going to use the honor system this semester. I will take attendance, but I won’t count it against you if you are absent. This is a discussion-based class, and it will work best if everyone attends as often as they can. If you miss a day, you can make up for it by writing an additional short post on the blog. If you are too ill to do that, please email me when you are able, and we will find a solution. Our number one priority this semester is taking care of ourselves and each other. In that spirit, I have two special requirements:

- When we meet face to face, **you must wear a mask**
- When we meet online, **you must keep your camera on**

Let’s think like a community, so we can have as safe and fulfilling an experience possible.

**Participation:** Whether we are meeting face to face or online, everyone must contribute to the discussion. You should do the reading before class on the day it is assigned and be prepared to discuss it. Bring the assigned materials with you, along with your notes. Even more important, bring your thoughts, ideas, and questions, and be prepared to share them with your colleagues. If you feel anxious about speaking in front of a group, please contact me during the first week so

we can work out a plan for your success. All comments must be respectful, constructive, and to the point. Ad hominem attacks and rambling digressions have no place in my classroom.

**Blog Posts:** Starting in Week 2, the class will work together to create a blog, which will help shape our intellectual journey. There are two types of posts you can make. A **conversation starter** is a new post. It should be at least one paragraph long, include a properly cited quotation from one of the sources, and pose a discussion question (one that requires analysis, not a yes/no question). A **response** is a nested post that you write in the “Comment” box under an existing post. It should be at least three sentences long and respond to the post in a substantive way. You may give an answer, pose a related question, disagree, share a meme, etc.

**You must post on the blog for every class!** You must post EIGHT conversation starters over the semester. When you do not write a conversation starter, you should write a response.

- Conversation Starters are due at 10pm the night before each class. Responses may be posted before class or up to 24 hours after class.
- Pro Tip: Some reading assignments are heavy, and you might not always get to everything. Make sure you read one part carefully, so you can write about it.
- If you had to miss class and want to make up points: You can write one extra response, but you must respond to someone else’s thread.

**Discussion Leadership:** Starting in Week 4, each student will take **two turns** leading our discussion. You should plan to use the blog to get things started. You may use your own post or anyone else’s that you find interesting. It is a good idea to come up with 2-3 additional questions to keep the conversation going.

**Midterm Project:** For your midterm, you will write an **editorial** about the French Revolution. That means you will be writing in the style of a journalist or blogger who is living in the midst of these events and commenting on them. You can choose what aspect of the French Revolution you want to focus on. Keep in mind that you must make a historically informed **argument** and quote from at least two **primary sources**. You will give a **ten-minute presentation** to the class in which you give an overview of your argument and answer questions posed by your colleagues. Make sure your argument is strong, so you don’t get the guillotine!

**Final Paper:** For your final project, you will write a **2500-word** research paper. You will make a historical argument using a combination of sources we read in class and sources you have found through independent research. With my help, you will choose your own topic that looks deeper into one of our revolutionary eras. We will go over requirements and writing strategies in class. We will also visit the Library to acquaint ourselves with available resources and research methods and devote a day of class to rough draft peer critiques. This assignment has four steps:

- 1) Research Question (Week 9)
- 2) Proposal ((thesis statement, abstract, annotated bibliography) + Meeting (Week 11)
- 3) Rough Draft + Peer Critique (Week 12)
- 4) Final Draft (Finals Week)

We will go over each of these steps in more detail as they come up. I will give you written feedback on your Research Question and meet with you individually to discuss your Proposal. Don’t skip this meeting! It is a valuable check-in that may prevent you from having to do extra work. If you would like to meet more often, I am happy to do so.

**Academic Integrity:** My policy on **plagiarism** is simple: **Don't do it!** Plagiarism is a very serious offence, which can destroy your academic career and professional prospects. If you plagiarize, rest assured that I will catch you, and **you will automatically fail my class.** In addition, W&J upholds academic honesty in the College community by pursuing cases of academic misconduct. Please read the College's Academic Honesty Policy here: <https://wiki.washjeff.edu/display/CATALOG2018/Academic+Honesty+Policy> . You are responsible for abiding by this policy. If you have any questions about what constitutes plagiarism or about the Academic Honesty Policy, please talk to me before your work is due!

**Resources for Student Success:** This is a challenging course, and there are many helpful resources available to you on campus:

- **PAL (Peer Assisted Learning) Tutors**, located on the ground floor of Alex Hall, can help you with all stages of the writing process. You don't need to make an appointment. Just drop by Sunday -Thursday, 7-9pm. You can check their schedule and other information here: <https://www.washjeff.edu/pal>
- **Information and Technology Services** can help you with hardware, software, and more. Visit the Help Desk in Technology Center Room 121 and learn more here: <https://wiki.washjeff.edu/display/IT/Information+and+Technology+Services>
- **Clark Library** can help you with books, information, research help, and more. We will also spend one day of class familiarizing ourselves with library resources.
- **Office of International Student Initiatives** provides a variety of support services for international students: <https://www.washjeff.edu/international-student-services>
- **Office of Diversity & Leadership Initiatives** offers programs that work to strengthen cultural awareness, diversity education, and leadership development: <https://www.washjeff.edu/diversity>

### **Grading**

Participation	10%
Blog Posts	15%
Discussion Leadership	15%
Midterm Project	20%
Final Paper	40% (10% Research question + Proposal, 10% Rough draft + Peer critique, 20% Final draft)

### **Course Policies**

**Office Hours:** I welcome you drop in on my virtual office hours to discuss our class! I will be on Zoom Wednesdays 10-12 and Thursdays 2:45-3:45 unless otherwise noted. If you know you want to talk with me, you can make an appointment; otherwise, just drop in. If you have a conflict with my regular office hours, we can make an appointment for a different time.

**Email:** Please feel free to email me any time with questions about the class or to schedule an appointment for office hours. I will respond within 24 hours. You must SIGN your email with your name. I won't write back if I can't figure out who you are. In the professional world, you will be expected to communicate via formal emails, so this is good practice for the future. **You are responsible for checking your W&J email at least once per day.** Email is my only way to communicate with you outside of class, and I need to be able to reach you.

**Technology:** On face to face days, you may bring computers or tablets to class for taking notes and viewing pdfs. If you fool around online instead of paying attention, you are only failing yourself. It's up to you to take responsibility for your own learning process. However, if you use your device to distract your colleagues, I will make you to put it away for the rest of class.

On Zoom days, **you must keep your camera on.** Nonverbal cues are a big part of how people communicate, so we need to be able to see each other.

I will be recording our meetings to promote equity of access. These videos AND the prerecorded lectures will be shared in a way that is password protected. They are *only for use of students enrolled in this class*. You may not post them online or share them with anyone else. Violating this policy will be treated as a break of W&J's Academic Honesty Policy (see above).

**Cell Phones:** Turn them off or set them to vibrate. Please do not take a call unless it is an emergency. If you must do so, leave the room quickly and quietly. You may not use your cell phone for course work. You may not use your phone for any reason in office hours.

**Student Support and Accommodations:** To serve our mission to promote academic excellence, W&J is committed to providing appropriate accommodations for students with documented physical, learning, and psychological disabilities. The College's goal is to make its programs and facilities available to all students so that students with disabilities can be integrated as completely as possible into the W&J community. Ensuring equal access for all students is a collaborative effort between the Director for Academic Success, students, and faculty. All participants have a role in making education accessible. It is your responsibility to self-identify to the Director for Academic Success as early as possible when accommodations, academic adjustments, and/or auxiliary aids are services are needed and to seek information, counsel, and assistance as necessary. Once I have been informed of your approved accommodations, it is my responsibility to provide them in a timely manner. Please help me help you by letting me know about any documented disabilities as early as possible in the semester. For more information about how to obtain documentation, please contact the Director for Academic Success Richard Barber by email at [rbarber@washjeff.edu](mailto:rbarber@washjeff.edu), by phone at 724-223-6008, or on the ground floor of Clark Library. You can find more information here: <http://wiki.washjeff.edu/display/disabilitysupport>

**Notice of Nondiscrimination:** W&J does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, gender expression, or any other basis prohibited by applicable federal, state, and local laws, and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws. W&J is committed to creating an environment in which every student feels safe and empowered to learn, and I, too, am strongly committed to this goal. That doesn't mean we won't argue with each other in this class, sometimes intensely. We will do so often! But we will do so respectfully. To ensure that respect, I reserve the right to intervene as I deem necessary, while doing my utmost to safeguard your right to free speech. If something happens in class that upsets you or makes you feel unsafe, *please* come talk to me about it, or if you prefer, leave an anonymous note on my office door.

## Course Materials

The following books are required for HIS 270-02 and are available for purchase or rental at the W&J Bookstore. You are welcome to purchase or rent your books elsewhere, but you are responsible for ensuring you have the **correct edition**. You can also find reserve copies in the Library. Shorter readings, links to **eBook** versions of required texts, and all other materials are available to you on the blog. Always bring the text under discussion to class.

Jeremy Popkin, *A Short History of the French Revolution*, 7<sup>th</sup> Edition. New York: Routledge, 2020. ISBN 9781138557208

Jonathan Sperber. *The European Revolutions, 1848-1851*. 2<sup>nd</sup> Edition. Cambridge: Cambridge University Press, 2005. ISBN 9780521547796

Alexis de Tocqueville. *Recollections: The French Revolution of 1848*. Ed. J.P. Mayer and A.P. Kerr. New Brunswick: transaction Publishers, 2009. ISBN 9780887386589

Ronald Fraser. *1968: A Student Generation in Revolt*. London: Chatto & Windus, 1988. ISBN 9780701129132

## Course Schedule

### UNIT I: The French Revolution and Napoleonic Europe

#### Week 1

##### Aug. 25: Thinking about Revolution

When have revolutions occurred in Europe? What caused them? What did they accomplish?

##### Aug. 27: Revolutionary Beginnings

Jeremy Popkin, *A Short History of the French Revolution*, chapters 1-2

“Petition of the Women of the Third Estate to the King (Jan. 1, 1789),” *The French Revolution and Human Rights*, pp. 60-63

Abbé Emmanuel-Joseph Sieyès, “What Is the Third Estate?” *Readings in Western Civilization* v.7, pp. 154-166, 171-176

#### Week 2

##### Sept. 1: The Liberal Revolution

Jeremy Popkin, *A Short History of the French Revolution*, chapters 3-4

“Declaration of the Rights of Man and Citizen (Aug. 1789)” (**Document E** in Popkin)

Free Citizens of Color, “Address to the National Assembly (Oct. 1789),” *Slave Revolt in the Caribbean*, pp. 67-70

Debate on Jewish Citizenship (Count de Clermont Tonnerre; Abbé Maury; “Petition of the Jews of Paris, Alsace, and Lorraine”) (Dec. 1789-Jan. 1790), *The French Revolution and Human Rights*, pp. 86-89, 93-97

Olympe de Gouges, “Declaration of the Rights of Woman (Sept. 1791),” *Readings in Western Civilization* v.7, pp. 261-268

### Sept. 3: The Radical Revolution

Jeremy Popkin, *A Short History of the French Revolution*, chapter 5  
Maximilien Robespierre, “Report on the Principles of Political Morality (Feb 1794),”  
*Readings in Western Civilization v.7*, pp. 368-384  
“The Revolutionary Calendar (Sept. 1793),” *Readings in Western Civilization v.7*,  
pp. 362-368  
“The Festival of the Supreme Being (June 1794),” *Readings in Western Civilization v.7*,  
pp. 384-391  
Radical Revolution Slide Show and “La Marseillaise”

### Week 3

#### Sept. 8: Napoleon’s Revolution

Jeremy Popkin, *A Short History of the French Revolution* chapters 6-8  
“Bonaparte’s Statement upon Becoming Consul (Nov. 1799),” *Readings in Western  
Civilization v.7*, pp. 406-409  
Napoleon Bonaparte, “The Civil Code (Mar. 1804),” *Making of the West Sourcebook*,  
pp. 384-388  
“Napoleonic Ideas (On Governing Italy, On Nobility, On the Church),” *Readings in  
Western Civilization v.7*, pp. 417-424

#### Sept. 10: The French Revolution and Gender

Suzanne Desan, “‘War Between Brothers and Sisters’: Inheritance Law and Gender  
Politics in Revolutionary France,” *The French Revolution: Recent Debates and New  
Controversies*, pp. 219-253  
Lynn Hunt, “The Many Bodies of Marie Antoinette: Political Pornography and the  
Problem of the Feminine in the French Revolution,” *The French Revolution: Recent Debates and  
New Controversies*, pp. 201-218

### Week 4

#### Sept. 15: The French Revolution and Empire

Laurent Dubois, “‘The Price of Liberty’: Victor Hugues and the Administration of  
Freedom in Guadeloupe, 1794-1798,” *The French Revolution: Recent Debates and New  
Controversies*, pp. 254-282

We will discuss the following documents on Sept. 15 and 22:

Society of Friends of Blacks, “Address to the National Assembly in Favor of Abolition of  
Slave Trade (Feb. 1790)” *The French Revolution and Human Rights*, pp. 106-108  
Hérard Dumesle, “Voyage to the North of Haiti [1791 Slave Revolt],” *Slave Revolt in the  
Caribbean*, pp. 86-88  
National Assembly, “Law of April 4, 1792,” *SRC*, pp. 115-116  
Léger Félicité Sonthonax, “Decree of General Liberty (Aug. 1793),” *SRC*, pp. 120-125  
“Insurgent responses to Emancipation (1793),” *SRC*, pp. 125-128  
National Convention, “The Abolition of Slavery (Feb. 1794),” *SRC*, pp. 129-132  
Jean-Baptiste Belley, “The True Colors of the Planters (1795)” *SRC*, pp. 144-147  
“The Haitian Declaration of Independence (Jan. 1804),” *SRC*, pp. 188-191

Sept. 17: Library Day—Meet on Zoom with librarian extraordinaire Kelly Helm

## **Week 5**

### **Sept. 22: The French Revolution's Legacy**

François Furet, "The French Revolution Revisited," *Government and Opposition*, Vol. 24, no. 3 (Summer 1989), pp. 264-282

\*Continue discussion of Primary Sources from Sept. 15

## **UNIT II: The National Revolutions of 1848**

### **Sept. 24: Social and Political Unrest at Mid-Century**

Jonathan Sperber, *The European Revolutions, 1848-1851*, chapter 1 (pp. 39-55) and chapter 2

## **Week 6**

### **Sept. 29: Workers' and Women's Lives**

Flora Tristan, "The Workers Union," *Readings in Western Civilization v. 8*, pp. 188-201  
Karl Marx and Friedrich Engels, *The Communist Manifesto*

### **Oct. 1: The Springtime of Nations**

Jonathan Sperber, *The European Revolutions, 1848-1851*, chapter 3 and chapter 4 (pp. 157-177)

## **Week 7**

### **Oct. 6: Different Experiences and the Hungarian Case**

Jonathan Sperber, *The European Revolutions, 1848-1851*, chapter 4 (pp. 177-207) and chapter 5 (pp. 208-236)

Lajos Kossuth, "Address by the Hungarian Parliament and Demands of the Hungarian People," *Making of the West Sourcebook*, pp. 419-421

Sándor Petöfi, "The National Song of Hungary"

Sándor Petöfi, "Requests of the Slovak Nation"

### **Oct. 8: France's 1848**

Alexis de Tocqueville, *Recollections: The French Revolution of 1848*, Part I: chapters 1, 4, 5 and Part II: chapters 1-3

**\*Midterm Editorials DUE at 10pm on Sunday, October 11\***

## **Week 8**

### **Oct. 13: France's 1848 Continued**

Alexis de Tocqueville, *Recollections: The French Revolution of 1848*, Part II: ch. 5-10

### **Oct. 15: What Is a Nation?**

Heinrich von Gagern, "Speech to the Frankfurt National Assembly on German Unity," *Readings in Western Civilization v. 8*, pp. 269-279

František Palacky, "Letter to Frankfurt"

František Palacky, "Manifesto of the First Slavonic Congress to the Nations of Europe," *The Slavonic and East European Review*, vol. 26, no. 67 (Apr. 1948), pp. 309-313

**\*Midterm Presentations\***

**\*Research Questions DUE at 10pm on Sunday, October 18\***

## Week 9

Oct. 20: \*Midterm Presentations\*

### **UNIT III: The Youth Rebellion of 1968**

#### Oct. 22: Roots of Rebellion

Gerd-Rainer Horn, "Outcasts, Dropouts, and Provocateurs," *The Spirit of '68: Rebellion in Western Europe and North America, 1956-1976*, pp. 5-53

Detlef Siegfried, "Understanding 1968: Youth Rebellion, Generational Change and Postindustrial Society," *Between Marx and Coca-Cola: Youth Cultures in Changing European Societies, 1960-1980*, pp. 59-81

Provo Images Archive (Explore the entries under "Amsterdam")

**\*Proposals DUE at 10pm on Sunday, October 25\***

## Week 10

#### Oct. 27: Revolutionary Acts

Ronald Fraser, "Part 4: Opening Rounds," *1968: A Student Generation in Revolt*, pp. 143-202

"The Mach 22<sup>nd</sup> Movement States Its Case," in *The Student Revolt: The Activists Speak*, pp. 129-134

#### Oct. 29: German Students and Internationalism

Quinn Slobodian, "Chapter 6: The Cultural Revolution in West Germany," *Foreign Front: Third World Politics in Sixties West Germany*, pp. 170-199

Ingo Cornils, "'The Struggle Continues': Rudi Dutschke's Long March," in *The 60s Unplugged: A Kaleidoscopic History of a Disorderly Decade*, pp. 100-114

Tariq Ali, "The Year 1968," *Street Fighting Years*, pp. 163-191

## Week 11

#### Nov. 3: Student Movements Rise and Fall

Ronald Fraser, "The French May, 1968" and "West Germany and Britain: 1968-69," *1968: A Student Generation in Revolt*, pp. 203-230, 261-284

Richard Ivan Jobs, "The Grand Tour of Daniel Cohn-Bendit and the Europeanism of 1968," in *May 68: Rethinking France's Last Revolution*, pp. 231-244

Nov. 5: **No class**—work on your rough drafts!

**\*Rough Drafts DUE at 10pm on Sunday, November 8\***

## Week 12

Nov. 10: Rough Draft Peer Critique

#### Nov. 12: French Students in Their Own Words

Daniel Cohn-Bendit, *Obsolete Communism: The Left-Wing Alternative*, pp. 23-35, 41-90

Marc Rohan, "Graffiti and Posters," *Paris '68: Graffiti, Posters, Newspapers & Poems of the Events of May 1968*. \*\*\*Choose three images to analyze.

### **Week 13**

#### **Nov. 17: Marginalized Voices: Workers and Immigrants**

Xavier Varga, "Beyond Tradition: The Strikes of May-June 1968," in *May 68: Rethinking France's Last Revolution*, pp. 47-57

Abdellali Hajjat, "The Arab Workers' Movement (1970-1976): Sociology of a New Political Generation," in *May 68: Rethinking France's Last Revolution*, pp. 93-108

Robert Linhart, *The Assembly Line*, chapters 3-4

#### **Nov. 19: Marginalized Voices: Feminists**

Claire Duchen, "Chapter 1: Beginnings," *Feminism in France: From May '68 to Mitterrand*, pp. 1-26

Myra Marx Ferree, "Chapter 3: Women Themselves Will Decide: Autonomous Feminist Mobilization, 1968-1978," *Varieties of Feminism: German Gender Politics in Global Perspective*, pp. 53-82

Helke Sander, "Speech by the Action Council for Women's Liberation," in *German Feminism: Readings in Politics and Literature*, pp. 307-310

"Manifesto of the 343"

### **Wee 14**

Nov. 17: Final Paper roundtable discussion

**\*Final Papers due at 10pm, Wednesday, December 2\***  
**Good luck!!!**