

**HIST 1302:  
Introduction to European History  
French Revolution to the Present**

Spring 2020  
M/W 1:10-2:25  
304 Barnard Hall  
Prof. Lisa Tiersten [ltiersten@barnard.edu](mailto:ltiersten@barnard.edu)  
Milstein 819  
Office hours: Monday and Wednesday, 3-4, and by appointment

TAs:  
Celine Camps [cc4304@columbia.edu](mailto:cc4304@columbia.edu)  
Heath Rojas [hmr2138@columbia.edu](mailto:hmr2138@columbia.edu)  
Louis Wallen [law2197@columbia.edu](mailto:law2197@columbia.edu)

This course is an introduction to the political, social, 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. Paper topic due February 24; paper due April 1 (30% of grade).
4. In-class midterm examination on March 2 (25% of grade).
5. Final examination (30% of grade).

**Course materials**

All readings are posted on Canvas and are also on reserve at the Barnard Library. The following books are available for purchase at Book Culture (112<sup>th</sup> St. between Broadway and Amsterdam):

Edward Berenson, *Europe in the Modern World: A New Narrative History Since 1500*.  
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**

**1. Weds., 1/22: Introduction to the Course**

**2. Mon., 1/27: 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, 122-127; 142-150; 160-167.

**3. Weds., 1/29: Interpreting the Revolution**

Assignment: Abbé Sieyès, "What is the Third Estate?" (1789).  
Berenson, 167-192.  
*Danton* (dir. Andrzej Wajda, 1983) (**stream on Canvas Library Reserves**).

**4. Mon., 2/3 Reaction and Restoration: Napoleon and Metternich**

Assignment: Edmund Burke, "Reflections on the Revolution in France" (1790).  
Berenson, 192-202; 262-269.

**5. Weds., 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, 269-277.

**II. INDUSTRIALIZATION AND THE "SPECTER HAUNTING EUROPE"  
1815-1914**

**6. Mon., 2/10: Industrial Capitalism and Proletarianization**

Assignment: Charles Dickens, *A Christmas Carol* (1843).

Berenson, 211-249.

**7. Weds., 2/12: The Social Question, 1815-1848**

Assignment: Karl Marx and Friedrich Engels, *The Communist Manifest* (1848).  
Berenson, 278-301.

**8. Mon., 2/17: Bohemian and Bourgeois: At the Center and the Margins of Urban Culture**

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

**9. Weds., 2/19: 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, 313-321; 343-5; 363-368.

**10. Mon., 2/24: 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, 339-343; 390-395.  
**Paper topic due** (in an email to me and your section leader/no attachments)

**11. Weds., 2/26: Midterm Review**

**12. Mon., 3/2: In-Class Midterm Examination**

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

**13. Weds., 3/4: Nationalism in the Late Nineteenth Century: Imagined Communities and Invented Traditions**

Assignment: Theodor Herzl, "A Jewish State" (1896).  
Rosa Luxemburg, "The National Question and Autonomy" (1909).  
Vladimir Lenin, "The Right of Nations to Self-Determination" (1914).  
Berenson, 327-339.

**14. Mon., 3/9: 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, 374-387.

**15. Weds., 3/11: The Great War**

Assignment: Christopher Clark, *The Sleepwalkers: How Europe Went to War in 1914*, "Conclusion."  
*They Shall Not Grow Old* (dir. Peter Jackson, 2018). **(stream on Canvas Library Reserves up to 1:37)**  
Berenson, 395-402; 411-438.

\*\*\*\*\*3/14-3/22: SPRING BREAK\*\*\*\*\*

#### IV. BOURGEOIS EUROPE CHALLENGED: 1918-1945

##### 16. Mon., 3/23:      **The Russian Revolution**

Assignment:      Isaac Babel, “My First Goose” in *Red Cavalry* (1926).  
 Vladimir Lenin, *What is to be Done?* (1902).  
 Berenson, 461-87.

##### 17. Weds., 3/25:      **The End of the War and the Rise of Fascism**

Assignment:      Griffin, ed., *Fascism*, 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, 513-522.

##### 18. Mon., 3/30:      **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*, Ch. 4, “The Daily Lives of Jewish Children and Youth in the ‘Third Reich.’”  
 Berenson, 523-550.

##### 19. Weds., 4/1:      **Interwar Politics and the Origins of World War II**

Assignment:      Sheila Fitzpatrick, *Everyday Stalinism*, Ch. 3, “Palaces on Monday” and “Conclusion.”  
 Neville Chamberlain’s Radio Broadcast, 27 September 1938.  
 Berenson, 487-502; 565-575.  
**Paper due (in class).**

**20. Mon., 4/6: World War II, the Holocaust, Hiroshima**

Assignment: Christopher Browning, “Ordinary Men” in Donald Niewyk, ed., *The Holocaust*.  
 Jan Gross, *Neighbors*, “Outline of the Story” and “Sources.”  
 Primo Levi, *The Drowned and the Saved*, “The Gray Zone.”  
 Berenson, 575-606.

**V. EUROPE IN THE POSTWAR ERA**

**21. Weds., 4/8: No Class**

**22. Mon., 4/13: The Brutal Peace and the Reconstruction of Europe**

Assignment: Victoria De Grazia, *Irresistible Empire*, Chapter 7, “The Consumer-Citizen.”  
 Speech Delivered by General George Marshall at Harvard University on June 5, 1947.  
 Berenson, 615-628.

**23. Weds., 4/15: From Hot War to Cold War**

Assignment: Winston Churchill, “The Sinews of Peace” (1946).  
 Joseph Stalin’s response to Churchill’s speech (1946).  
 Proclamation by the Central Committee of the German Communist Party (June 11, 1945).  
 Berenson, 629-636; 647-650.

**24. Mon., 4/20: The End of Empire**

Assignment: Frantz Fanon, “On Violence” in *Wretched of the Earth* (1961).  
 Berenson, 638-647.

**25. Weds., 4/22: 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, 650-660; 680-683.

**VI. CONTEMPORARY EUROPE**

\*\*\*\*\**The Lives of Others*, Thurs., 4/23, 7:00-9:20 pm, 304 Barnard Hall\*\*\*\*\*

**26. Mon., 4/27: The Collapse of Communism**

Assignment: *The Lives of Others* (dir. Florian Henckel von Donnersmarck, 2006)  
 Svetlana Alexievich, *Secondhand Time*, “On the Beauty of Dictatorship and the Mystery of Butterflies Crushed Against the Pavement,” 41-77.  
 Berenson, 683-695; 697-709.

**27. Weds., 4/29: Rethinking Citizenship and Nationhood**

Assignment: *Hate/La Haine* (dir. Mathieu Kassovitz, 1995) (**stream on Canvas Library Reserves**)  
 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, 695-696.

**28. Mon., 5/4: 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>

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-protests>

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>

**Weds., 5/6:****Final Examination Review Session in 304 BAR (optional)**



**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.