Introduction

This seminar will consider historians’ approaches to many of the major revolutionary upheavals in modern European history. Its focus will be on interpretation rather than merely a mastery of the narrative of events. Though readings will provide some background, students are assumed to have a basic familiarity with modern European history. We will explore historiographic debates, evaluate the effectiveness of historians’ approaches, and develop and debate our own views of these dynamic events. Each student is expected to play an active role in this collective endeavor.

Schedule

Week One: Jan 11
Introduction/What is Revolution?

Week Two: Jan 18
Origins and Nature of the French Revolution
Readings: Popkin, Chapters 1-2
Soboul in Kates
Jones in Kates

Week Three: Jan 25
The Early Revolution
Readings: Popkin, Chapters 3-4
Tackett in Kates
Lucas in Kates
Sewell in Kates
Additional Readings:
Gruder, “A Mutation in Elite Political Culture,” reserve
Sewell, “Ideologies and Social Revolutions,” reserve
Wick, “The Court Nobility,” reserve

Week Four: Feb 1
The Terror
Readings: Popkin, Chapters 5-6
“Terror,” in Critical Dictionary, reserve
Furet, “On the Terror,” reserve
Tackett, “Conspiracy Obsession,” reserve
Additional Readings:
Ozouf, “War and Terror,” reserve
Popkin, “The Royalist Press,” reserve
Tackett, “Interpreting the Terror,” reserve

Week Five: Feb 8
Women in the French Revolution
Readings: Popkin, Chapters 7-8
Godineau, “Masculine and Feminine Political Practice,” reserve
Levy and Applewhite, “Women and Political Revolution,” reserve
Hufton, “Women in Revolution,” reserve
Additional Readings:
George, “The ‘World-Historical Defeat,’” reserve
Hunt in Kates
Abray, “Feminism in the French Revolution,” reserve

Week Six: Feb 15
Peasants in the French Revolution
Readings: Popkin, Chapter 9
Gruder, “Can We Hear the Voices,” reserve
Root, “Challenging the Seigneurie,” reserve
Markoff in Kates

Week Seven: Feb 22
1848
Readings:
Ellis, “The Revolutions of 1848-1849,” reserve
Fasel, “The Wrong Revolution,” reserve
Haywood and Haywood, “Rethinking,” reserve
Additional Readings:
Traugott, “Determinants of Political,” reserve
Gould, Insurgent Identities, reserve
Sewell, “Corporations Republicaines,” reserve
**Week Eight: March 1**
Origins of the Russian Revolution
*Readings:* Service, Chapter 1
Haimson, “The Problem of Social Stability,” reserve
Mendel, “On Interpreting the Fate,” reserve
Pares, “Rasputin and the Empress,” reserve
Additional Readings:
Von Laue, “The Collapse of Autocracy,” reserve
Kennan, “The Breakdown of Tsarist,” reserve
Skocpol, “States and Social Revolutions,” reserve

**Week Nine: March 15**
From February to October
*Readings:* Service, Chapter 2
Koenker, “The Evolution of Party,” reserve
Galili, “Workers, Industrialists,” reserve
Pipes, *Three ‘Whys’*, reserve
Additional Readings:
Marot, “Class Conflict,” reserve
Rosenberg, “Identities, Power,” reserve
Daniels, “The Bolshevik Gamble,” reserve

**Week Ten: March 22**
Peasants in the Russian Revolution
*Readings:*
Gill, “The Mainsprings of Peasant,” reserve
Figes, “The Russian Revolution,” reserve
Popkins, “Code versus Custom,” reserve

**Week Eleven: March 29**
From Lenin to Stalin
*Readings:* Service, Chapter 3, Conclusions
Himmer, “The Transition from War Communism,” reserve
Cohen, *Rethinking the Soviet Experience*, reserve
Von Laue, “The Stalin Revolution,” reserve
Additional Readings:
Brzezinski, “The Leninist Legacy,” reserve
Tucker, “Conflict with Lenin,” reserve
Anisimov, “Progress through Violence,” reserve

**Week Twelve: April 5**
Germany 1918-1919
*Readings:*
Rurup, “Problems of the German Revolution,” reserve
Orlow, “1918-1919” reserve
Wehler, *The German Empire*, reserve
Additional Readings:
Staude, “German Socialists,” reserve
Geary, “Radicalism and the Worker,” reserve
Wheeler, “Ex Oriente Lux?” and Mitchell comment, reserve

**Week Thirteen: April 12**
1968 in Paris
*Readings:*
Marwick, *The Sixties*, reserve
Seidman, “Workers in a Repressive Society,” reserve
Katsiaficus, *Imagination of the New Left*, reserve
Stedman Jones, “The Meaning of the Student Revolt,” reserve

**Week Fourteen: April 19**
Prague Spring
*Readings:*
Ekiert, *The State against Society*, reserve
Valenta, “Could the Prague Spring have been Saved?” reserve
Kramer, “The Czechoslovak Crisis,” reserve
Additional Readings:
Kaplan, “Czechoslovakía’s Experiment,” reserve
Daniels, “Year of the Heroic,” reserve

**Week Fifteen: April 26**
1989: Transition in Eastern Europe
*Readings:*
Phillips, *Society State and Nation*, reserve
Chirot, “What Happened,” reserve
Szelényi, “Why Socialism Failed,” reserve
Brown, *Surge to Freedom*, reserve
Additional Readings:
Garton Ash, *The Magic Lantern*, reserve
Kiss, “Democracy without Parties,” reserve
Assignments:

**Seminar Participation:** This course is a seminar, meaning that its success depends on the participation of all its members. The most important assignments are to keep up with the readings, come to class, and participate actively in the discussions.

**Weekly Reviews:** A review of the readings *(aside from the Popkin and Service overviews)* is due each week at class time. These should be approximately two to three pages in length (typed or computer printed, double spaced). They should explain the main points in the readings and evaluate the effectiveness of the authors’ arguments. They should make clear what the readings said, what was effective and ineffective about them, and your view of the issues at hand. They should be good essays that show your ability to read critically, analyze the material, and write effectively.

**Oral Presentation:** Groups of students will be assigned one set of “additional readings” (listed on the syllabus). For this class, the assigned students will present the additional readings to the class. The presentation should explain the additional readings, consider their strengths and weaknesses, and tie them together with the required reading for the class. This students will also provide 3-5 points for discussion of all the week’s readings. The presentations should allow the entire seminar to consider the arguments in the additional readings as part of its discussion.

**Extended Review:** In addition, each student will write a more extended review (about six pages) of all the readings from the week of his/her additional reading assignment. This should show significant insight into the issues raised in the readings and discussion and make a convincing argument for the student’s interpretation. The extended reviews are due by 6:00 on May 4.

**Grades:**

Grades for this course will be calculated according to the following formula:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Seminar Participation</td>
<td>35%</td>
</tr>
<tr>
<td>Weekly Reviews</td>
<td>30%</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Extended Review</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Deadlines and Make-ups:**

The instructor takes deadlines seriously. Weekly reviews handed in after class time will earn a maximum of half credit. Any late work **must be received by the instructor by class time on our last day of class (April 26). Only the extended review will be accepted after this time, and it must be received on time (6:00 on May 4).**

**Academic Integrity:**

Violations of the university’s academic integrity policy will be handled in accordance with that policy:
ABINGTON COLLEGE ACADEMIC INTEGRITY POLICY

Definitions and expectations: Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at the Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of conduct states that all students should act with personal integrity, respect other student's dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonest violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

The following practices constitute, for the purposes of this policy, violations of Academic Integrity.

❖ Cheating:
Using a crib sheet; preprogramming a calculator; using books or notes during a closed book exam, etc.

❖ Copying on a Test:
Looking at another unsuspecting student's exam and copying; copying in a complicit manner with another student; exchanging color-coded exams for the purpose of copying; passing answers via notes; discussing answers in exam, etc.

❖ Plagiarism:
The fabrication of information and citations; submitting others' work from professional journals, books articles and papers; submission of other students' papers or lab results or project reports and representing the work as one's own; fabricating in part or total, submissions and citing them falsely, etc.

❖ Acts of Aiding or Abetting:
Facilitating acts of academic dishonesty by others; unauthorized collaboration of work; permitting another to copy from one's exam; writing a per for another; inappropriately collaborating on a home assignment or exam without permission or when prohibited, etc.

❖ Unauthorized Possession:
Of examinations, through purchase or supply; stealing exams; failing to return exams on file; selling exams; photocopying exams; buying exams; any possession of an exam without the custodian's permission, etc.

❖ Submitting Previous Work:
Submitting a paper, case study, lab report or any assignment that had been submitted for credit in a prior or concurrent course without the knowledge and permission of the instructor.

❖ Tampering With Work:
Changing one's own or another student's work product such as lab results, papers, or test answers; tampering with work either as a prank or to sabotage another's work.

❖ Ghosting:
Taking a quiz, an exam, performing a laboratory exercise or similar evaluation in place of
another; having another take a quiz, an exam, or perform an exercise or similar evaluation in place of oneself, etc.

- **Altering Exams:**
  Changing incorrect answers on graded exams or other forms of evaluation when they are passed back to students for in-class review; changing the letter and/or numerical grade on a test, etc.

- **Computer Program Theft:**
  Electronic theft of computer programs, data or text belonging to another, etc.

A student caught committing any of these violations will be subject to a sanction ranging from a documented official warning to failure of the course. In extreme cases, or in the case of more than two previous violations, students may be subject to formal university disciplinary action.

A student has the right to contest an instructor's accusation and/or sanction and may seek a hearing before the College Academic Integrity Committee.

**Books:**

The following are required:


**Electronic Reserves:**

Most of the assigned readings are available on electronic reserve. You may access these readings from anywhere via the web:

Go to: [www.cat.libraries.psu.edu](http://www.cat.libraries.psu.edu)

You may log in or enter as guest.

Click “Course Reserves” along the top of the page.

Search under “August, Andrew” and enter under the proper course number.

Click on a particular reading and open the PDF file. You will need Acrobat Reader on your computer. This is a free program that is often preloaded on computers. If you don’t already have it, you can download it from [http://www.adobe.com/products/acrobat/readstep2.html](http://www.adobe.com/products/acrobat/readstep2.html).

Adobe Acrobat allows one to save files to disk or print them, as well as read them on the screen.

**Note:** The readings are alphabetized according to the first word in the title, rather than by author or in order of use in the course. Thus, you will need to do some searching to find the proper readings.


J. R. Staude, "German Socialists and Russian Soviets: The Transfer of Workers' Councils from Russia to Germany in 1918," *South Atlantic Quarterly* 67:2 (1968): 287-305.


