

HIST 1302

Introduction to European History: French Revolution to the Present

Professor Lisa Tiersten

Spring 2022 | M W 10:10-11:25 | 304 Barnard Hall

ltiersten@barnard.edu | Office hours: Wednesdays 2:00-4:00 <https://calendly.com/ltiersten>

TAs:

Elya Assayag era2145@columbia.edu | Office hours: Wednesdays 1:00-3:00

Charis Marantzidou cm3918@columbia.edu | Office hours: Thursdays 2:00-4:00

Louis Wallen law2197@columbia.edu | Office hours: Mondays 12:00-2:00



Gustave Caillebotte, *Paris Street, Rainy Day*, 1877



Maximilien Luce, *The Pile Drivers*, 1902-3

This course is an introduction to the political, social, economic, and cultural history of modern Europe, from the end of the Old Regime to the expansion of the European Union in the twenty-first century. Topics include the French Revolution, industrialization, the emergence of the modern metropolis, nationalism and empire building, the World Wars, fascism and Stalinism, the welfare state, and the emergence of new forms of identity and citizenship in post-industrial and post-colonial European society.

Course requirements

1. Regular attendance at lectures and discussion sections.
2. Informed participation in discussion section (15% of grade).
3. 5-7-page paper (assignment to be distributed). Paper topic due February 16; paper due March 30 (30% of grade).
4. Midterm exam on February 28 (25% of grade).
5. Final exam (30% of grade).

Course materials

Three books for the course can be purchased at Book Culture (112th St. between Broadway and Amsterdam). Except for these three books, all readings are posted on Courseworks and are also on reserve at the Barnard Library. Course films are streamable through Courseworks or CLIO.

Edward Berenson, *Europe in the Modern World: A New Narrative History Since 1500* (2nd edition).

Charles Dickens, *A Christmas Carol*.

Karl Marx and Friedrich Engels, *The Communist Manifesto*.

**I. CRITIQUE AND CRISIS:
THE FRENCH REVOLUTION AND THE BIRTH OF MODERNITY
1789-1848**

January 19: **1. Introduction to the Course**

January 24: **2. The Origins of the French Revolution**

Assignment: Jean-Jacques Rousseau, *The Social Contract* (1762), Book I, Chs. 1-2, 5-9; Book II, Chs. 1-4; Book IV, Ch. 8.
Olympe de Gouges, “Declaration of the Rights of Women” (1791).
Berenson, 160-166; 181-189; 196-203.

January 26: **3. Interpreting the Revolution**

Assignment: Abbé Sieyès, “What is the Third Estate?” (1789).
Berenson, 203-227.
[Danton](#) (dir. Andrzej Wajda, 1983) (**stream via CLIO**)

January 31: **4. Reaction and Restoration: Napoleon and Metternich**

Assignment: Edmund Burke, “Reflections on the Revolution in France” (1790).
Berenson, 227-238; 292-300.

February 2: **5. Nationalism and Romanticism**

Assignment: Johann Gottfried von Herder, “Reflections on the Philosophy of the History of Mankind” (1784-1791).
Johann Gottlieb Fichte, “Addresses to the German Nation” (1807-1808).
Guiseppe Mazzini, “The Duties of Man” (written 1844; published 1858).
Berenson, 299-309.

II. INDUSTRIALIZATION AND THE “SPECTER HAUNTING EUROPE” 1815-1914

February 7: 6. Industrial Capitalism and Proletarianization

Assignment: Charles Dickens, *A Christmas Carol* (1843).
Berenson, 245-284.

February 9: 7. The Social Question, 1815-1848

Assignment: Karl Marx and Friedrich Engels, *The Communist Manifesto* (1848).
Berenson, 309-336.

**February 14: 8. Bourgeois and Bohemian: At the Center and the Margins of
Urban Culture**

Assignment: Guy de Maupassant, “The Diamond Necklace,” *Collected Short Stories*
(1884).

February 16: 9. Fin-de-Siècle Cultures

Assignment: Georg Simmel, “The Metropolis and Mental Life” (1903) in *On
Individuality and Social Forms*, ed. Donald Levine.
Gustave Le Bon, *The Crowd* (1895), “The Sentiment and Morality of
Crowds.”
Berenson, 343-351; 373-375; 388-394.
Paper topic due (in an email to me and your section leader/no
attachments)

February 21: 10. Class, Gender, and Mass Politics in the Late Nineteenth Century

Assignment: Sarah Grand, “The New Aspect of the Woman Question” (1894).
Emile Zola, *Germinal* (1885), Part 4, Ch. 2.
The Erfurt Program: Programme of the Social Democratic Party of
Germany (1891).
Berenson, 368-373; 417-422.

February 23: Midterm Review Session

**III. THE STRUGGLE FOR HEGEMONY WITHIN AND WITHOUT:
NATIONALISM, IMPERIALISM, AND THE GREAT WAR
1848-1919**

February 28: **Midterm Exam**

March 2: **11. Nationalism in the Late Nineteenth Century: Imagined
Communities and Invented Traditions**

Assignment: Theodor Herzl, “A Jewish State” (1896).
Rosa Luxembour, “The National Question and Autonomy” (1909).
Vladimir Lenin, “The Right of Nations to Self-Determination” (1914).
Berenson, 357-368.

March 7: **12. Imperial Europe**

Assignment: Imperialism documents: James Thompson, “Rule Britannia” (1740s),
Rudyard Kipling, “The White Man’s Burden” (1899), Josiah Strong,
“Our Country” (1885), Jules Ferry, “On Colonial Expansion” (Speech
Before the French Chamber of Deputies, 1884), Program of the
Pan-German League (1890-98), Typical African Blank Treaty
(1880s).
Berenson, 400-413.

March 9: **13. The Great War**

Assignment: Christopher Clark, *The Sleepwalkers: How Europe Went to War in 1914*
(2012), “Conclusion.”
[1917](#) (dir. Sam Mendes, 2019)
Berenson, 422-430; 436-464.

March 14: **Spring Break—no class**

March 16: **Spring Break—no class**

IV. BOURGEOIS EUROPE CHALLENGED: 1918-1945

March 21: 14. The Russian Revolution

Assignment: Isaac Babel, “My First Goose” in *Red Cavalry* (1926).
Vladimir Lenin, *What is to be Done?* (1902).
Berenson, 485-512.

March 23: 15. The End of the War and the Rise of Fascism

Assignment: Roger Griffin, ed., *Fascism* (1995), 3-8.
Giovanni Gentile, “Fascism as a Total Conception of Life” (1925).
Benito Mussolini, “What is Fascism?” (1932).
“Manifesto of the Racist Scientists” (1939).
Berenson, 533-543.

March 28: 16. The Weimar Republic, the Depression, and the Nazi “Seizure” of Power

Assignment: Gertrud Scholtz-Klink, “To be German is to be Strong” (1936).
Adolf Hitler, *Mein Kampf* (1925), “On the Eastern Orientation.”
Fritz Bennecke, *Handbook for Training for the Hitler Youth* (1937), “On the German People and its Territories.”
Marion Kaplan, *Between Dignity and Despair: Jewish Life in Nazi Germany* (1996), Ch. 4, “The Daily Lives of Jewish Children and Youth in the ‘Third Reich.’”
Berenson, 543-571.

March 30: 17. Interwar Politics and the Origins of World War II

Assignment: Sheila Fitzpatrick, *Everyday Stalinism* (1999), Ch. 3, “Palaces on Monday” and “Conclusion.”
Neville Chamberlain’s Radio Broadcast, 27 September 1938.
Berenson, 512-526; 581-591.
Paper due.

April 4: 18. World War II and the Holocaust

Assignment: Christopher Browning, “Ordinary Men” (1992) in Donald Niewyk, ed., *The Holocaust*. (*assignment continues on next page*)

Jan Gross, *Neighbors* (2000), “Outline of the Story” and “Sources.”
 Primo Levi, *The Drowned and the Saved* (1986), “The Gray Zone.”
 Berenson, 571-625.

V. EUROPE IN THE POSTWAR ERA

April 6: 19. The Brutal Peace and the Cold War

Assignment: Victoria De Grazia, *Irresistible Empire* (2006), Chapter 7, “The Consumer-Citizen.”
 Speech Delivered by Gen. George Marshall at Harvard on June 5, 1947.
 Winston Churchill, “The Sinews of Peace” (1946).
 Joseph Stalin’s response to Churchill’s speech (1946).
 Berenson, 633-645; 646-653.

April 11: 20. The End of Empire

Assignment: Frantz Fanon, “On Violence” in *Wretched of the Earth* (1961).
 Berenson, 655-664.

April 13: 21. The Welfare State and its Discontents

Assignment: Herbert Marcuse, *One Dimensional Man* (1964), Ch. 1, “The New Forms of Control,” 3-14.
 Heike Sander, “The SDS (Socialist German Student League): An Overblown, Counterrevolutionary Ball of Yeast Dough” (1968).
 Watch the following brief British government film clips: [NHS](#) (1948); [Housing](#) (1952)
 Berenson, 667-677; 693-697.

VI. CONTEMPORARY EUROPE

April 18: **No Class.**

April 20: 22. The Collapse of Communism

Assignment: *The Lives of Others* (dir. Florian Henckel von Donnersmarck, 2006) (*assignment continues on next page*)

Svetlana Alexievich, *Secondhand Time* (2013), “On the Beauty of Dictatorship and the Mystery of Butterflies Crushed Against the Pavement,” 41-77.

Berenson, 697-708; 711-723.

April 25: 23. Rethinking Citizenship and Nationhood

Assignment: [Hate/La Haine](#) (dir. Mathieu Kassovitz, 1995) (stream via CLIO)
 Enoch Powell, “Rivers of Blood” speech (1968)
 Jürgen Habermas and Jacques Derrida, “February 15, or, What Binds Europeans Together: Plea for a Common Foreign Policy, Beginning in Core Europe” (2003).
 Berenson, 709-710.

April 27: 24. Europe Now

Assignment: Watch the following speeches:

Jimmie Åkesson, speech, January 20, 2015:

<https://www.youtube.com/watch?v=xA3I8vcCvdk>

Marine Le Pen addresses François Hollande and Angela Merkel at the European Parliament, October 8, 2015:

<https://www.youtube.com/watch?v=YXmgDMcl1KU>

Angela Merkel, New Year’s speech, January, 2016:

<https://www.youtube.com/watch?v=lzESJ5HoVyM>

Nigel Farage speech to European Parliament after Brexit vote, June 2016

<https://www.youtube.com/watch?v=X7le5GPJpbE>

François Hollande, speech on Islam in France, September 8, 2016:

<https://www.theguardian.com/global/video/2016/sep/08/francois-hollande-islam-can-co-exist-with-a-french-secular-state-video>

French Gilets Jaunes (Yellow Vests) Protests, November 24, 2018:

<https://www.theguardian.com/world/2018/nov/24/french-gilets-jaunes-protests-turn-violent-on-the-streets-of-paris>

(assignment continues on next page)

Emmanuel Macron response to Gilets Jaunes protests, December 10, 2018:

<https://www.theguardian.com/world/2018/dec/10/macron-pledges-to-raise-french-minimum-wage-gilet-jaunes-protestsxx>

Italian Hipster Fascists Try to Bring Mussolini into the Mainstream, March 2, 2018:

https://www.youtube.com/watch?v=I3x-ge4w46E&t=3s&ab_channel=Channel4News

Greta Thunberg, speech to the EU Parliament. April 16, 2019:

<https://www.theguardian.com/environment/video/2019/apr/16/greta-thunbergs-emotional-speech-to-eu-leaders-video>

May 2:

Final Exam Review Session

COURSE OUTCOMES

Students who complete the course will be able to:

- Evaluate primary source materials through critical reading and interpretation
- Understand how historians interpret evidence to construct historical narrative.
- Evaluate divergent perspectives in the understanding of the same event.
- Analyze how particular social and cultural contexts inform the perspectives and actions of historical actors.
- Gain an awareness of the historical origins of contemporary conceptions of human rights.