Though literally meaning “to make a full circle,” political and social revolutions never simply return to their starting points. Instead, for more than two hundred years, “revolution” was one of the most frightening and the most hopeful words in any European language. Promising change and threatening violence, the possibility of political and social revolution appealed to nationalists and communists alike (while simultaneously terrifying an equally wide population). Persuaded the world was changing in front of their eyes, contemporaries began to describe artistic and cultural developments as themselves “revolutionary”; convinced they can see patterns missed at the time, later historians have identified yet more revolutions (industrial, military, demographic).

*Revolution*, in other words, has ironically enough become part of the *tradition* for describing modern Europe. In this course, we focus on the fifty or so years when revolution was new. From France in 1789 to the continent-wide uprisings of 1848, revolutions played both a destructive and a constructive part in shaping modern Europe. Students are expected both to develop an understanding of revolutionary historiography (in other words, *how* historians have written about revolutions) and to engage in their own, extended analysis of source materials from the era. All required readings will be in English and most discussions will focus on western Europe but students with relevant linguistic skills may write their final paper on eastern Europe in this era.

**Goals and Objectives:**
- basic familiarity with European politics, culture, ideas, and society, 1789-1848;
- basic understanding of what *historiography* is and why it matters;
- deeper understanding of how historians research and write;
- in-depth familiarity with the sources and issues related to your final paper;
- ability to formulate an argument and sustain it with primary sources.

**Assessment, Requirements, and Grades:** We will meet for a two-hour seminar session every week and regular attendance is required. More than one absence may result in a failing grade for the course (regardless of grades on written work). Seminar activities will include: discussion of primary sources, informal lecture, collective work on research and writing skills. Final grades will be based on class participation (20%, including one-on-one meetings with the instructor and weekly assignments), three short pieces of writing (10% each), and a final, 20-page research paper (50%). Because your final grade for this course will be a letter grade, you will receive letter grades for each of these assignments. A grade of B+/A- means that your work was better than a flat B+ but it wasn’t quite an A-; a grade of A-/B+ conversely means that your work was weaker than an A- but still stronger than a B+. The letter-to-number conversion scale is available on the course website.
Textbooks and Other Readings: In the first half of the course, we will focus on reading and analyzing primary sources while in the second half, we concentrate on how historians have used, interpreted, and explained such sources. You are expected to buy two books: R. R. Palmer, *Twelve who Ruled: The Year of the Terror in the French Revolution* (1941; new editions in 1969 and 2005)—I don’t care which edition you have; inexpensive used copies of this book are readily available; Gareth Stedman Jones, ed., *The Communist Manifesto* (by Karl Marx and Friedrich Engels) (London: Penguin, 2002).

In addition, copies of Jonathan Sperber, *Revolutionary Europe, 1780-1850* (New York and London: Pearson-Longman, 2000) are available at the bookstores. This is a very good survey of our period and you are strongly encouraged to buy a copy to have as background reading and reference work. We are not, however, likely to spend much time discussing it in class. Most readings for discussion (and further bibliographical recommendations) will be available on the course website; others can be accessed via a Library database or located in the Wells or Lilly Library. ALL STUDENTS are required to have completed the “readings for discussion” before discussion class. No excuse for failure to do the reading will be accepted! **Make sure you bring the week’s readings with you to class. If you have difficulty accessing the readings, please let me know immediately (rlspang@indiana.edu)**

**Disabilities:** I will do everything I can to make this course accessible to students with varying needs and those who require academic accommodation for a disability. If you will require such support, please contact me as soon as possible (in office hours, after class, or by e-mail). University policy requires that you establish eligibility via the Office of Disability Services for Students in Wells Library (W-302); telephone: 855-7578; (http://studentaffairs.indiana.edu/disability-services-students/index.shtml) This Office will provide you with a memorandum specifying the academic modifications and accommodations to which you are entitled.

**Policy on Academic Honesty:** Every assignment must include consistently formatted endnotes or footnotes and, where appropriate, a full bibliography. Ignorance of scholarly reference form is no excuse and papers submitted without proper citation will be harshly penalized. Plagiarism and misuse of sources constitute intellectual theft and will not be tolerated under any circumstances. Please see the course website for guidelines on essay writing and explanation of proper reference format.

**Extensions to deadlines** will only be granted in the case of serious illness (with medical documentation), bereavement, or other grave personal circumstances. Students facing such circumstances should notify me as soon as possible. In the absence of any valid excuse, late assignments will be marked down 1/3 of a letter grade for each day late.

**Note on the syllabus:** The final version of the syllabus is on the website; information presented there supersedes this handout. Having the final version of the syllabus on-line allows this course to develop dynamically throughout the semester.
Course Schedule, Discussion Readings, Assignments

AUGUST 27: WHAT IS A REVOLUTION? WHAT IS HISTORY AND HOW DOES IT GET WRITTEN?

First assignment (due in class on Sept. 3): Using “America’s Historical Newspapers” and restricting results to the period 1784-1811, search for one word closely associated with the 1789 French Revolution (such as: Bastille, Marie Antoinette, Robespierre, Marat, guillotine, Bonaparte). On the basis of at least three distinct examples (either three different articles in the same newspaper, or three different papers) write a short (3-4 page, double-spaced) paper in which you consider what this French news is doing on the other side of the Atlantic. Of what does the news consist? Why might it have been of interest? How do you think the newspaper editors got it? Where in the paper does this item appear—how, if at all, does it relate to the other articles around it? Finally, you may want to pay attention to the different ways in which the same “news” is reported. (For instance, does anyone regret the demolition of the Bastille Prison?) This assignment is worth 10% of your overall grade.

SEPTEMBER 3: RIGHTS AND CITIZENS

Declaration of the Rights of Man (August 1789).
Clermont-Tonnerre, “Speech on Religious Minorities and Questionable Professions” (Dec. 1789) and the response by abbé Maury (Dec. 1789).
Edmund Burke, Reflections on the Revolution in France (1790), short selection.
John Thelwall, The Tribune (selections).

What to do when you read: you should either print out these readings and mark them in pencil or read them online and take handwritten notes. If you prefer, you can read them in digital form and annotate them that way as well, but research suggests that the “muscle memory” of writing by hand actually helps you to retain more of what you read. Start by: learning something about the authors and noting when and where these texts were produced. Then: while you read, you should both underline key themes and terms, and note contradictions/things you find confusing in the margins. Think about how the author moves from paragraph to paragraph—what seems logical to him that is illogical to you? What must he be assuming that you do not? When you have read them all once: think about how these texts relate to each other. Go back to your notes and compare the texts both in terms of what they say and how they say it. For instance, what one word would you use to describe the tone of Burke’s Reflections? How does this compare to the tone of Paine’s Rights of Man?
SEPTEMBER 10: TERROR, WAR, AND VIOLENCE

“Horrible maneuvers of the Austrians at the Tuileries Palace to bring civil war to France,” Révolutions de France et Brabant (June 1791).

Report by the Besançon Jacobin Club on refractory priests (Jan. 1792).

Nicolas Celestin Guittard, Diary of a Middle-Class Parisian during the Revolution, selections translated by Rebecca L. Spang.

Jean-Paul Marat, selection from Journal de la république (Dec. 1792), on the necessity of putting the former king on trial.

Grace Dalrymple Elliott, During the Reign of Terror: Journal of My Life During the French Revolution, selection.

Images of Marat, Charlotte Corday, Louis XVI, and Marie Antoinette, online.

For class: In addition to reading the above, locate at least one other primary source that refers to, cites, or discusses one of the readings. Write a short paragraph or two in which you describe the text(s) (by whom, when, and where it was written, very brief sense of how it relates to the assigned reading) and how you located it; circulate your description to the rest of the class (via Oncourse) by 9:00 p.m. on Tuesday, September 9. This assignment counts as 1% of your overall grade (5% of your participation grade).

SEPTEMBER 17: WORK AND THE WORKERS

“Le Chapelier Law” on workplace organization (June 1791).

Jacques Roux, “Manifesto of the enragés” (spring 1793).

Law of 9 Frimaire, Year Twelve on the workers’ livret.


Andrew Ure, The Philosophy of Manufactures (1835), extracts.

“The Leeds Workingmen’s Association to the Birmingham Political Union… and the Working Men’s Associations of the United Kingdom,” The Northern Star and Leeds General Advertiser (Jan. 6, 1838), available via the Nineteenth-Century British Newspapers database.

William Lovett, Life and Struggles in Pursuit of Bread, Knowledge and Freedom (1876), selections.

For class: In addition to reading the above, locate at least one other primary source that refers to, cites, or discusses one of the readings. Write a short paragraph or two in which you describe the text(s) (by whom, when, and where it was written, very brief sense of how it relates to the assigned reading) and how you located it; circulate your description to the rest of the class (via Oncourse) by 9:00 p.m. on Tuesday, September 16. This assignment counts as 1% of your overall grade (5% of your participation grade).
SEPTEMBER 24: WOMEN’S RIGHTS AND WOMEN WRITERS

Mary Wollstonecraft, *Thoughts on the Education of Daughters* (1797).

Second assignment (due in class on October 1): This requires you to spend at least several hours in the Lilly Library (open 9:00 a.m.-6:00 p.m., Monday-Friday; 9:00 a.m.-1:00 p.m. on Saturday) and consult at least one book, pamphlet, broadside, or periodical (published 1789-1850) in its original edition. Write a short paper (3-4 pages, double spaced) that: briefly summarizes what you read; explains how it relates to the themes of the course; describes the challenges and advantages of reading hard copy rather than digital editions. What did you learn from or notice about the Lilly’s copy that you could not have learned from a scanned version of the same text? (10% of your overall grade)
Bonus Question (additional 5% to your grade on this assignment): Why might a researcher want to consult multiple copies of the same text?

OCTOBER 1: ROMANTIC SOCIALISM AND ROMANTIC NATIONALISM
Sir Walter Scott, “The Patriot” (1809).
Adam Mickiewicz, *Books of the Polish Nation* (1832), selections.

OCTOBER 8: REVOLUTIONARY SOCIALISM AND REVOLUTIONARY NATIONALISM
Giuseppe Mazzini, “General Instructions to the members of young Italy” (1834).
Lajos Kossuth, “Address to the People of the United States” (1851).

OCTOBER 15: no class; one-on-one meetings to discuss paper topics.

OCTOBER 22: RIGHTS AND CITIZENS
For class: In addition to reading the above, write an intellectual biography (2-3 paragraphs) of Sewell, Hunt, or Israel. Questions to address might include: where did s/he study, what else has s/he written, how have his/her interests changed over the years, how has the work been received? If you submit a biography substantially similar to one written by another student, neither of you will get credit for this assignment—since there are only three authors and twenty students, this means simply cutting and pasting a website entry would be a very poor strategy! Circulate your biography to the rest of the class (via Oncourse) by 9:00 p.m. on Tuesday, October 28. This assignment counts as 2% of your overall grade (10% of your participation grade).

OCTOBER 29: TERROR, WAR, AND VIOLENCE
R. R. Palmer, Twelve Who Ruled (1941), pp. 3-45 (chapters one, two, and the first pages of chapter three).

NOVEMBER 5: WORK AND THE WORKERS
Gareth Stedman Jones, selection from “Rethinking Chartism” (pp. 90-120) in his Languages of Class: Studies in English Working-Class History (1983).

NOVEMBER 12: WOMEN’S RIGHTS AND WOMEN WRITERS

November 14 (this is a Friday) third assignment due: detailed (4-5 pages, single-spaced) summary of the work you have done for your research paper so far. This should at least include: a list of keywords and search terms; a description of your topic; a [draft] thesis statement; a paragraph explaining your interest in this research; and a bibliography (properly formatted!) of primary and secondary sources [for more guidelines, see the course website]. This is due by e-mail to rlpang@indiana.edu by midnight on Friday, November 14. Before you leave for Thanksgiving Break, we will have one-on-one meetings to discuss your research.
NOVEMBER 19: ROMANTIC SOCIALISM AND ROMANTIC NATIONALISM

DECEMBER 3: PAPER DRAFTS WORKSHOP

DECEMBER 10: REVOLUTIONARY SOCIALISM AND REVOLUTIONARY NATIONALISM
Gareth Stedman Jones, “Introduction” to *The Communist Manifesto*

DECEMBER 17: FINAL PAPER DUE BY 3:00 P.M. Please submit your paper in hard copy to my mailbox in the History Department office, Ballantine 742. I expect you to make an appointment to meet with me in January to discuss your work.

www.indiana.edu/~revyeurp