

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

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

COURSE INFORMATION

Dr. Kelly J. Maynard, Grinnell College Department of History
cell phone: (641) 888-0651
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COURSE DESCRIPTION

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

COURSE OBJECTIVES

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

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

Deadlines

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

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

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

PARTNERS & RESOURCES

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

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

COURSE MATERIALS

REQUIRED TEXTS:

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

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

COURSE SCHEDULE

UNIT I: CATEGORIES

M 1 Feb '21	A. What is History? Course Introduction
T 2 Feb	True Stories Reading for Discussion: <ul style="list-style-type: none">• Arnold Chapter 1
W 3 Feb	Office Hours
R 4 Feb	The History of Doing History Reading for Discussion: <ul style="list-style-type: none">• Arnold Chapters 2 + 3
F 5 Feb	Sources + Methods <ul style="list-style-type: none">• Arnold Chapters 4 + 5
M 8 Feb	Mentalité, Truths, and the Tools of Dissent <ul style="list-style-type: none">• Darnton, "Workers Revolt: The Great Cat Massacre of the Rue Saint-Séverin"• Arnold Chapters 6 + 7
T 9 Feb	Nuts + Bolts: In-class introduction to semester-long research projects Think piece re: research project ideas due by 9:00 p.m.
W 10 Feb	Office Hours
R 11 Feb	Discussion: <i>A Midwife's Tale</i> Film review assignment posted after class
F 12 Feb	B. What is a Revolution? <ul style="list-style-type: none">• aftelu82 (ss)0.5 (int)4.6k7.4 (gn) 0.24.[2i Tc4hw 2psn OrcotFilm

- F 26 Feb **Experiences + Ideas during the Revolutions of 1848-1849**
- Carl Schurz, excerpt from *Reminiscences* (1907)
 - Anonymous articles [Richard Wagner] published in *Volksblätter*: "Man and Established Society" and "The Revolution" Dresden, 1849
- M 1 Mar **Representing the Revolutions in Germanic Lands: Festivals and Imagery**
- Jonathan Sperber, "Festivals of National Unity in the German Revolution of 1848-1849" *Past + Present* 136 (Aug 1992): 114-138
<http://www.jstor.org/stable/650903>
- Article review assignment posted after class**
- T 2 Mar **The Legacy of the Revolutions of 1848-1849: German National Identity**
- Bismarck, Iron and Blood speech (1862)
 - Constitution of 1871
 - Helmut Walser Smith, "The *Kulturkampf* and German National Identity" in *German Nationalism and Religious Conflict* (1995), pp. 19-49
- W 3 Mar **Office Hours**
- UNIT IV: THE RUSSIAN REVOLUTION**
- R 4 Mar **The Articulation of Communist Ideology**
- Hobsbawm, Introduction pp. 1-30 and
Marx and Engels, *Manifesto of the Communist Party*, pp. 31-78
- F 5 Mar **Lenin's 1917: Revolution by/for Whom?**
- V.I. Lenin, "The State and Revolution" (1917) [excerpts]
 - V.I. Lenin, "Open Letter to the Delegates/Peasants' Deputies" (May 1917)
 - V.I. Lenin, "Decree on the Arrest of the Leaders of the Civil War Against the Revolution" (Nov/Dec 1917)
 - V.I. Lenin, "Speech to Propagandists Heading to the Provinces" (Feb 1918)
- Research project proposal due irE22**

R 11 Mar Closing Reflections on Revolutions
[Nuts & Bolts: Presentation strategies](#)

UNIT V: REVOLUTIONS ON THE CUTTING EDGE

F 12 Mar Individual meetings re: presentations and annotated bibliographies
[Full project thesis and presentation outline due at meetings](#)

M 15 Mar Individual meetings re: presentations and annotated bibliographies [outatpohesis](#)