HIST 309: European Revolutions since 1500
Fall 2011

MWF 11-11:50 AM, BNSN W006

Instructor:

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Office Hours: M 2-3 PM, W 9-10 AM, TH 1-2 PM, and by appointment

Course Description: Since the Reformation, European politics, society, and culture have been transformed by a series of drastic upheavals. Historians often apply the term “revolution” to such episodes. In this course, we will look closely at the most concentrated and visible moments of upheaval or “revolution,” including the Dutch Revolt, the English (or British) Civil War, the Scientific and Print Revolutions, the French Revolution, the revolutions of 1848, the Russian Revolution, and the fall of communism between 1989 and 1991. As we learn more about the causes, sequence, and nature of these episodes, we will attempt to sharpen our understanding of what constitutes a revolution. Can historians justifiably apply the term to any instance of rapid social or political upheaval? Does the term presuppose a successful outcome? Because the concept of revolution has been hotly debated by generations of historians and social scientists, we will also take advantage of a rich bed of theoretical material to aid us in answering these questions.

Course Objectives:

By the end of the course, you should:

1. have the ability to read primary and secondary sources with a critical eye and express these ideas effectively in course assessments.

2. demonstrate a deeper historical understanding of the most important revolutionary episodes in Europe since 1500.

3. be able to give a cogent, well-informed response to the question: “what constitutes a revolution?”

Texts/Readings:

ISBN: 0631199039


Additionally, there will be a number of smaller readings available via Electronic Reserve.

**Expectations:**

*Attendance:* Attendance is **REQUIRED**. You may miss up to three sessions (unexcused) without penalty. Four or more absences will negatively affect your grade.

*Punctuality:* Please be on time. If you are habitually late, I will begin to count each instance of tardiness as an unexcused absence.

*Class Discussion:* You should always come to class prepared to ask and field questions. Your contributions do not need to be flawless or perfect. But I do expect each class member to participate in our seminar-style discussions.

*Readings:* This syllabus contains a detailed reading schedule which maps out a set of common readings for each of our sessions. I expect you to read the assigned material for each session **BEFORE** you come to class and to bring assigned readings to each discussion period. I also encourage you to take notes as you read. Write down, in your own words, what you see as the author’s most important points. Formulate questions you would like to ask the author, were he or she present in our discussions. Writing these questions and summaries down forces you to actively engage with the text and will be extremely beneficial as you prepare for class.

**Policies:**

*Academic Honesty:* Each student is expected to do his or her own work. If you use another person’s words, you **MUST** use quotation marks and give the original author credit. Instances of plagiarism, however small, will not be tolerated. If you get caught, you will fail the assignment or exam in question and I will refer the case to the Honor Code Office. Please consult the University Student Academic Honesty Code for a more detailed description of what constitutes plagiarism. And if you are still confused, please don’t hesitate to ask me before you hand in the assignment.

*Honor Code Dress and Grooming Standards:* All students are expected to comply with the University’s dress and grooming standards.
Preventing Sexual Discrimination and Harassment: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or http://www.ethicspoint.com; or contact the Honor Code Office at 801-422-2847.

Students with Disabilities: Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Assessments:

Attendance/Participation: There are no formal assignments that measure participation in this class. Instead, I will regularly monitor your level of engagement by noting your contributions and, in some cases, by calling on individual class members to answer specific questions. Your participation grade is not necessarily based on how many times you contribute to discussions. Rather, depth of thought and the relevance of each comment to the topic in question are the most important factors. Attendance is also critical, however. Each unexcused absence beyond the allotted maximum (three) will lower a student’s attendance/participation grade by a half-letter grade. Thus, if a student participated in class discussions regularly but had four unexcused absences, this portion of his or her grade would drop from an A to an A-. 

Research Paper: Learning to write well is an important part of any history course. Therefore, in addition to the examination, book review, and primary source analysis you will be expected to write a relatively short, condensed research paper (6-8 pages) on a topic of your choice. You may expand on a theme or question that comes up during our class discussions, or you may seek out a different topic, so long as it touches on some aspect of European history since circa 1500. All topics, whether unique or well-trodden, must be approved by the instructor. Please use 12-point Times New Roman font, 1-inch margins, and double spacing throughout. Do not leave an extra space between paragraphs. A title page is not necessary, but please number your pages and include your name, the submission date, and the course title at the top of the first page. Please consult the Chicago Manual of Style (or see me) for other questions on formatting and style. You will submit two drafts of the paper. The first, due on November 2nd, will be worth 10% of your grade. Please do not submit a “rough” draft. Rather, give this first version all the polish and attention you would give a “final” draft before you submit it. The second, and final, draft is
due on December 2\textsuperscript{nd}. Please see the handout \textit{Guidelines and Tips for Writing a Research Paper} for more information.

\textbf{Book Review:} Synthesizing, summarizing, and critiquing other historians’ work is an important part of composing a solid research paper. To help you learn how to do this, each of you will write a 2-page review on a monograph of your choice (please use the same formatting guidelines given above for the research paper, i.e. double-spaced, Times New Roman font, 1-inch margins, etc.). All selections must be approved by the instructor before September 14\textsuperscript{th}. If you have not yet decided on a paper topic, you may ask for a list of suggestions. If you do have a paper topic in mind, I encourage you to review a work relevant to your theme. In addition to the written component, each of you will give a brief, 5-minute oral review of the work in question. This is not a lot of time to review a full-length monograph. You must therefore be concise. Give the book’s central thesis and major themes first. Tell us what kinds of evidence the author uses to support his or her claims. Finally, remark on the success or failure of the book, give a reason (or more than one reason) for your stance, and reflect on how or for whom the book might be useful.

\textbf{Primary Source Analysis:} Another important component of a research paper in history is familiarity with primary source evidence. You will not have time or space to incorporate a full range of primary documents. Nonetheless, your papers will invariably be enhanced by reference to a small set of carefully selected documents. The primary source analysis assignment is designed to give you practice in reading, understanding, and explicating such sources. In this case, you will NOT have a free choice of material. Within the first two weeks of the course, I will circulate a list of 10-20 documents. You will choose one of these and then write a 3-page analysis (the same formatting rules as noted above apply), in which you describe the document and explain its significance. Of all the assignments in this course, the primary source analysis may be the one most relevant to your future endeavors. People from all walks of life and in all professions must read and get to the bottom of documents, be they legal briefs or automobile repair summaries. Bear this in mind as you study and explicate your chosen document: you need to demonstrate, in your own words, an understanding of what it says, giving both context and significance. The Primary Source Analysis is due on October 3\textsuperscript{rd}.

\textbf{Final Examination:} The final examination will take place on Tuesday, December 13\textsuperscript{th} between 3:00 and 6:00 PM. The exam will consist of an identification (ID) section and an essay section. In the ID section, you will identify six terms from a list of eight. Each response should 1) identify and define the term in question, and 2) explain the significance of the term within the context of this course. Response lengths may vary, but should be no more than about 3 sentences. Please write in complete sentences; do \textbf{NOT} use bullet lists or a stream of consciousness. In the essay section you will be presented with two sets of three questions. You must choose and write on one essay from \textbf{EACH} set. In your answer, demonstrate that you know the course material but also be sure to craft an argument, complete with an introduction, thesis, supporting points, and a conclusion. The IDs will be worth 20\% of the total exam grade, while each essay will count for 40\%.

\textbf{Grading:}

I use the following percentages when calculating letter grades:
A = 93 – 100
A- = 90 – 93
B+ = 87 – 90
B = 83 – 87
B- = 80 – 83
C+ = 77 – 80
C = 73 – 77
C- = 70 – 73
D = 65 – 70
F = below 65

*Grade Distribution:*

Attendance/Participation – 15%
Research Paper First Draft – 15%
Research Paper Final Draft – 20%
Book Review – 10%
Primary Source Analysis – 10%
Final Examination – 30%

*Other Notes about Grading:*

If you feel that you have received an unfair grade on any assignment, you have the right to formally request a reassessment. To initiate this, you **MUST** first submit an official complaint in writing, together with the original copy of the assignment in question. Please keep your tone civil and professional, and do not try to send complaints via email. I do not treat grade complaints as a personal insult. They are a perfectly legitimate way for you to seek redress, and I will always treat your point of view with respect (even if I disagree).

*Course Schedule:*

**Week 1: What is a Revolution? An Introduction**
Aug. 29: Introduction; Setting the Stage
Aug. 31: Theories of Revolution (Tilly: Chapter 1)

**Week 2: Europe in an Era of Transformation**
Sept. 5: NO CLASS (Labor Day)
Sept. 7: Discussion: Why is Modern Europe Different? (Tilly: Chapter 2)
Sept. 9: Lecture: The Dutch Revolt (Tilly: Chapter 3)
Week 3: The Dutch Revolt
Last Day for Book Review Topic Approval
Sept. 16: NO CLASS (German Studies Association Conference)

Week 4: (Civil) War in the British Isles: Revolution or Rebellion?
Sept. 19: Lecture: Understanding Britain in the 17th Century
Sept. 21: Discussion: Rebellions or Revolutions? (Tilly: Chapter 4)

Week 5: Cultural Revolutions: The Scientific Revolution
Sept. 26: Lecture: What is a Cultural Revolution?

Week 6: Cultural Revolutions: The Printing Revolution
Oct. 3: Discussion: The Printing Press (Eisenstein: Introduction, Chapters 1 and 2)
Primary Source Analysis Due
Oct. 5: Discussion: Print Culture (Eisenstein: Chapters 3 and 4)
Oct. 7: Discussion: Print Culture’s Effects (Eisenstein: Chapters 5 through 8)

Week 7: The French Revolution
Oct. 10: Lecture: 1789-1802 (Furet: Chapters 1 and 2)
Oct. 12: Discussion: Causes of the 1789 Revolution (Tilly: Chapter 5)

Week 8: The French Revolution, cont.
Oct. 17: Discussion: The Jacobins (Furet: Chapter 3)
Oct. 19: Discussion: The Thermidorians and Ending the Revolution (Furet: Chapter 4)
Oct. 21: Discussion: How to Conduct a Revolution OR The French Revolution as a Revolutionary Blueprint

Week 9: The Revolutions of 1848
Oct. 24: Discussion: The Industrial Revolution (Charles Breuning, The Age of Revolution and
Reaction, 1780-1850 (New York: Norton, 1977), xiii-xv; 155-179, on Electronic Reserve

Oct. 26: Discussion: Europe, 1815-1847: A Recipe for Revolution (Sperber: Introduction, Chapters 1 and 2)
Oct. 28: Lecture: 1848 (Sperber: Chapter 3)

Week 10: The Revolutions of 1848, cont.
Oct. 31: Discussion: A Variety of Revolutionary Experiences (Sperber: Chapter 4)
Nov. 2: Discussion: The Revolutions Fail (Sperber: Chapter 5)
Research Paper First Draft Due
Nov. 4: Discussion: Legacies of the 1848 Revolutions (Sperber: Chapter 6)

Week 11: The Russian Revolution
Nov. 7: Lecture: Long-Term Causes of the Russian Revolution (Tilly: Chapter 6; Fitzpatrick Introduction)
Nov. 9: Discussion: 1905 (Fitzpatrick: Chapter 1)
Nov. 11: Discussion: 1917 (Fitzpatrick: Chapter 2)

Week 12: The Russian Revolution, cont.
Nov. 14: Discussion: The Civil War and NEP (Fitzpatrick: Chapters 3 and 4)
Nov. 16: Discussion: The Cultural Revolution (Fitzpatrick: Chapter 5)
Nov. 18: TBA

Week 13: The End of Communism
Nov. 21: Lecture: The Walls Come Down
Nov. 23: NO CLASS – Thanksgiving
Nov. 25: NO CLASS – Thanksgiving

Week 14: The End of Communism, cont.
Nov. 28: Discussion: A Carnival of Revolution (Kenney: Selections TBA from Part I)
Nov. 30: Discussion: Scenes from the Carnival (Kenney: Selections TBA from Part II)
Dec. 2: Discussion: Can a Revolution be Peaceful? Revolution and Violence
Research Paper Final Draft Due

Week 15: Concluding Discussions
Dec. 5: Discussion: The Jasmine Revolution(s) (Readings TBA)
Dec. 7: Discussion: Question Revisited: What is a Revolution? (Tilly: Chapter 7)

Final Examination: Tuesday, December 13th, 3:00 PM – 6:00 PM.