

THE UNIVERSITY OF EDINBURGH
SCHOOL of HISTORY, CLASSICS and ARCHAEOLOGY

HISTORY

SESSION 2009-2010

EUROPEAN HISTORY 1

WILLIAM ROBERTSON BUILDING

GEORGE SQUARE, EDINBURGH



CONTENTS

Reading the Handbook	1
The Purpose and Methods of the Course	1
<i>Aims</i>	<i>1</i>
Content of the Course	2
Teaching Methods	2
<i>Late Coursework</i>	<i>4</i>
<i>Extensions</i>	<i>4</i>
Degree Examination	6
The University's Common Marking Scale	7
Oral Assessment	10
Notes	12
Visiting Students	13
Student Comment on the Course	13
The Location of Staff and Noticeboards	14
Email Communication	17
<i>Undergraduate Intranet Information</i>	<i>17</i>
Lecture Programme	18
How to Plan your Reading	22
Reading Lists	23
Guidance on Essay Writing for First Year Students of History	60
Guidance on Writing Source Commentaries	64
Plagiarism	65
Use of plagiarism detection software	65
History Section: Essay Stylesheet	67
Declaration of Own Work form	73
Essay Subjects	74
<i>Essay Subjects: Semester One</i>	<i>74</i>
<i>Essay Subjects: Semester Two</i>	<i>88</i>
Sample Degree Examination Paper	104
College of Humanities and Social Science	104
History Section of the School of History, Classics and Archaeology	107
<i>Extract from the Section's formal Statement of Aims and Obligations</i>	<i>107</i>
Attendance Monitoring	109
Notes on Records' Retention Periods	110
A Year Abroad at a European University	110
Disabled Students	111
Careers Talks Schedule 2009/2010	112

Reading the Handbook

This handbook contains full details of the course's lecture, tutorial and essay programmes, examinations, work requirements etc. It is most important that you read it very carefully; you will, indeed, be deemed to have done so. You should find the handbook a valuable study aid and fully informative concerning the course and what is expected of you. Failure to read the handbook leads to failure to benefit from advice and information and failure to comply with course requirements and regulations, which in turn can lead to problems and penalties.

The Purpose and Methods of the Course

Aims

The course has a dual function. For those of you who are intending to become Honours History students, it provides a basic grounding in Modern European History as a preparation for the more specialised European courses in the Third and Fourth-year programmes. For those of you who want the course as an outside subject or as part of general degree, it seeks to provide a self-contained survey of European history that is both stimulating and informative. Its prime purpose is to demonstrate how European society has evolved as a result of the interplay of the major economic, social, political and cultural developments of the last five centuries. A course with such a wide chronological and geographical span has to be rigorously selective, and in consequence the lecturers confine their attentions to those general developments that had a far-reaching influence on a major part of the European population. This confronts you with the problem of establishing the criteria by which 'importance' in human affairs is to be weighed - obliging you to compare disparate factors (economic, political, religious, etc.) as formative influences on the growth of society. The weekly tutorials provide you with the opportunity to discuss these basic issues within the context of different countries at different periods of their evolution. The breadth of the course also encourages you to try to enter into the mentalities and concerns of societies far removed from your own experience. This combination helps to foster a perceptiveness and flexibility of mind that are prime assets not only in your own self-development but also in preparing you for the many professional careers in which these qualities are particularly valued. The study of modern Europe is a particularly congenial field for the development of these personal aptitudes, especially at a time when Britain is becoming increasingly more involved with its European partners. This process obliges public and private organisations of all kinds to take increasing account of the perspectives, attitudes and traditions of continental

countries, all of which are the product of their history. In learning about what we were, we find out more about what we are. All in all we hope that the course will help you to make sense of the Europe of which we are part.

Content of the Course

The course runs from c.1500 to the present day. Given the quickening pace of change within the time-span of the course, and the growing complexity of society that it engendered, the course devotes more attention to the nineteenth and twentieth centuries than to the period that preceded it. As will be seen in the following lecture list (pp.12-15), in the first semester we are concerned with the period c.1500-c.1850. In the second semester we deal with the years from c.1850 to the present day. Thus, a closer focus is progressively adopted in the second semester, as the economic and political innovations of Western Europe spread eastward, bringing massive social change. The west itself has not stood still, however, and we conclude by examining the new Europe, which has been taking shape since the Second World War.

Teaching Methods

1. Lectures

From 10.00 to 10.50 weekly on the following days and at the following venue:

Tuesday Lecture Theatre A, David Hume Tower

Wednesday Lecture Theatre A, David Hume Tower

Friday Lecture Theatre A, David Hume Tower

The lectures are intended to give shape to the course and tie it together, and **you are strongly advised to attend**, even though there is no formal requirement to do so.

Lectures begin at 10.00 prompt, and you should be seated and ready to engage by that time. On the other hand, the lectures will not give you all that you need. They are not a substitute for reading; they will provide you with a framework for your own reading and offer some general ideas and interpretation.

2. **Compulsory Tutorials:** Starting in Week 2 of first semester, you take an active part in a weekly tutorial, usually with twelve students in each group, at times to be arranged at the beginning of the first term. Like the lectures, they are of fifty minutes' duration. Each of

the tutorials is devoted to a problem, usually drawn from the subject matter of the previous week's lectures. A list of these topics is normally issued by the tutor, at the beginning of term, together with recommended reading for each topic. Tutors use a variety of methods in organising and stimulating the discussion of these topics, but the success or otherwise of a tutorial depends on your having completed the preparatory reading and on your readiness to employ the fruit of it effectively in argument. The ability to express points clearly and concisely in oral discussion is as important a skill in professional life as are the written skills that essays and examinations seek to develop. Tutors are empowered to raise or lower the overall class-work mark by up to five marks, depending on the quality of performance and level of attendance at tutorials. (See scale of tutorial grades following 'University's Common Marking Scale' on pp.6-7). Quality of performance includes not only making well-informed and pertinent points to initiate or advance class discussion, but also listening attentively to the contributions of others and responding appropriately. **Attendance at these tutorials is compulsory**, and failure to comply with this rule may result in exclusion from the degree examination. Unavoidable absences should be explained to your tutor at the earliest opportunity, either in person or by letter or email. Messages for tutors may be left in their mailboxes beside their rooms. Part-time tutors have mailboxes in the first floor corridor.

3. Coursework Over the course you will be submitting 4 pieces of written work. Lists of each semester's source extracts and essay subjects, with appropriate reading matter, are included in this booklet (pp.42-57).

Semester 1 One 1500-word essay and one 500-word commentary on source extracts by the beginning of week 9 . Visiting students who are in Edinburgh for semester 1 only must submit a double-length second unit of assessment (**see p. 10**).

Semester 2 One 1500-word essay and one 500-word commentary on source extracts by the beginning of week 20.

The essay subjects are related to the course-sections in each term, with a number of titles corresponding to each course-section. The essays/source commentaries must be completed by the beginning of Week 9 in the first semester; and by the beginning of Week 20 in the second semester. The marks obtained for the written work, together with the tutorial assessment mark (p. 8), constitute 40% of the final course mark.

One copy of each piece of written work should either be handed in on the set day for submission **by 12 noon** in Week 9 of Semester 1 (16 November 2009) Week 9 of Semester 2 (8 March 2010), or alternatively it may be given directly to your tutor on or before the set day. (As indicated above, full-time tutors have mailboxes next to their doors, while part-time tutors have individual mailboxes in the first-floor corridor.) **E-mailed essays will NOT be accepted.**

Late Coursework

Late coursework submitted without an authorised extension will be recorded as late and the following penalties will apply: 5 percentage points will be deducted for every working day it is late, up to a maximum of 5 working days. After this time a mark of zero will be recorded.

An initial mark of 70% will therefore be reduced to 65, 60, 55, 50 and 45 over five working days, and then to 0.

These penalties follow the University's Assessment Regulations.

Late coursework will only be accepted without penalty if you have provided a good reason and have been granted an extension.

Extensions

It is your responsibility to apply for an extension *in advance* of the published submission deadline. Sympathetic consideration will be given to requests for extensions where there are exceptional circumstances involving medical or personal problems. The following, however, will not be accepted as good reasons for late coursework:

- More than one piece of work due on the same deadline. Deadlines are published well in advance and you should plan your time to meet them
- Computer or printer problems and similar reasons. You should back up your work regularly and not rely on one saved copy only

You may be asked to produce documents such as a medical certificate to support your extension request.

To request an extension, you should contact your Course Secretary in the first instance who will pass your request on to your Course Organiser. You will be informed whether your request has been granted and your new deadline will be confirmed.

You should attach a copy of the confirmation of the extension to your coursework when you submit it so that the date can be checked and recorded against the authorised extended deadline, and penalties avoided.

If you submit coursework after an authorised extended deadline, the usual penalties for late submission will apply.

Please remember that you do not have an extension until authorisation has been confirmed.

If you think you may need a longer extension than a few days, or your reasons are particularly complicated or of a personal nature, you should discuss the matter with the Student Support Officers or your Director of Studies.

Sympathetic consideration is given to students who have genuine medical or personal problems. However, it is your responsibility to keep your Director of Studies informed about any problems, which you may have, to seek **early** guidance from your tutor if you have such problems, and to seek **early** guidance from your tutor if you are having difficulty with the preparation or writing of your essay or source commentaries. Retrospective extensions will NOT normally be granted.

Valid reasons for lateness in the submission of essays do NOT include:

1. the fact that the dates for handing in essays in different courses coincide. You know these dates well in advance, and you should plan your use of time accordingly;
2. computer malfunction. Make sure that you back up your work every time you use the computer, and print out intermediate versions of your essay. In particular, you should print out your draft a day or two before the essay is due in case of any last-minute difficulties.

Like the tutorials, the written work is primarily designed to elicit reasoned and well-informed arguments based on an analysis of the available evidence; and you should read carefully the advice on the preparation and construction of written work. Tutors give additional preparatory advice, and mark all the essays of the students in their tutorials. These are given specific percentage marks, accompanied by both written and oral comment by the tutor.

We are looking for the following qualities (in order of priority):

- **Intellectual Focus:** Does the essay consistently address the specific question and not just the general topic? Does it recognise all the important implications of the question and *focus tightly* on these in every paragraph?
- **Structure:** Is the essay presented as a coherent and structured whole, so that

each paragraph relates to the others; and is there an explicit plan to the essay, and a clear reason for one point following another?

- **Depth of Analysis:** Are all the main sections/arguments within the essay properly explored, so that the complexity of the evidence and the range of interpretations made by historians are examined in reasonable depth? Are the major arguments developed fairly fully, and not just baldly stated in a sentence or two?
- **Depth of Knowledge:** Are all the major sections/arguments supported by well chosen and specific evidence, revealing a reasonable depth of knowledge of the sources read, and not just a superficial acquaintance with the more obvious facts? The more limited the period/theme covered, the more detailed is the knowledge required of that limited period/theme.
- **Prose Style:** Is the essay presented in clear, accessible, accurate and effective prose, so that the reader is quite sure about what the writer is intending to convey?

A further explanation of the qualities that we look for in awarding marks is given on pp.6-7.

Degree Examination

This will consist of a single three-hour paper in April/May, from which you will be expected to answer four questions, selected from a total of twenty-four. The paper will be divided into **four** sections corresponding to the following periodisation: Section A, c.1500-c.1650, Reformation to Thirty Years War (lectures 2-13); Section B, from the mid-seventeenth century to the French Revolution inclusive (lectures 14-24); Section C, from the Napoleonic era to the end of the Great War, c.1800-1918 (lectures 25-48), Section C from the Russian Revolution to the present (lectures 49-65). Each section will consist of six questions; and you are required to choose one question from each section. Since you are thereby prohibited from bunching your answers in the same section of the paper, you cannot afford to neglect substantial parts of the course. But if you work steadily throughout the year, you should have no difficulty with the examination. Credit will always be given for demonstrating a grasp of the *general* development of European history. The kinds of question that you might expect to have to answer are included in the sample Examination Paper at the end of this handbook. The mark obtained for this examination constitutes 60% of the final course mark. To pass the course as a whole, it is not strictly essential to obtain a pass mark in the degree examination, if your class mark is sufficiently high to compensate for a shortfall in your

examination mark; that is, when the coursework mark and the examination mark averaged together achieve a pass.

The University's Common Marking Scale

We award marks on the common marking scale according to how well you display the various qualities we are encouraging you to develop. But since these will be combined in different ways in each piece of work, marking is not an exact science: tutors judge by balancing your strengths and weaknesses. The following 'descriptors' are an attempt to define the qualities the History section looks for in its students' work. The same qualities are sought in essays, dissertations and examination answers, but the weight given to them naturally varies: in an essay accuracy and breadth of reading are expected, while in an examination answer clear and concise argument is especially rewarded.

Marking Scale

All work will be assessed in accordance with the University's extended common marking scheme: -

<u>Mark</u>	<u>Grade</u>	<u>Description</u>
90-100	A1)	
80-89	A2)	Excellent
70-79	A3)	
60-69	B	Very Good
50-59	C	Good
40-49	D	Pass
30-39	E	Marginal Fail
20-29	F	Clear Fail
0-19	G	Bad Fail

To help you understand what these grades mean, the following Grade Descriptions have been drawn up:

A1 Excellent (90-100%) An answer that fulfils all of the criteria for A2 and in addition shows an exceptional degree of insight and independent thought, together with flair in tackling issues. Work displaying the highest level of scholarship and originality attainable within any

given course/year of study. In courses involving classical languages the work shows, where appropriate, an exceptionally high level of linguistic competence.

A2 Excellent (80-89%) An authoritative answer that provides a fully effective response to the question. It should show a command of the literature and an ability to integrate that literature and go beyond it. The analysis should achieve a high level of quality early on and sustain it through to the conclusion. Sources should be used accurately and concisely to inform the answer but not dominate it. There should be a sense of a critical and committed argument, mindful of other interpretations but not afraid to question them. Presentation and the use of English should be commensurate with the quality of the content. In courses involving classical languages the work shows, where appropriate, a very high level of linguistic competence.

A3 Excellent (70-79%) A sharply-focused answer of high intellectual quality, which adopts a comprehensive approach to the question and maintains a sophisticated level of analysis throughout.

It should show a willingness to engage critically with the literature and move beyond it, using sources creatively to arrive at its own independent conclusions. In courses involving classical languages the work shows, where appropriate, a high level of linguistic competence.

B Very Good (60-69%) Clearly structured work displaying an ability to deal with the concepts, sources and arguments relevant to the topic under discussion and critical judgement in selecting, evaluating and organising material. In the 65-69 range the work will display some of the qualities of excellence outlined above, although some aspects will be less fully realised. The 60-64 range represents above-average achievement in all or most respects. In courses involving classical languages the work shows, where appropriate, a sound grasp of the linguistic aspects of the subject.

C Good (50-59%) Sound and competent work which covers the basic subject matter and is appropriately organised and presented. May tend to narrative and description rather than analysis but does attempt to answer the question. There will be some evidence of the inclusion of irrelevant material, a certain lack of focus in the discussion or deficiencies in the evidence used to support the argument. Work in the 50-54 band is likely to be factually sound but to show only a general grasp of the issues which the question is raising, and to be weak in critical awareness and analytical qualities. In courses involving classical languages the work shows, where appropriate, a fair understanding of the central linguistic aspects of the subject.

D Pass (40-49%) Work which is adequate but limited. It may include irrelevant material and be too descriptive and narrative. Some aspects of the question may be answered competently, but others will be ignored because of omissions in the reading, factual inaccuracy, difficulty in identifying the key issues and arguments, or poor style, structure and presentation. In exams, an answer left unfinished may earn a mark in this range if it gives evidence of the potential to perform better. In courses involving classical languages the work shows, where appropriate, a basic understanding of the principal linguistic features of the subject.

E Marginal Fail (30-39%) Work which is poorly structured and of very limited relevance to the question. It may be distinguished by a lack of supporting evidence, misunderstandings, a failure to address the question asked, substantial generalisation and the lack of any real argument. In courses involving classical languages the work approaches closely a basic understanding of the linguistic aspects of the subject but is deficient in important respects.

F Clear Fail (20-29%) Work which shows little or no real understanding of the question and which displays little or no evidence of learning.

G Bad Fail (0-19%) Work which fails on all criteria. It could also be the mark for a very short answer with little relevant material.

Oral Assessment

In addition to the marks for their essays and examinations, students will also receive a mark for their performance in tutorials. This grade will **add or subtract** up to 5 marks from the class-work mark (that is the average of the marks for written work). The grade will be awarded by tutors on the basis of a student's performance throughout the entire year.

Examples of how this would work are:

Marks for written work: $58 + 64 = 61$ average, + 2 for tutorial performance = 63 as the final class-work mark.

Marks for written work: $57 + 59 = 58$ average, - 2 for tutorial performance = 56 as the final class-work mark.

Tutorial grade	Modification to overall class-work mark
A	+4 or 5
B	+2 or 3
C	+1
D	no change
E	-1 or 2
F	-3 or 4
G	-4 or 5

Tutors will take a large number of factors into account in calculating the mark for tutorial performance. They will, in particular, give credit to students who:

(i) attend tutorials on a regular basis

As in all other courses, regular tutorial attendance is vital. Students deprive themselves of the opportunity to develop and improve their oral skills if they miss tutorials. At the same time, they also undermine the work of other members of the group. Students will not, of course, have marks deducted if they are prevented from attending tutorials by personal or medical problems. But they will be **heavily** penalised if they miss a large number of tutorials without providing adequate reasons. **Students will not receive additional marks for course work on the basis of non-written skills if they have missed more than 25% of**

the scheduled tutorials without good cause notified to the course organiser. Students who do not attend tutorials will not have their essays accepted for assessment.

(ii) are consistently well-prepared

It is very important that, before each tutorial, students read and think about the topic under discussion. As well as being good preparation for the class and degree examinations, this reading and thinking will allow students to participate in an informed discussion. Tutors will advise you as to how much reading you should do for each tutorial.

(iii) contribute to the discussion

Tutors will give credit to students who speak in tutorials rather than simply remaining silent throughout. Ideally all members of the tutorial group should contribute to the discussions each week. But this does not mean that the highest marks will go to students who talk all the time.

Students who allow, and even encourage, others to speak, can make a more positive contribution than those who try to dominate discussion. Being an attentive listener is just as important as being an effective speaker.

(iv) express ideas and arguments clearly

It is important that students try to express their ideas well, using clear, accurate language and developing their arguments in a logical, structured manner. (Please remember that the **clarity** of language is critical. There is no point in using long words or complicated phrases if these merely make it difficult for other people to follow your argument.) It is also important that members of the group attempt to address the specific questions under discussion, rather than being distracted by tangential or irrelevant issues.

(v) encourage and help other members of the group

There are many ways in which members of a tutorial group can help their colleagues - for instance, by offering criticism that is constructive (rather than destructive), asking each other questions and being interested in what other people say. Students can also help their colleagues by recommending helpful reading or by lending each other photocopies. This, of course, is particularly important in light of the enormous pressures upon the university's library resources. Above all, it is important that students recognise that the success of tutorials is not solely dependent upon the tutor's contribution: **every** member of the group has an important role to play.

If you have any questions about oral assessment, please ask your tutor or the course organiser. We very much hope that you will all welcome the opportunities provided by this assessment procedure. In the past, tutors on this course have been very impressed by the ability and commitment displayed by members of their groups. We are confident that the oral assessment marks will enable them to give credit to those students who make a positive contribution to the work of tutorials.

Notes

1. The entry to Honours level is 50%. In order to achieve entry into History Honours, students are required (a) to have passed their six prescribed courses normally not later than June of their second year of study and (b) to obtain a course mark of 50 or more in two History courses (of which one must be a second-level History course).
2. Should the combination of your class-work mark and your degree examination mark fall short of the pass-mark for the course as a whole, you can apply to Registry to take the resit examination in August, in order to improve your mark. Should you still fail to reach the required level, it is within the discretion of the Convenor of the Board of Examiners to allow you to take the examination again in the following May; but in such cases your overall mark for the course will be based entirely on your performance in that examination - your class-work marks in the previous year will no longer form part of the course mark.
3. The European History 1 course does not have a system of exemptions. All students are required to take the degree examination.

In order to pass the course, you must:

- 1) attend tutorials regularly and explain any absences to your tutor;
- 2) submit all required written work on time;
- 3) achieve a mark of 40% or over for the required written work, including the degree exam.

Information on a student's right of appeal against his/her final mark for a course appears in the University Calendar:

'A candidate may appeal against a decision of a Board of Examiners (a) on the grounds of substantial information which for good reason was not available to examiners when their decision was taken, or (b) on the grounds of alleged improper conduct of an examination. For this purpose 'conduct of an examination' includes conduct of a meeting of the Board of Examiners. Any appeal must be submitted in writing to the secretary of the University as soon as possible; only in exceptional circumstances may an appeal be considered more than six weeks after the results of an examination have been made available to the appellant.'

Visiting Students

Visiting students are welcome to join the course. Visiting students present for the entire year or for the second semester only are required to sit the degree examination at the end of the academic year in addition. Those only present for the first semester will submit a double-length second unit of assessment, that is TWO 1500-word essays and TWO 500-word source commentaries. Visiting students share with other students the same obligation to participate in the weekly tutorials and to submit their essays by the specified dates.

Student Comment on the Course

We are very keen to receive comments from students doing this course, since this helps us to identify any major problems and take steps to rectify them. While lecturers and tutors are always happy to talk informally with students about aspects of the course, we also use two more formal methods of sounding student opinions on ways of improving it.

1. European History 1 has a staff-student liaison committee on which six student representatives sit, together with lecturers and tutors. This committee is the initial means by which the department finds how students react to the course. The committee is constituted as follows in the both semesters: each tutorial group nominates one person, and from those nominated, the required number of representatives is selected by lot. The names and contact address of the representatives will be posted on the noticeboard.

2. At the end of the course, all students are asked to fill in a questionnaire, which will cover lectures, tutorials, assessment procedures and library resources. This questionnaire will be distributed during tutorials in the last teaching week of the year.

The Location of Staff and Noticeboards

The History Section of the School of History and Classics is situated at the east (Chapel Street) end of the William Robertson Building. The secretaries' office is to be found on the first floor (south side) **via room 101**. The secretary for European History 1 is Tamsin Welch. The course organiser for European History 1 is Dr. Stephen Bowd (Room 304). The History noticeboards are on the first floor, opposite Rooms 100 and 103. You are advised to consult them regularly for information about your History courses.

Each full-time member of staff has a room in the William Robertson Building. Full-time staff members each have a mailbox situated behind the counter of room 101. Please ring the bell on the counter and a secretary will receive your work. (For part-time tutors, see below.) Staff are also available to meet students at times stated on their doors, or by appointment.

Full-time staff

All based in the William Robertson Building

Dr Thomas Ahnert Room 332 Tel. 650 3777

Email: Thomas.Ahnert@ed.ac.uk

His main area of interest is the intellectual and cultural history of Europe in the Enlightenment. He is the author of *Religion and the Origins of the German Enlightenment: Faith and the Reform of Learning in the Thought of Christian Thomasius* (University of Rochester Press, 2006) and several articles and book chapters on British and German intellectual history between c. 1600 and 1820.

Dr Pertti Ahonen Room 206 Tel: 650 3775

Email: p.ahonen@ed.ac.uk

His research interests lie in the history of twentieth century Europe, particularly since 1945. He is the author of a *After the Expulsion: West Germany and Eastern Europe, 1945-1990* (Oxford UP, 2003) and co-author of *People on the Move: Forced Population Movements in*

Europe in the Second World War and Its Aftermath (Berg, 2008). He is currently finishing a book entitled *Victims of the Berlin Wall*.

Dr Monica Azzolini Room 139A Tel: 650 9964

Email: m.azzolini@ed.ac.uk (on leave during academic year 2009-10)

Her main area of research is the history of medicine and science in the Italian Renaissance. She is the author of several articles on Leonardo da Vinci and Renaissance anatomy, and she is currently completing a monograph on the political uses of astrology and medicine at the court of Milan, c. 1450-1500.

Professor Donald Bloxham Room 303 Tel: 650 3757

Email: donald.bloxham@ed.ac.uk

Donald Bloxham is Professor of Modern History. He specialises in the study of genocide and the punishment of genocide, and is author of four books, including *The Final Solution: a Genocide* (2009) and *The Great Game of Genocide: Imperialism, Nationalism, and the Destruction of the Ottoman Armenians* (2005).

Dr Stephen Bowd Room 304 Tel: 650 3758

Email: Stephen.Bowd@ed.ac.uk

His main research interest lies in the religious and cultural history of Renaissance Italy. His first book was *Reform before the Reformation: Vincenzo Querini and the Religious Renaissance in Italy* (2002). He is also the editor of a collection of polemical squibs, which has appeared as *Vainglorious Death: a Funerary Fracas in Renaissance Brescia*, in 2006 and a collection of Renaissance texts about Jews. His second book, on the Venetian empire, will appear in 2010.

Dr Iain Lauchlan Room 200 Tel: 650 3769

His main research interest is in revolutionary Russia, 1900-1941, particularly Russia's secret police under Nicholas II, Lenin and Stalin. He is the author of *Russian Hide-and-Seek: The Tsarist Secret Police in St Petersburg, 1906-1914* (2002). In addition, he has written several

articles in journals on the collapse of imperial Russia and revolutionary terrorism. He is currently working on a history of Stalinism and a biography of the founder of the KGB, Felix Dzerzhinsky.

Dr Sarah D P Cockram Room 204 Tel: 650 3773

Email: s.cockram@ed.ac.uk

Her main area of research is the Italian Renaissance Court. She is currently working on a monograph on the power sharing of the husband and wife team of Isabella d'Este and Francesco Gonzaga at the Northern Italian court of Mantua. She is also researching court networks, and the use of animals as manifestations of splendour.

Dr Julius Ruiz Room 306 Tel: 650 3760

Email: J.Ruiz@ed.ac.uk

His main research interest lies in late nineteenth and twentieth-century Spanish history. He is the author of *Franco's Justice. Repression in Madrid after the Spanish Civil War* (Oxford University Press, 2005) and various articles on the Spanish Civil War and the Franco regime.

Dr. Karine Varley Room 349B Tel: 650 4614

Email: Karine.Varley@ed.ac.uk

Her research interests lie primarily in France since 1789. Her publications include *Under the Shadow of Defeat: The War of 1870-71 in French Memory* (Palgrave Macmillan, 2008). She is currently researching the Italian zone of operations in France 1940-43, and is working on a comparative project on death in war between c.1789 and 1914.

Part-time tutors

The details of where tutorials will be held will be on the noticeboard opposite Room 100 in the William Robertson Building. Messages may be left for them in their mailboxes in the first floor corridors of the William Robertson Building.

The University Registry has asked us to insert the following statement:

'Every effort has been made to ensure that the information contained in this booklet is correct at the time of production. However, it will not form part of any contract between the University and a student or applicant and must be read in conjunction with the Terms and Conditions of Admission set out in the Undergraduate Prospectus.'

Email Communication

Important information pertaining to the course may be distributed via email. Accordingly, it is essential that you check your university email accounts regularly – we would recommend daily.

Undergraduate Intranet Information

The School has developed an undergraduate student intranet to provide you with information which is essential to your studies. It covers your current studies, guidance on submitting coursework, assessment regulations, essential forms, plagiarism, important news and events and more. It also has contact information for your Course Secretaries, Student Support Officers and Student Reps. Over the year, we will add information on choosing honours courses and degree results.

There are also sections for the School's Student Support Office and academic guidance, library and computing services and the School's student/staff liaison. And we provide links to your subject areas and student societies.

You are strongly advised to keep checking the Intranet for information or guidance throughout the year. The Intranet is at:

<http://www.shca.ed.ac.uk/student/undergraduate/>

Lecture Programme

SEMESTER ONE

PRE-INDUSTRIAL EUROPE: FROM REFORMATION TO FRENCH REVOLUTION, c.1500-c.1800 (Dr Stephen Bowd)

Week 1 22 September 2009

- 1 Introduction to the course

Part 1: CONFSSIONAL EUROPE, c.1500-c.1650 (Dr Stephen Bowd)

- 2 The Age of Discovery: Europe in the World of 1500

- 3 Daily Lives: Individuals in 'Early Modern' Society

Week 2 29 September 2009

- 4 Religious Reform (I): The Reformation in Germany and Switzerland

- 5 Religious Reform (II): The Wars of Religion in France

- 6 The Catholic Response: The Counter-Reformation

Week 3 6 October 2009

- 7 The Renaissance: Art, Politics and Society

- 8 Politics and Power: Italy between Habsburg and Valois

- 9 The Spanish Case: From the Inquisition to the Dutch Revolt

Week 4 13 October 2009 (Dr Sarah Cockram)

- 10 Christians and Turks: The Rise of the Ottoman Empire

- 11 Technological Changes: Gun Powder, Warfare, and the Printing Press

- 12 Intellectual Changes (I): The Scientific Revolution

Part 2: EUROPE FROM THIRTY YEARS WAR TO FRENCH REVOLUTION, c.1650-c.1800

(Dr Thomas Ahnert and Dr Sarah Cockram)

Week 5 20 October 2009 (Dr Sarah Cockram)

- 13 The Witch Hunts
- 14 Towards a General Crisis? The Thirty Years' War
- 15 'Absolutism'

Week 6 27 October 2009 (Dr Thomas Ahnert)

- 16 Intellectual Change (II): The European Enlightenments
- 17 Eighteenth-Century Europe: Social and Economic Change
- 18 International Relations (I): War and Diplomacy, c. 1650 – 1721

Week 7 3 November 2009

- 19 International Relations (II): The Emergence of a Great Power System, 1721 – 1795
- 20 The Changing Nature of Warfare
- 21 The Decline of France in the Eighteenth Century

Week 8 10 November 2009

- 22 Prussia and the Habsburg Monarchy in the Eighteenth Century
- 23 The Collapse of the *Ancien Régime* in France
- 24 The Radicalization of the French Revolution

THE 'LONG' NINETEENTH CENTURY: FROM NAPOLEON TO MUSSOLINI, c.1800-c.1920

Part 3: FOUNDATIONS OF THE NINETEENTH CENTURY

(Dr Karine Varley)

Week 9

- 25 Napoleon and France
- 26 Napoleon and Europe
- 27 New forces: Nationalism

Week 10

- 28 Society and Politics in an age of Industrialisation
- 29 The 1848 Revolutions: Social and Economic Background
- 30 The 1848 Revolutions and Nationalism

Week 11

- 31 France 1815-50: A Bourgeois Society?
- 32 Italy 1800-50: Risorgimento
- 33 Germany 1800-50: The Giant Awakes

SEMESTER TWO

Part 4: NATIONALISM AND THE CHALLENGE TO LIBERALISM: EUROPE c.1850-c.1890

(Dr Iain Lauchlan)

Week 1 12 January 2010 (Dr Iain Lauchlan)

- 34 Political, Social and Cultural Change c.1850-c.1890
- 35 The Road to Unification: Italy
- 36 The Road to Unification: Germany

Week 2 19 January 2010

- 37 France 1852-1900: From 'Extravaganza' to 'Decadent Republic'
- 38 Crisis and Compromise in the Russian Autocracy
- 39 Nationalism, Imperialism and National Identity

Week 3 26 January 2010

- 40 Culture Wars: Secularization and the Church
- 41 Marxism and the Rise of Socialism
- 42 Science, Race and Conflict

Part 5: WORLD WAR AND REVOLUTION: CAUSES, COURSES, CONSEQUENCES
c.1890-c.1920 (Dr Julius Ruiz)

Week 4 2 February 2010

- 43 Europe around 1900
- 44 Nations and nationalism
- 45 Women and feminism

- Week 5 9 February 2010
- 46 1914: the coming of war
 - 47 Total War: the nature of the conflict
 - 48 Total War: economy, society and culture

Week 6

- 49 War and Revolution: Russia, Germany and Central Europe
- 50 Post-war Europe: frontiers and identities
- 51 From liberalism to fascism

THE 'SHORT' TWENTIETH CENTURY: FROM THE 'GOLDEN TWENTIES' TO THE PRESENT

Part 6: FROM THE 'GOLDEN TWENTIES' TO THE END OF HITLER'S WAR

(Dr Donald Bloxham)

Week 7

- 52 Europe from the 'Golden Twenties' to the Great Depression
- 53 The USSR: Revolutionary Experimentalism and the Rise of Stalin
- 54 Stalin's Russia from the 1930s through the Second World War

Week 8

- 55 Hitler's Germany: Economy and Society in the Racial State
- 56 The Spanish Civil War
- 57 The Second World War in Europe

Part 7: FROM THE END OF HITLER'S WAR TO THE PRESENT

(Dr Pertti Ahonen)

Week 9

- 58 Occupation and Genocide
- 59 Postwar reconstruction and the Cold War
- 60 Western European unity?

Week 10

- 61 The Soviet Empire in Eastern Europe
- 62 The End of Empire - in Europe and Overseas
- 63 Southern Europe: dictatorship to democracy

Week 11

- 64 The Road to the Revolutions of 1989
- 65 The Collapse of Communism
- 66 Retrospective: half a millennium at a glance

How to Plan your Reading

As always at university level, the reading that you do **independently** is the most important part of the course. Each lecturer has provided guidance for further reading on his or her section in the reading-lists in this booklet, and more specialised books appear on the essay lists at the end. It may be helpful to think of four types of reading.

1. Reading for tutorials

Your tutor will prescribe preparatory reading for each weekly tutorial of term. This is very important since the usefulness of tutorials will depend on it.

2. Reading for Essays

You should choose your essay and start work on it fairly soon, before the competition for books intensifies in the run-up to the submission date. First read some basic books on the sectional background, then use the more specialised books on the essay list.

3. Other Topics

You must also do some basic reading related to the sections not connected with your essay.

Once you have the outlines, try to follow up one or two special aspects, according to the subjects or types of history which you find most interesting.

4. General Survey

You should also try to get an overall picture by reading some general textbooks covering longish periods. A selection of these appears at the beginning of each section of the reading list. Here the aim is not to amass further detailed information, but to get a general impression of each age in all its aspects - society, politics, intellectual movements, etc. This sort of reading is perhaps especially suitable for vacations, either in preparation for the next semester's work or to consolidate the previous semester's. For general reference, you will find it very helpful to buy a historical atlas; several are available quite cheaply, notably the Penguin Atlas of World History, volumes 1 and 2. The Times Atlas of World

History is more expensive, but useful for any history course at any level.

NOTES ON THE USE OF THE UNIVERSITY LIBRARY

1. An information pack on how to make the best use of the Library's holdings is available in the Library itself and you should ensure that you are fully conversant with the system. Library staff should be happy to help if you experience problems.
2. Please note that some of the books on the following lists may not yet have been catalogued in the University Library. Library staff will do all they can to help you find the book you need, but if a particular book has yet to arrive, please ask your tutor, the appropriate lecturer or the course organiser for an alternative.

Reading Lists

The somewhat daunting length of these lists is intended to provide you with a wide range of alternative reading, should the books specifically recommended by your tutor be in heavy demand at the time you want them. The essay lists and your tutor's weekly suggestions will indicate which of the following books are most suitable to your particular requirements. But, should these be off the shelves when you need them, these lists of alternatives should ensure that you find enough for your purposes, no matter how great the pressure on

particular subjects when essay deadlines are approaching. Nobody is expected to read more than a relatively small percentage of them. N.B. 'pb' indicates paperback edition.

CHANGE AND CONTINUITY IN EUROPEAN SOCIETY, c.1500-c.2000

The following books are primarily concerned with long-term trends in European History and are relevant to the course as a whole.

Fernand Braudel, *A History of Civilizations* (Penguin pb), chapters 16-19 provide a brief, incisive and exciting survey of the main themes in European history from the Middle Ages to our own time.

The Times Atlas of World History can provide an informative introduction on most topics, pointing out not just what happened, but where.

Penguin Atlas of World History, 2 vols, (pb) Many useful diagrams and lists of information, as well as maps.

New Cambridge Modern History, vol. 13 (pb) A valuable collection of essays, each tracing the development of its subject from 1500 to the late twentieth century, e.g. Population, Environment and Economy, Peasants, Industry, Religion and Secularisation, Revolution, Bureaucracy.

Norman Davies, *Europe: A History* (Oxford/Pimlico pb) Sections VII to XII.

J.-B. Duroselle, *Europe: A History of its Peoples* (Viking) Sections 11 to 19 are relevant to the course.

Paul Kennedy, *The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000* (Fontana pb).

J.M. Roberts, *The Pelican History of the World* (pb) Books 5, 6 and 7 are relevant to the course.

J.M. Roberts, *The Triumph of the West*, a tremendous television series of 13 episodes, can also be found on video.

PRE-INDUSTRIAL EUROPE: FROM REFORMATION TO FRENCH REVOLUTION, c.1500-c.1800

Part 1: CONFESSIONAL EUROPE, c.1500-c.1650

(Dr Stephen Bowd)

General

This part of the course deals with that formative phase in European development from the Reformation to the end of the Wars of Religion. Given the significance of the Reformation, the lectures deal largely with the Protestant and Catholic west, It was an age of massive cultural change as people grew uneasy with traditional mindsets (Renaissance and Reformation), as they found the world almost literally changing shape around them ('expansion'), and as material life took on a new character (firearms, printing and domestic comforts). As a general interpretation of Renaissance Europe, read John Hale, *The Civilization of Europe in the Renaissance* (pb) - a wonderfully rich, though rather dense book. For reference to social, political and cultural change as covered in the lectures, use Henry Kamen, *European Society 1500-1700*, Richard Mackenney, *Sixteenth Century Europe*, Andrew Pettegree, *Europe in the Sixteenth Century*, and Thomas Munck, *Seventeenth Century Europe* (all pb). There are some very concise treatments of specific topics in Euan Cameron (ed.), *Early Modern Europe: an Oxford History*, and, more expansive on the earlier background, in Thomas Brady, Heiko A. Oberman and James D. Tracy (eds.), *Handbook of European History, 1400-1600*, 2 vols.

It is also important to have a sense of how developments in the early modern period influenced subsequent centuries. In this regard, read some of the essays adopting a 'long perspective' in the *New Cambridge Modern History*, vol. 13 (pb).

a) The Structures of Politics

For a masterly account of dynastic intricacy, refer to Richard Bonney, *The European the Dynastic States* (pb). For political detail there are three classic volumes in the Fontana series: G. R. Elton, *Reformation Europe, 1517-1559*; J. H. Elliot, *Europe Divided, 1559-1598*, Geoffrey Parker, *Europe in Crisis, 1598-1648* (all pb).

On particular geographical areas or countries:

Holy Roman Empire- For a very general, but useful introduction to German history covering this period, see Martin Kitchen, *The Cambridge Illustrated History of Germany*. There is little on the Holy Roman Empire in English, unfortunately, but a classic study of the Habsburg

monarchy is R. J. Evans, *The Making of the Habsburg Monarchy. 1550-1700*. A useful, but slightly dated study of the relationship between princes and the territorial representative assemblies, the estates, in the Holy Roman Empire is F. L. Carsten, *Princes and Parliaments in Germany*.

France- Robin Briggs, *Early Modern France, 1560-1715* (pb); Mark Greengrass, *France in the Age of Henri IV* (pb) and Yves-Marie-Bercé, *The Birth of Absolutism: A History of France, 1598-1661* (pb).

Spain- Geoffrey Parker, *The Grand Strategy of Phillip II*; on the vibrancy of its indigenous culture, see Henry Kamen, *Golden Age Spain* (pb), and for its society and politics, see the classic by J.H. Elliott, *Imperial Spain, 1469-1715* (pb), and Henry Kamen, *Spain, 1469-1714* (pb). See also, G. Parker, 'David or Goliath? Phillip and his World in the 1580s', in G. Parker, *Empire, War and Faith in Early Modern Europe* (pb)

Ottoman Empire:

Daniel Goffman, *The Ottoman Empire and Early Modern Europe* (2002); Colin Imber, *The Ottoman Empire, 1300-1650 : the structure of power* (2002); Stephen Fischer-Galati, *Ottoman imperialism and German Protestantism, 1521-1555* (1959); Richard MacKenney, *Sixteenth Century Europe* (1993) Ch.11.

Recent historical work on the Americas has been much influenced by the literary approach of new historicism. For two classic examples see S. Greenblatt, *Marvelous Possessions: The Wonder of the New World* (Chicago: University of Chicago Press, 1992; pb), and S. Greenblatt ed., *New World Encounters* (Berkeley: University of California Press, 1993; pb).

Netherlands- J. Israel, *The Dutch Republic* is a magisterial overview; Geoffrey Parker, *The Dutch Revolt* focuses on the struggle against Spain; see also J. Leslie Price, *The Dutch Republic in the Seventeenth Century* (pb), and, less conventionally, Simon Schama, *The Embarrassment of Riches* (pb). The older books by K. H. D. Haley, *The Dutch in the Seventeenth Century* (pb) and by C. H. Wilson, *The Dutch Republic* (pb) still have much to offer.

The period between 1500 and 1650 is also remarkable for the works of political thought it produced. The best known is probably Machiavelli's *Prince* (also published in pb in *The Viking Portable Machiavelli*). For a case history of how a highly placed churchman learned to

play the lion and the fox as Machiavelli had advised, see *The Political Testament of Cardinal Richelieu* (pb). Recent work on Machiavelli and his significance includes Maurizio Viroli, *Machiavelli* (pb) and Quentin Skinner, *Machiavelli* (pb). Another more specialised work by Viroli, *From Politics to Reason of State*, shows the impact that Machiavelli's ideas were making by the end of the sixteenth century. On human types and how they fashioned themselves according to advice books and circumstances, see the fascinating collection by Rosario Villari (ed.), *Baroque Personae* (pb). On 'Neo-Stoicism', refer to the collection of essays by G. Oestreich, *Neostoicism and the Early Modern State*. For a comprehensive overview of the development of political thought in this period, see Q. R. D. Skinner, *The Foundations of Modern Political Thought* (2 vols.) and J. H. Burns (ed.), *The Cambridge History of Political Thought, 1450-1700*, esp. ch. 16 on 'Tacitism, scepticism and reason of state' by Peter Burke.

b) The Church

This is the age of the Reformation and political events cannot be understood without reference to religion. The inescapable interaction of religion and politics- at once dynamic and fatal- can be studied in the collection *Luther and Calvin on Secular Authority* (pb). On the relationship of Luther to German nationhood, see A. G. Dickens, *The German Nation and Martin Luther* (pb), on Calvinism's operations in Europe, see Menna Prestwich (ed.), *International Calvinism, 1541-1715* (pb). On the specific regional contexts of religious war, see Mack P. Holt, *The French Wars of Religion* and the other works on France listed above. On the Netherlands, see Geoffrey Parker, *The Dutch Revolt* and the works on Spain cited above. On the causes of the Thirty Years War, see the literature cited below.

On the confessional identities as shaped by religious change, use (in the Reference Section of the Library) *The Oxford Encyclopedia of the Reformation*. More manageably, in the Reserve section, is the excellent work by Mark Greengrass, *The Longman Companion to the European Reformation*. There are some towering historiographical achievements on this controversial subject. One of the most important syntheses is Euan Cameron, *The European Reformation* (pb), while Bob Scribner, *The German Reformation* (pb) is a superbly concise introduction to recent developments in the writing and understanding of Reformation history. Steven Ozment, *Protestants* (pb) vividly evokes the tremendous release of social energies triggered by spiritual yearning. On the progress of Protestantism, see Roy Porter, Mikulas Teich and Bob Scribner (eds.), *The Reformation in National Context* (pb).

However, historians are increasingly aware of the successful recovery of the Roman Church. On the process of confessionalisation in central Europe, see R. Po-chia Hsia, *Social Discipline in the Reformation* (pb). For more general studies, see R. Po-chia Hsia, *The World of Catholic Renewal* (pb), Michael A. Mullett, *The Catholic Reformation* (pb), and N.S. Davidson, *The Counter Reformation* (pb). For important critiques of the idea that change in the Catholic Church was a response to Protestantism, see John Bossy, *Christianity in the West* (pb), and Jean Delumeau, *Catholicism between Luther and Voltaire*.

This is also the age of the Inquisition, of persecution of minorities and of forced migrations. The best introduction to Spanish Inquisition remains Kamen's classic study by the same title, now available in a revised version as H. Kamen, *The Spanish Inquisition: A historical revision* (New Haven: Yale, 1997); see also B. Netanyahu, *The Origins of the Inquisition in Fifteenth-century Spain* (NY: Random House, 1995; pb). An excellent selection of primary sources on the Spanish Inquisition, with comment, is now available in Richard Kagan and A. Dyer eds. *Inquisitorial Inquiries: Brief Lives of Secret Jews and Other Heretics* (Baltimore: The Johns Hopkins University Press, 2004). Unfortunately there is no single study in English that provides a good overview of the Roman inquisition. For some useful essays on the theme, see John Tedeschi, ed., *The Prosecution of Heresy: Collected Studies on the Inquisition in Early Modern Italy* (Binghamton, N.Y.: Medieval & Renaissance Texts & Studies, 1991). P. Grendler, *The Roman Inquisition and the Venetian Press, 1540-1605* (Chicago: Chicago UP, 1975) provides a classic study of the relationship between the printing press and the inquisition in Italy. Ginzburg's classic work of Menocchio can be complemented now by the transcription and translation of the trials, see Andrea del Col ed., *Domenico Scandella known as Menocchio: his trials before the Inquisition (1583-1599)*, trans. by J. and A. Tedeschi (Binghamton, N.Y.: Medieval & Renaissance Texts & Studies, 1996). For an insightful exploration of the relationship between sanctity, gender and the inquisition, see Anne Jacobson Schutte, *Aspiring Saints: pretense of holiness, inquisition, and gender in the Republic of Venice, 1618-1750* (Baltimore: Johns Hopkins UP, 2001).

c) Social Identities

It used to be argued that this period between 1500 and 1650 saw at least the beginnings of a transition from "feudal" to "capitalist" society. Historians are now much more reluctant to accept this view. For a concise and lucid introduction to social and economic change in this period see P. Kriedte, *Peasants, Landlords and Merchant Capitalists* (pb), and the much

more expansive and far from easy work of Fernand Braudel, *Civilization and Capitalism 15th-18th Century*, 3 vols. (pb) and now abridged in a single volume (pb) was a groundbreaking study. Narrowing the focus to the attitudes, aspirations and behaviour patterns of the different social orders (NOT 'classes') there is another classic in Peter Burke, *Popular Culture in Early Modern Europe* (pb). The political implications of that culture are now examined in Wayne Te Brake, *Shaping History. Ordinary People in European Politics, 1500-1700* (pb). Robert Jütte, *Poverty and Deviance in Early Modern Europe* (pb) illustrates the material constraints of everyday life and the threat that poverty was perceived to pose to the social order. On the dominant social order, see Jonathan Dewald, *The European Nobility, 1400-1800* (pb). The preoccupations generated by changing patterns of ritualised behaviour are the subject of Edward Muir, *Ritual in Early Modern Europe* (pb). For studies of rural life, see for example Emmanuel Le Roy Ladurie, *The French Peasantry 1450-1660*, but do not be afraid of the apparently narrow regional focus of some of the most important studies, e.g. Emmanuel Le Roy Ladurie, *The Peasants of Languedoc* (pb), or the same author's *Carnival in Romans* (pb): the microcosm merely illustrates the macrocosm. There are also two books on rural Italy by Carlo Ginzburg, *The Night Battles*, and the engagingly titled *the Cheese and the Worms* – a miller's view of the cosmos. On the greatest rebellion in Europe before the French Revolution, see James M. Stayer, *The German Peasants' War and Anabaptist Community of Goods* (pb).

On the expanding dimension of urban life, see Richard Mackenney, *The City-State, 1500-1700* (pb), Alexander Cowan, *Urban Europe, 1500-1700* (pb), and, most substantially, Christopher Friedrichs, *The Early Modern City, 1450-1750* (pb).

There has been an extraordinary flowering of work on women in early modern Europe. Among the most significant books are Olwen Hufton, *The Prospect Before Her* (pb), Merry Wiesner, *Women and Gender in Early Modern Europe* (pb), and the collection of essays dealing with a darker psychological side by Lyndal Roper, *Oedipus and the Devil* (pb). On the constraints of women's lives in a peasant society see the perceptive study of N. Zemon Davis, *The Return of Martin Guerre* (Cambridge, Mass.: Harvard UP, 1984; pb), while for a contrasting example of a bourgeois woman, see S. Ozment, *The Bürgermeister's Daughter: Scandal in a Sixteenth-century German Town* (New York: Harper, 1997; pb).

d) Intellectual and cultural changes

The Renaissance- For a widely influential study of the Italian Renaissance, see J. Burckhardt, *The Civilization of the Renaissance in Italy*, with a preface by P. Burke (London: Penguin

Classics, 1990; pb); J. Brotton, *The Renaissance Bazaar: From the Silk Road to Michelangelo* (Oxford: OUP, 2002; pb), offers a very accessible account of the Renaissance with an emphasis on the on-going relationship between Europe and the Levant; for an up-to-date, balanced study of the Renaissance as a cultural movement with a pan-European dimension, see P. Burke, *The European Renaissance: centres and peripheries* (Oxford-Cambridge, Mass.: Blackwell, 1998); for a good example (with lots of pictures) of the rich world of the Renaissance through its most famous library, see A. Grafton, *Rome Reborn: The Vatican Library and Renaissance Culture* (Library of Congress: Washington, 1993; pb); primary sources on the Italian Renaissance can be found in K. Gouwens ed., *The Italian Renaissance: The Essential Sources* (Oxford: Blackwell, 2004; pb); for secondary sources on some of the themes covered in Gouwens see its companion volume by P. Findlen ed., *The Italian Renaissance: The Essential Readings* (Oxford: Blackwell, 2002; pb). On the various cultural aspects of the Italian Renaissance (artistic, scientific, and economic) see the excellent synthesis of P. Burke, *The Italian Renaissance: Culture and Society in Italy* (Cambridge: Polity Press, 1986; pb), 2nd rev. ed.; On humanism and its European manifestations, see C. Nauert Jr., *Humanism and the Culture of Renaissance Europe* (Cambridge: CUP, 2005; pb), and R. Porter and M. Teich, eds. *The Renaissance in National Context* (Cambridge: CUP, 1992; pb); for an perceptive overview of Renaissance art see the classic work of M. Baxandall, *Painting and Experience in Fifteenth-Century Italy* (Oxford: Oxford UP, 1988; pb), 2nd rev. ed.; for courts and patronage see A. Cole, *The Art of the Italian Renaissance Courts* (Prentice-Hall, 2005; pb), 2nd rev. ed.; M. Hollingsworth, *Patronage in Renaissance Italy* (Baltimore: The Johns Hopkins University Press, 1995; pb); and E. Welch, *Art in Renaissance Italy, 1350-1500* (Oxford: Oxford UP, 2000; pb); On material culture and elite consumer society see L. Jardine, *Worldly Goods* (London: Papermac, 1997; pb) and Evelyn Welch, *Shopping in the Renaissance. Consumer Cultures in Italy 1400–1600* (New Haven: Yale UP, 2005); on women in the Renaissance, see the rich collection of essays by L. Panizza, ed., *Women in Italian Renaissance Culture and Society* (Oxford: Legenda, 2000; pb); on love and honour in Renaissance Italy see the classic study of Gene Brucker, *Giovanni and Lusanna: Love and Marriage in Renaissance Florence* (Univ. of California Press, 2004; pb), 2nd ed.; for another engaging micro-historical account along the same lines see also D. Weinstein, *The Captain's Concubine: Love, Honor and Violence in Renaissance Tuscany* (Baltimore: The Johns Hopkins UP, 2000).

e) Towards a Mid-century Crisis?

The idea of a 'general crisis' in mid-seventeenth century Europe has been the subject of much controversy. For a balanced interpretation see the elegant essay by Theodore K.

Rabb, *The Struggle for Stability in Early Modern Europe* (pb). On the sociology of rebellion, see Perez Zagorin, *Rebels and Rulers*, 2 vols. (pb) or Robert Forster and Jack P. Greene (eds.), *Preconditions of Revolution in Early Modern Europe* (pb). See also the collections under Essays below.

The most evident sign of a 'crisis' was the Thirty Years War. On the war and its causes see Geoffrey Parker, *The Thirty Years War* (pb), or Ronald G. Ash, *The Thirty Years' War* (pb), and for a view of the conflict from central Europe, the fine study by J. V. Polisensky, *The Thirty Years War* (pb). On the struggle for mastery that France only just won and Spain only just lost, see J. H. Elliott, *Richelieu and Olivares* (pb).

There are also broader developments of increasing importance. On overseas expansion, see G.V. Scammell, *The First Imperial Age* (pb), G. Parker, *Empire, War and Faith in Early Modern Europe* (pb), and on the Americas J.H. Elliott, *The Old World and the New* (pb). On the technological advantages of the Europeans, see Carlo Cipolla, *European Culture and Overseas Expansion* (pb). For case histories of European imperialism, see Sanjay Subrahmanyam, *The Portuguese Empire in Asia, 1500-1700* (pb), and C.R. Boxer, *The Dutch Seaborne Empire* (pb).

On the impact of printing and the beginnings of a communications revolution that has yet to stop, see Elisabeth Eisenstein, *The Printing Revolution in Early Modern Europe* (pb) and, to demonstrate that print culture did not demand literacy, see Bob Scribner, *For the Sake of Simple Folk* (pb). Military technology was closely linked to European global dominance, as decisively demonstrated by Geoffrey Parker, *The Military Revolution 1500-1800* (pb). On the ways in which the Renaissance was to nurture a new scientific understanding of the universe, see Allen Debus, *Nature and Man in the Renaissance* (pb). On the contact between 'high' and 'popular' cultures, see Stephen Pumfrey, Paolo L. Rossi and Maurice Slawinski (eds.), *Science, Culture and Popular Belief in Renaissance Europe* (pb). On intellectual change, we have the incomparable study by Robert Evans, *Rudolf II and his World* (pb). On the clash of 'inquiry' and 'dogma' – which can be exaggerated – see Pietro Redondi, *Galileo Heretic* (pb).

Essays

The controversies of the early modern era have given rise to some fine essays. These may be helpful when you come to write about the period yourself. Among those that you may find it stimulating to dip into are the following:

Hugh Trevor-Roper, *Religion, the Reformation and Social Change*

Hugh Trevor-Roper, *Renaissance Essays* (pb)

Geoffrey Parker, *Spain and the Netherlands: Ten Studies* (pb)

Natalie Davis, *Society and Culture in Early Modern France* (pb)

J.H. Elliott, *Spain and its World, 1500-1700* (pb)

Richard Kagan and Geoffrey Parker (eds.), *Spain, Europe and the Atlantic World*

H.G. Koenigsberger, *Estates and Revolutions*

H.G. Koenigsberger, *Politicians and Virtuosi*

T.S. Aston (ed.), *Crisis in Europe 1560-1660* (pb)

Geoffrey Parker and Lesley Smith (eds.), *The General Crisis of the 17th Century* (pb)

Literature

It is also worth remembering that this was one of the great ages of European literature, and much is to be learned of the mentalities of the age from works such as Baldassare Castiglione, *The Book of the Courtier*, Desiderius Erasmus, *In Praise of Folly*, François Rabelais, *Gargantua and Pantagruel*, Michel de Montaigne, *Essays*, Miguel de Cervantes, *Don Quixote*, and any of the works of William Shakespeare. Most are available in paperback.

Films

It is a paradox that there are many epic treatments of the middle ages on film, but very few on the Renaissance. One wonders whether this is an illustration of the essential modernity of Renaissance culture: perhaps the best film version of what Machiavelli advocates is *The Godfather Trilogy*. However, much is to be gained from feature films such as the following:

The Return of Martin Guerre, dir. Daniel Vigne, 1982

La Reine Margot, dir. Patrice Chereau 1994

The Last Valley, dir. James Clavell, 1970

The Devils, dir. Ken Russell, 1970

Cyrano de Bergerac, dir. Jean-Paul Rappeneau, 1990

The Man in the Iron Mask, dir. Randall Wallace, 1998

Elizabeth, dir. Shekhar Kapur, 1998

Shakespeare in Love, dir. John Madden, 1999

The Royal Hunt of the Sun, dir. Irving Lerner, 1969

Part 2: EUROPE FROM THIRTY YEARS WAR TO FRENCH REVOLUTION, c.1650-c.1800

(Dr Thomas Ahnert and Dr Sarah Cockram)

This block of lectures focuses on the period following the upheavals of the mid-seventeenth century to the turbulent episode of the French Revolution. This period can be seen on the one hand, as dynamic, remarkably creative and marked by fundamental changes in political, intellectual, social and economic life. Contradictorily, it can also be characterised as an era in which traditional systems of belief and modes of behaviour continued to be predominant. To draw your own conclusions, you will need to look at works covering the early modern period as a whole (cited above), as well as the general textbooks listed below. Most of these works are in paperback; those which are not, can normally be found in the Reserve Section of the main library.

General books

For a recent, clear and lively survey of European history, 1648-1815, see T.C.W. Blanning, *The Pursuit of Glory* (nb: this is not in the University library yet, but is available in a paperback edition from booksellers). You should also have a look at the relevant chapters in M.E. Wiesner Hanks' *Early Modern Europe, 1450-1789*. W. Doyle, *The Old European Order, 1660-1800* (Oxford pb) is a classic survey, which helpfully covers the whole period. It has recently been supplemented by D.J. Sturdy, *Fractured Europe 1600-1721* (Blackwell pb). Two recent collections which have useful introductory chapters on topics covered in lectures are E. Cameron (ed.), *Early Modern Europe: An Oxford History* (Oxford pb); and J. Bergin (ed.), *The Seventeenth Century: Europe 1598-1715* (OUP pb). The most stimulating introduction to the seventeenth century is T. Munck, *Seventeenth-century Europe* (Macmillan pb). T.K. Rabb, *The Struggle for Stability in early Modern Europe, 1500-1715* (Oxford pb) also extends into this period. On a region which became prominent in the seventeenth

century and is often neglected, see D. Kirby, *Northern Europe in the Early Modern Period: The Baltic World, 1492-1772* (Longman pb). Recommended as basic works on the eighteenth century are O. Hufton, *Europe: Privilege and Protest, 1730-1789* and G. Rudé, *Revolutionary Europe, 1783-1815* (both Fontana pb). Other sound textbooks are M.S. Anderson, *Europe in the 18th Century 1713-83* (Longman pb); F.L. Ford, *Europe, 1780-1830* (Longman pb); T. C. W. Blanning (ed.), *The Eighteenth Century* (OUP pb), or J. Black, *Eighteenth-century Europe, 1700-1789* (Macmillan pb). A thought-provoking and highly readable interpretation of the end of the period which will take you into the nineteenth century is E.J. Hobsbawm, *The Age of Revolution, 1789-1848* (Abacus pb).

Useful introductions to individual countries are J. Lough *Eighteenth-Century France* and P. G. Dwyer (ed.), *The Rise of Prussia, 1700 – 1830*. For a very good, but quite detailed history of the Austrian Habsburg monarchy in this period see C. Ingraio, *The Habsburg Monarchy, 1618 – 1815* (Cambridge pb). A very readable, but far from short work on eighteenth-century France is C. Jones, *The Great Nation* (Penguin pb).

Political

In addition to the general works listed above, see D. McKay and H.M. Scott, *The Rise of the Great Powers 1648-1815* (Longman pb), and M. Greengrass (ed.), *Conquest and Coalescence: The Shaping of the State in Early Modern Europe* (Arnold pb). On the developments in political organisation of the later seventeenth century, see P. Anderson, *Lineages of the Absolutist State* (Verso pb). T. Ertman, *Birth of the Leviathan: Building States and Regimes in Medieval and Early Modern Europe* (Cambridge pb), considers the variety of European political systems formed by the end of the early modern period. On the type of absolutism associated with the later eighteenth century, see H.M. Scott (ed.), *Enlightened Absolutism* (Macmillan pb). The literature on Louis XIV is quite extensive. Stimulating works include P. Burke, *The Fabrication of Louis XIV* (Yale pb), and R. Mettam, *Power and Faction in Louis XIV's France* (Blackwell pb). Also of use are M.S. Anderson, *War and Society in Europe of the Old Régime, 1618-1789* (Fontana pb), part two, and the collected essays of R. Bonney, *The Limits of Absolutism in Ancien Régime France* (Variorum pb). For outsiders' views, see J. Lough, *France Observed in the Seventeenth Century by British Travellers* (Oriol). A stimulating addition which prompts interesting questions about

the ways in which past historians have portrayed female political leaders is S. Dixon, *Catherine The Great* (Longman pb). To understand the role played by the people in shaping political life, see W. te Brake, *Shaping History: Ordinary People in European Politics, 1500-1700* (California U.P., pb).

Intellectual and Religious

On the European 'witch-craze' much is still to be learned from the early work by Hugh-Trevor-Roper, *The European Witch Craze* (pb). Among more recent studies, the following stand out: Robin Briggs, *Witches and Neighbours*, Brian Levack, *The Witch Hunt in Early Modern Europe* (pb) Bengt Ankarloo and Gustav Henningsen (eds.), *Early Modern European Witchcraft* (pb) and Stuart Clark, *Thinking with Demons* (pb).

For a readable introduction to seventeenth-century intellectual developments, see Steven Shapin, *The Scientific Revolution* (U.of Chicago P., pb). J. Henry, *The Scientific Revolution and the Origins of Modern Science* (Macmillan, pb) is a tough, but equally useful introduction. See also Marcus Hellyer, *The Scientific Revolution: Essential Readings* (Oxford: Blackwell, 2003) and the agile work by P. Dear, *Revolutionizing the Sciences: European Knowledge and Its Ambitions, 1500-1700* (Princeton, N.J.: Princeton UP, 2001); for some good essays on the scientific revolution from a cultural perspective (largely in connection with the history of the book), see N. Jardine and M. Frasca-Spada eds. *Books and the Sciences in History* (Cambridge: Cambridge UP, 2000). For an idea of regional diversities, dip into R. Porter and M. Teich, *The Scientific Revolution in National Context* (Cambridge pb). Excellent brief introductions to the Enlightenment are provided in R. Porter, *The Enlightenment* (Macmillan pb) and D. Outram, *The Enlightenment* (Cambridge pb). A broader work is U. Im Hof, *The Enlightenment: An Historical Introduction* (Blackwell, pb). A superb work of reference, useful for finding information on particular figures or topics, is Alan C. Kors (ed.), *Encyclopedia of the Enlightenment* (Oxford UP, 2003).

There are really three aspects of this subject: the ideas themselves, their diffusion, and their practical application to social and political problems. For the first, see N. Hampson, *The Enlightenment* (Penguin pb), and for the second, J. van Horn Melton, *The Rise of the Public in Enlightenment Europe* (CUP pb), and T. Munck, *The Enlightenment: A Comparative*

Social History, 1721-1794 (Arnold pb). On the third topic, see H. M. Scott (ed.), *Enlightened Absolutism* (Macmillan pb). There is material on all three themes in R. Porter and M. Teich (eds.), *The Enlightenment in National Context* (Cambridge pb).

The main work on the great publishing project of the French Enlightenment is Robert Darnton, *The business of enlightenment: a publishing history of the 'Encyclopedie', 1775-1800* (Harvard UP, 1979). Robert Darnton has also published a number of highly readable works on the literary environment of pre-revolutionary France [for example, *The Literary Underground of the Old Régime* (Harvard pb), and *The Forbidden Best-sellers of Pre-Revolutionary France* (Harper Collins pb)], whereas the French scholar Roger Chartier has written influentially on the engagement with enlightened ideas within French society as a whole [e.g. *The Cultural Origins of the French Revolution* (Duke UP pb)]. The best way to capture the spirit of the Enlightenment is really to read something by Voltaire, Rousseau, or Diderot - their main works are freely available in translation and very accessible. Try Rousseau, *Discourse on the Arts and Sciences* or Voltaire's *Philosophical Letters*.

Traditional beliefs continued alongside new modes of thinking in the seventeenth and eighteenth centuries. Some of the most intensive bouts of witch-hunting in Europe, for example, occurred in the later seventeenth century, and learned as well as popular ideas about witchcraft proved to be influential well into the 1700s. An important work is S. Clark, *Thinking with Demons: The Idea of Witchcraft in Early Modern Europe* (Clarendon pb). On the continuing, pervasive influence of religion, see J. Bossy, *Christianity in the West, 1400-1700* (Oxford pb); and K. von Greyerz (ed.), *Religion and Society in Early Modern Europe, 1500-1800* (Allen and Unwin hb). J. McManners, *Death and the Enlightenment* (Oxford pb), is a very readable account of the religious and anti-religious attitudes of the time; whereas W. R. Ward, *Christianity Under the Ancien Régime, 1648-1789* (Cambridge pb) has useful information on religious revivalism. On a key group of non-Christians in Christian Europe, see J. Israel, *European Jewry in the Age of Mercantilism, 1550-1750* (Littman Library of Jewish Civilization, pb).

Social and Economic

In addition to the very useful sections in the general works cited above, the following are readable introductions to various aspects of social and economic life: C.R. Friedrichs, *The Early Modern City, 1450-1750* (Longman pb); A. Cowan, *Urban Europe, 1500-1700* (Arnold pb); and F. Braudel, *Civilization and Capitalism, 15th-18th Century*, 3 vols (Fontana pb). On social structures see M.L. Bush, *Social Orders and Social Classes in Europe since 1500* (Longman pb). Demographic changes are considered by M.W. Flinn, *The European Demographic System, 1500-1820* (Harvester); and M. Livi-Bacci, *A Concise History of World Population* (Blackwell pb). Good studies have been made of social history in France, see P. Goubert, *The Ancien Régime: French Society, 1600-1750* (Weidenfield and Nicolson hb); and O. Hufton, *The Poor of Eighteenth-century France* (Clarendon). On women in this period, a good place to start is O. Hufton, *The Prospect Before Her: A History of Women in Western Europe, 1500-1800* (Fontana pb); and N.Z. Davis and A. Farge (eds.), *A History of Women*, vol. 3., *Renaissance and Enlightenment Paradoxes* (Harvard pb). A pioneering work on children was, P. Ariès, *Centuries of Childhood* (Penguin pb). Interesting insights into aspects of life in two of Europe's major cities in the later seventeenth, and eighteenth centuries are also offered by M. Laroon, *The Criers and Hawkers of London: Engravings and Drawings by Marcellus Laroon*, ed. S. Shesgreen (Scolar hb); A. Farge, *Fragile Lives: Violence, Power and Solidarity in Eighteenth-Century Paris* (Polity, pb); and D. Roche, *The People of Paris; An Essay in Popular Culture in the Eighteenth Century* (Berg pb). Roche discusses a key aspect of material life in *The Culture of Clothing: Dress and Fashion in the 'Ancien Régime'* (Cambridge pb).

Sources of fear and uncertainty in the early modern period, including disease, are discussed in the stimulating collection of essays: W.G. Naphy and P. Roberts (eds.), *Fear in Early Modern Society* (Manchester, pb). On the end of plague and on other diseases which continued to be prevalent in late-seventeenth- and eighteenth-century Europe, see K.F. Kiple (ed.), *Plague, Pox and Pestilence: Disease in History* (Seven Dials pb); M. Lindemann, *Medicine and Society in Early Modern Europe* (CUP pb); C. Quézel, *History of Syphilis* (Polity pb); and W. Naphy and A. Spicer, *The Black Death* (Tempus pb). On the end of plague, see A.B. Appleby, 'The disappearance of plague: a continuing puzzle', *Economic History Review*, vol. 33 (1980) pp. 161-73; and P. Slack, 'The disappearance of plague: an alternative view', *Economic History Review*, vol. 34 (1981), pp. 469-76. Two excellent case

studies are P. Slack, *The Impact of Plague in Tudor and Stuart England*, (Clarendon pb); and J.T. Alexander, *Bubonic Plague in Early Modern Russia: Public Health and Urban Disaster* (Johns Hopkins hb).

For a balanced introduction to the economic history of the early modern period, see P. Musgrave, *The Early Modern European Economy* (Macmillan, pb). Also of use is J. Goodman and K. Honeyman, *Gainful Pursuits: The Making of Industrial Europe, 1600-1914* (Arnold), and J. de Vries, *The Economy of Europe in an Age of Crisis, 1600-1750* (Cambridge pb); C.M. Cipolla (ed.), *The Fontana Economic History of Europe*, vols 2 and 3 (pb); J.H. Parry, *Trade and Dominion: The European Overseas Empires in the Eighteenth century* (Weidenfeld and Nicolson pb); and R.S. Duplessis, *Transitions to Capitalism in Early Modern Europe* (Cambridge pb). J. de Vries and Ad van der Woude, *The First Modern Economy: Success, Failure and Perseverance of the Dutch Economy, 1500-1815* (CUP pb) gives useful detail on the Dutch). P. Kriedte, *Peasants, Landlords and Merchant Capitalists: Europe and the World Economy, 1500-1800* (Berg pb) is a tough read, but well worth the effort. An important issue raised in this is covered in S. Ogilvie and M. Cerman (eds.), *European Proto-industrialisation* (Cambridge pb). Urban workers and their world are considered in J.R. Farr, *Artisans in Europe, 1300-1914* (Cambridge pb). Useful collections of essays are M. Berg (ed.), *Markets and Manufactures in Early Industrial Europe* (Routledge, hb); and M. Berg et al., *Manufacture in Town and Country before the Factory* (Cambridge hb). For an indication of the increasing attention now being paid to the demand for goods in eighteenth-century Europe, see J. Brewer and R. Porter, *Consumption and the World of Goods* (Routledge, hb); M. Berg and H. Clifford (eds.), *Consumers and Luxury: Consumer Culture in Europe, 1650-1850* (Manchester pb); and the new book M. Berg and E. Eger (eds), *Luxury in the Eighteenth Century: Debates, Desires and Delectable Goods* (Palgrave pb).

The French Revolution

The subject is a complex one, and a huge amount has been written about it over the years. Useful brief introductions are A. Forrest, *The French Revolution* (Blackwell pb) and J.M. Roberts, *The French Revolution* (Oxford pb), while W. Doyle, *The Oxford History of the French Revolution* (Oxford pb) is a fine account on a larger scale. Another useful textbook,

giving a good idea of current historical work, is D. M. G. Sutherland, *France 1789-1815: Revolution and Counter-Revolution* (Fontana pb). S. Schama, *Citizens: a Chronicle of the French Revolution* (Penguin, pb) is a vivid narrative treatment, though it stops in 1794. F. Furet, *Revolutionary France 1770-1880* (Blackwell pb) combines narrative and interpretation in magisterial fashion. C. Jones, *The Longman Companion to the French Revolution* (Longman pb) is a reference book which will answer all your factual questions, while P. Jones (ed.), *The French Revolution in Social and Political Perspective* (Arnold pb) is a stimulating selection of recent historians' work on the revolution.

Three main approaches may be suggested. One is to study the different phases of the revolution, using books of the kind listed above, asking why it developed as it did, and particularly why it turned to extremism and violence. A useful brief introduction to this is H. Gough, *The Terror in the French Revolution* (Macmillan pb). A second is to ask why the revolution occurred, and (probably the most interesting) how it is to be interpreted: debate about this has centred on the question of whether it was a 'bourgeois' revolution. Good introductions, on opposite sides of the argument, are G. Lewis, *The French Revolution: Rethinking the Debate* (Routledge pb) and T.C.W. Blanning, *The French Revolution: Aristocrats versus Bourgeois?* (Macmillan pb). For fuller treatments, see W. Doyle, *Origins of the French Revolution* (Oxford pb) and P.M. Jones, *Reform and Revolution in France: The Politics of Transition 1774-1791* (CUP pb). This question cannot be studied fully without looking at the problems of France before 1789, for which see O. Hufton, *Privilege and Protest*; J.H. Shennan, *France Before the Revolution* (Methuen pb); C.B.A. Behrens, *The Ancien Régime* (Thames and Hudson pb); N. Temple, *The Road to 1789: From Reform to Revolution in France* (University of Wales pb); or W. Doyle, *The Ancien Régime* (Macmillan pb). A third approach is to study the effects of the revolution on French society and on different social groups. For a general treatment, see P. McPhee, *A Social History of France, 1780-1880* (Routledge pb), and for one major aspect, P.M. Jones, *The Peasantry in the French Revolution* (Cambridge pb). A useful introduction to the fascinating topic of women and the French Revolution is J.F. McMillan, *France and Women, 1789-1914: gender, society and politics* (Routledge pb). A glimpse into revolutionary life can be had from the writings of an elderly artisan who survived the Terror - Jacques-Louis Ménétra, *Journal of My Life* (1989, pb) - but think about his motives for depicting the events as he does.

Films

A few films which allow an insight into this period of European history are:

The Rise to Power of Louis XIV, dir. Roberto Rossellini, 1966

A dramatic reconstruction (based on documentary evidence) of the acquisition of power by seventeenth-century Europe's most famous monarch.

Farinelli, dir. Gerard Corbiau, 1994

Based on a true story, this film explores the professional and sexual exploits of Carlo Broschi, an internationally celebrated, early eighteenth-century singer, who was castrated as a child to retain a high-pitched, operatic voice.

Amadeus, dir. Milos Forman, 1984

Academy-award winning film about the relationship between the dazzlingly talented and youthful composer, Mozart, and his less-well-known contemporary, Salieri, at the court of an 'enlightened' absolute ruler, Joseph II.

Les Liaisons Dangereuses, dir. Stephen Frears, 1988

This film is an adaptation of a contemporary disreputable novel by Choderlos de Laclos. Set in eighteenth-century France, it considers the sexual manners, malicious wit and manipulative activities of aristocrats seeking amusement.

Ridicule, dir. Patrice Leconte, 1996

Another film exploring courtly society in pre-revolutionary France. This focuses on a provincial landowner's efforts to penetrate the court at Versailles and obtain an audience with Louis XVI.

Belly of An Architect, dir. Peter Greenaway, 1987

An esoteric work based, in part, on the eighteenth-century, Parisian-born architect, Etienne-Louis Boullée, who worked for the King of Prussia, but is better known for his highly original designs (one was for a colossal, spherical monument to Isaac Newton). Boullée's designs were very influential during the Revolutionary and Napoleonic periods.

La Marseillaise, dir. Jean Renoir, 1937

Financed totally by public subscription and produced at a key moment in twentieth-century French History, this film traces the fortunes of two young men during the early stages of the French Revolution.

Danton, dir. Andrzej Wajda, 1982

A French/Polish production centring on the period of the Terror during the French Revolution. Gerard Depardieu plays the title role. Parallels are made with Poland in the early 1980s.

L'Anglaise et le duc, dir. Eric Rohmer, 2001 (DVD)

A French film, which gives an unusually negative account of 'The Terror', and includes some interesting reconstructions of Paris. It is based on memoirs written by a Scottish aristocrat who lived in Paris during the Revolution.

Sites

Commercial tours are given to *Mary King's Close* in the High Street which give a 'sexed up' idea of the impact of plague on a densely built up urban neighbourhood, and arrangements can also be made to see other subterranean parts of the Old Town. *Gladstone's Land*, (open April to late October), further up the High Street, is a good reconstruction of a wealthy seventeenth-century merchant's house, whereas the Georgian House in Charlotte Square (open usually from February until Christmas), gives an idea of the more spacious and elegant living aspired to in the period 1790-1810. The *Museum of Scotland* (free entry) has a reconstruction of an eighteenth-century drawing room along with many other period artefacts; and its sister institution, *The Royal Museum of Scotland*, has good collections of European porcelain, costume and other consumer goods such as Chinese wares. *Huntly House* (the City Museum, located on the High Street), too, allows a fascinating insight into many aspects of early modern urban life. The *National Gallery of Scotland* and *The Scottish National Portrait Gallery* both contain a wealth of images dating from the seventeenth and eighteenth centuries, and are free to enter. Further insights into polite eighteenth-century Edinburgh society can be had from a visit to St Cecilia's Hall in the Cowgate. Built in 1762, and modelled on the Teatro Farnese in Parma, this hall was home to the Musical Society of Edinburgh until 1802; it also houses the University's collection of historic musical instruments. Better still, ask about guided tours to the Old College of the university (at the information desk). It was designed by Robert Adam in 1789 and attracts people from all over the world, but is rarely visited by students. Do not miss the Raeburn Room. You should also

try to visit the Prisons of War Exhibition at Edinburgh Castle which reconstructs the experience of prisoners of war of many nationalities held in the castle prisons after being captured during the Seven Years War, the American War of Independence, and the Napoleonic Wars.

THE 'LONG' NINETEENTH CENTURY: FROM NAPOLEON TO MUSSOLINI, c.1800-c.1920

Part 3: FOUNDATIONS OF THE NINETEENTH CENTURY

(Dr Karine Varley)

It is easiest to focus reading for this period on its beginning and end – Napoleon, and the revolutions of 1848. The intervening years saw important economic, social and political developments, but are less easy to grasp. The best general textbooks are M. Rapport, *Nineteenth-Century Europe* (Palgrave pb) and R. Gildea, *Barricades and Borders: Europe 1800-1914* (Oxford pb), while E.J. Hobsbawm, *The Age of Revolution 1789-1848* (Cardinal pb) is a brilliant brief survey. J. Sperber, *Revolutionary Europe 1780-1850* (Longman pb) covers a similar period. European history is put in a world context in C. A. Bayly, *The birth of the modern world 1780-1914* (Blackwell pb).

Napoleon

The best books cover both French and European aspects: M. Lyons, *Napoleon Bonaparte and the Legacy of the French Revolution* (Macmillan pb), M. Broers, *Europe under Napoleon 1799-1815* (Arnold pb), and G. Ellis, *The Napoleonic Empire* (Macmillan pb). For Napoleon's work in France see also R. Holtman, *The Napoleonic Revolution* (Louisiana State U.P. pb) and L. Bergeron, *France under Napoleon*. On the revolutionary/Napoleonic wars, see G. Best, *War and Society in Revolutionary Europe 1770-1870* (Sutton pb).

General developments

These books deal with themes important for the nineteenth century as a whole. On economic developments, D.S. Landes, *The Unbound Prometheus* (Cambridge pb) and S. Pollard, *Peaceful Conquest: The Industrialization of Europe 1760-1970* (Oxford pb); on the vital theme of nationalism, E.J. Hobsbawm, *Nations and Nationalism since 1780* (Cambridge pb) and E. Gellner, *Nations and Nationalism* (Blackwell pb); on socialism, G. Lichtheim, *A*

Short History of Socialism. Marx and Engels' *Communist Manifesto*, a key text of the period, is available in many editions.

1848 in general

The most useful general introduction is J. Sperber, *The European Revolutions 1848-1851* (Cambridge pb). Older but still very readable is P. Robertson, *Revolutions of 1848: a Social History* (Princeton).

France

The 1848 revolution is well covered by M. Agulhon, *The Republican experiment 1848-52* (Cambridge pb) and R. Price, *Documents on the French Revolution of 1848* (Macmillan pb – earlier edition called *1848 in France*). Good general books are R. Magraw, *France 1815-1914: The Bourgeois Century*, R. Tombs, *France 1814-1914* (Longman pb), S. Gemie, *French Revolutions 1815-1914* (Edinburgh pb), C. Charle, *A Social History of France in the Nineteenth Century* (Berg pb).

Germany

On 1848, see W. Siemann, *The German Revolution of 1848-9* (Macmillan pb). Germany is well covered by general histories: J. Sheehan, *German History 1770-1866* (Oxford pb), G. Mann, *The History of Germany since 1789* (Penguin pb), B. Simms, *The Struggle for Mastery in Germany 1779-1850* (Macmillan pb), D. Blackbourn, *The Fontana History of Germany: The Long 19th Century* (Fontana pb), W. Carr, *History of Germany 1815-1990* (Arnold pb).

Italy

M. Clark, *The Italian Risorgimento* (Longman pb) is a good brief introduction. General books include D. Beales, *The Risorgimento and the Unification of Italy* (Longman pb), S. Woolf, *A History of Italy 1700-1860* (Routledge pb), H. Hearder, *Italy in the Age of the Risorgimento* (Longman pb).

Other countries

On Austria-Hungary, A.J.P. Taylor, *The Habsburg Monarchy 1809-1918* (Penguin pb) is old, but a good example of this historian's lively approach. More up-to-date is R. Okey, *The Habsburg monarchy c.1765-1918* (Macmillan pb). Russia is covered in the next section of lectures, but Poland is interesting in this period as a case-study in nationalism: see N. Davies, *Heart of Europe: A Short History of Poland* (Oxford pb).

Cultural History

The leading cultural tendency of the period was romanticism, a complex movement which affected politics and religion as well as the arts. See the relevant chapters in Hobsbawm, *Age of Revolution*, and J. L. Talmon, *Romanticism and Revolt: Europe 1815-1848*. The best guide to the artistic aspects is H. Honour, *Romanticism* (Penguin pb). The nineteenth century was the great age of the European novel, especially in France, and novels provide one of the best introductions to the society and mentalities of the time. Balzac wrote a series of novels giving a vast panorama of French society around 1830: try *Eugénie Grandet*, *Lost Illusions*, *A Harlot High and Low*, or *Old Goriot* (titles may differ slightly according to the translation). Stendhal's *Scarlet and Black* is set in Restoration France, and his *The Charterhouse of Parma* in Italy in the age of Metternich: both have classic romantic heroes. Flaubert's *A Sentimental Education* takes a disillusioned view of the 1848 revolution, and his *Madame Bovary* of French bourgeois society in general. Tolstoy's *War and Peace*, though written in the 1860s, is based on Russia's epic struggle with Napoleon in 1812.

Some of these novels have been made into films - there have been recent versions of *Madame Bovary* (1991) and of a Balzac story, *Le Colonel Chabert* (1994). But the best historical depictions of this period are by the great Italian director Luchino Visconti: *Senso* (1954) and *The Leopard* (1963) are set in Venice and Sicily respectively at the time of Italian unification; *The Leopard* is itself based on the modern novel by Giuseppe di Lampedusa.

Part 4: NATIONALISM AND THE CHALLENGE TO LIBERALISM: EUROPE c.1850-c.1890

(Dr Iain Lauchlan)

1. General Treatment

First, a strong recommendation for E.J. Hobsbawm, *The Age of Capital 1845-1875* (Abacus pb) and Norman Stone, *Europe Transformed 1878-1919* (Fontana pb). These are immensely readable and stimulating general studies, which complement one another in terms both of the years they cover and of the political standpoints (markedly radical and conservative respectively) from which they are written. Robert Gildea, *Barricades and Borders: Europe 1800-1914* (Oxford pb) is a sound and up-to-date survey of the whole period and beyond, with more hard information than in either of the above. Other useful surveys are W.E. Mosse, *Liberal Europe: The Age of Bourgeois Realism 1848-1875*, James Joll, *Europe since 1870* (Penguin pb), and H. Hearder, *Europe in the Nineteenth Century 1830-1880* (Longman pb). In addition, two much older books are still of some value: David Thomson, *Europe since Napoleon*, (Penguin pb) and Geoffrey Bruun, *Nineteenth-Century European Civilization 1815-1914*; G.L. Mosse, *The Culture of Western Europe in the Nineteenth and Twentieth Centuries*.

2. National Histories

Here are some useful books on the leading countries:

France. R. Magraw, *France 1815-1914* (Fontana pb), G. Wright, *France in Modern Times*; R.D Anderson, *France 1870-1914*; R. Price, *A Social History of Nineteenth-Century France*; 2 vols; J.F. McMillan, *Napoleon III* (Longman pb); Robert Tombs, *France 1814-1914* (Longman pb); Robert Tombs, *Paris Commune 1871* (Longman pb); Pamela Pilbeam, *Republicanism in Nineteenth Century France 1814-1871* (Macmillan pb); Jean-Marie Mayeur, *The Third Republic From its Origins to the Great War 1871-1914* (Cambridge pb); for the adventurous, T. Zeldin, *A History of French Passions* (Oxford pb).

Germany. K. Pinson, *Modern Germany*; G. Mann, *The History of Germany since 1789* (Penguin pb); H. Holborn, *A History of Modern Germany 1840-1945*; G. Craig, *Germany 1866-1945* (Oxford pb); Mary Fulbrook (ed.), *German History since 1800* (Arnold pb); John Breuilly, *The Formation of the First German Nation-State, 1800-1871*; David Blackbourn, *The Long Nineteenth Century* (Fontana History of Germany); John Breuilly (ed.), *Nineteenth-Century Germany* (Arnold pb).

Russia. Richard Pipes, *Russia under the Old Regime* (Penguin pb); H. Seton-Watson, *The Russian Empire 1801-1917* (Oxford pb); D. Saunders, *Russia in the Age of Reaction and Reform 1801-1881* (Longman pb); John Gooding, *Rulers and Subjects: Government and People in Russia, 1801-1991* (Arnold pb); Geoffrey Hosking, *Russia: People and Empire* (Fontana pb); R.B. McKean, *A History of the Russian Working People*; J.N. Westwood, *Endurance and Endeavour: Russian History 1812-1980* (Oxford pb).

Italy. M. Clark, *Modern Italy 1871-1982* (Longman pb); D. Mack Smith, *Italy: A Modern History*; H. Hearder, *Italy in the Age of the Risorgimento, 1790-1870*; Roger Absalom, *Italy since 1800* (Longman pb); Christopher Seton-Watson, *Italy from Liberalism to Fascism*

Central Europe. C.A. Macartney, *The House of Austria: The Later Phase 1790-1918* (Edinburgh pb); Alan Sked, *The Decline and Fall of the Habsburg Empire, 1815-1918* (Longman pb); Piotr S. Wandycz, *The Price of Freedom* (Routledge pb); Norman Davies, *Heart of Europe* (Oxford pb); Jörg K. Hoensch, *A History of Modern Hungary 1867-1986* (Longman pb); Robin Okey, *The Habsburg Monarchy, 1765-1918*.

Britain strictly speaking lies outside our scope, of course, but its influence on the other countries in this period can hardly be over-estimated. See in particular G. Best, *Mid-Victorian Britain 1851-1875*.

3. Non-National Themes

Industrialisation and Urbanisation. D. Landes, *The Unbound Prometheus* (Cambridge pb); P.N. Stearns, *European Society in Upheaval*; C.M. Cipolla (ed.), *The Fontana Economic History of Europe*, vol. 4 (parts 1 and 2); D. Geary, *European Labour Protest, 1848-1939*; Pamela Pilbeam, *The Middle Classes in Europe, 1789-1914*.

Nationalism. E. Kedourie, *Nationalism* (Blackwell pb); Ernest Gellner, *Nations and Nationalism* (Blackwell pb) and E.J. Hobsbawm, *Nations and Nationalism since 1780* (Cambridge pb).

Socialism. K. Marx and F. Engels, *The Communist Manifesto* (Penguin pb); G. Lichtheim, *A Short History of Socialism* (Flamingo pb); I. Berlin, *Karl Marx*; J. Billington, *Fire in the Minds*

of Men, E. Wilson, *To the Finland Station*; David McLellan, *Marx* (Fontana pb); Susanne Miller and Heinrich Potthoff, *A History of German Social Democracy*.

Religion. H. McLeod, *Religion and the People of Western Europe 1789-1900*; H. McLeod, *Secularisation in Western Europe, 1848-1914*; Christopher Clark and Wolfram Kaiser eds., *Culture Wars: Secular-Catholic Conflict in Nineteenth Century Europe*.

Warfare. David Gates, *Warfare in the Nineteenth Century*; Michael Howard, *War in European History* (Opus pb).

Race and Social Darwinism. D. P. Crook, *Darwinism, War and History : The debate over the biology of war from the 'Origin of Species' to the First World War*; Ivan Hannaford, *Race: The history of an idea in the West*; Kenan Malik, *The meaning of race: Race, history and culture in Western society*; Daniel Pick, *Faces of degeneration: A European disorder, c. 1848-c. 1918*; Paul Weindling, *Health, race and German politics between National Unification and Nazism, 1870-1945*

Part 5: WORLD WAR AND REVOLUTION: CAUSES, COURSES, CONSEQUENCES.

c.1890-c.1920 (Dr Julius Ruiz)

There are several good textbooks which can serve as useful background reading for this part of the course, and which are recommended as preliminary reading for the essays related to it. These include E.J. Hobsbawm, *The Age of Empire, 1875-1914* (Weidenfeld pb), Robert Gildea, *Barricades and Borders: Europe 1800-1914* (Oxford pb), and Asa Briggs and Patricia Clavin, *Modern Europe 1789-1989* (Longman pb), all of which are particularly stimulating. See also Norman Stone, *Europe Transformed, 1878-1919* (Fontana pb), James Joll, *Europe Since 1870* (Pelican pb), Maurice Larkin, *Gathering Pace: Continental Europe 1870-1945*, George Lichtheim, *Europe in the Twentieth Century* (Cardinal pb) and John Roberts, *Europe 1880-1945* (Longman's General History of Europe series). The latest survey is Richard Vinen, *A History in Fragments. Europe in the Twentieth Century* (Little, Brown) As a provocative tour de force, whose judgements conflict with many established views of pre-1914 Europe, Arno J. Mayer, *The Persistence of the Old Regime* needs to be read in conjunction with other European histories (for example Hobsbawm, Stone, Joll, mentioned above) to achieve a balance.

Intellectual and cultural developments are readably described in Michael D. Biddiss, *The Age of the Masses: Ideas and Society in Europe since 1870* (Pelican pb). More detailed essays on some of the issues and theories covered may be found in G.L. Mosse, *The Culture of Western Europe in the Nineteenth and Twentieth Centuries*. On different aspects of the Left, George Lichtheim, *A Short History of Socialism* (Fontana pb) and his *Marxism* (Routledge pb), Dick Geary, *European Labour Protest* (University pb) and R.N. Carew Hunt, *The Theory and Practice of Communism* are all well worth looking at. Peter J. Pulzer, *The Rise of Political Anti-Semitism in Germany and Austria* and Robert Wistrich, *Anti-Semitism: The Longest Hatred* analyse the growth of a particularly virulent prejudice.

The economic history of the period is covered by Carlo M. Cipolla (ed.), *The Fontana Economic History of Europe*, vols. 5 and 6. On the major issue of industrialisation, David Landes, *The Unbound Prometheus* (Cambridge pb) remains a classic exposition, while a more recent publication, Clive Trebilcock, *The Industrialisation of the Continental Powers 1780-1914* (Longman pb) provides a highly detailed but readable interpretation. On the

economic problems and consequences of the First World War, see Gerd Hardach, *The First World War 1914-1918* (Pelican pb), Derek Aldcroft, *From Versailles to Wall Street 1919-1929* (Pelican pb) and his *The European Economy 1914-1970* (Croom Helm pb). There is also a useful treatment of economic and social affairs in tandem in Frank B. Tipton and Robert Aldrich, *An Economic and Social History of Europe, 1890-1939* (Macmillan pb).

On one aspect of society, which became prominent during this period, feminism and women's movements, there is a quick survey in Richard J. Evans, *The Feminists* (Croom Helm pb). More up-to-date is Karen Offen, *European Feminisms, 1700-1950: a Political History* (Stanford University Press). On the changing position of women in society, see Bonnie G. Smith, *Changing Lives. Women in European History since 1700*. Colonial expansion and the growth of European overseas imperialism are discussed in a good introduction by D.K. Fieldhouse, *Colonialism 1870-1945* (Macmillan pb). Also useful are John Lowe, *The Great Powers, Imperialism, and the German Problem, 1865-1925* (Routledge pb), ch. 3, and chapter 2 of Richard Langhorne, *The Collapse of the Concert of Europe* (Macmillan pb).

For individual countries:

France. Two members of staff at the University of Edinburgh have particular expertise in this area. A good introduction is given in James F. McMillan, *Dreyfus to de Gaulle: Politics and Society in France, 1898-1969* (republished as *Twentieth-Century France*, Arnold pb), which can be supplemented by the stimulating analysis in R.D. Anderson, *France 1870-1914*. The latest general history, which is particularly strong on cultural developments, is C. Sowerwine, *France since 1870: Culture, Politics and Society* (Macmillan). Other useful books are Theodore Zeldin, *France 1848-1945* (Oxford pb, 2 vols.) and Roger Magraw, *France 1815-1914* (Fontana pb).

Germany. A good introduction can be found in William Carr, *Germany 1815-1945* (Arnold pb, 4th edition: 1815-1990). More substantial, and highly recommended, are Gordon A. Craig, *Germany 1866-1945* (Oxford pb), V.R. Berghahn, *Modern Germany. Society, Economy and Politics in the Twentieth Century* (Cambridge pb), Hans-Ulrich Wehler, *The German Empire, 1871-1918* (Berg pb), and W.J. Mommsen, *Imperial Germany 1867-1918*. Some of the essays in Gordon Martel (ed.) *Modern Germany Reconsidered 1870-1945* (Routledge pb)

and in Mary Fulbrook (ed.), *German History since 1800* (Arnold pb) provide additional discussion of important issues. Also excellent is David Blackbourn, *The Fontana History of Germany 1780-1918* (Fontana).

Russia. Good introductory textbooks include Edward Acton, *Russia* (Longman pb), and the important work of another member of the course team, John Gooding, *Rulers and Subjects: Government and People in Russia, 1801-1991* (Arnold pb) and J.N. Westwood, *Endurance and Endeavour: Russian History 1812-1980* (Oxford pb). The pre-1917 period is conveniently covered in Richard Charques, *The Twilight of Imperial Russia*, Hans Rogger, *Russia in the Age of Modernisation and Revolution 1881-1917* (Longman pb) and also in the introductory chapters of Alec Nove, *An Economic History of the USSR* (Pelican pb), J.P. Nettl, *The Soviet Achievement* (Thames and Hudson pb), Mary McAuley, *Politics and the Soviet Union* (Pelican pb), and Richard Pipes, *The Russian Revolution, 1899-1919*. These last four books also deal with the 1917 Revolutions and the post-revolutionary period. McAuley is particularly clear and concise. For a narrative account that is a 'good read', Lionel Kochan, *Russia in Revolution, 1890-1918* (Paladin pb) is to be recommended, along with the contemporary account, John Reed, *Ten Days That Shook the World*. Consult also Orlando Figes, *A People's Tragedy: The Russian Revolution 1891-1924* (Pimlico). There are many other good books on early twentieth-century Russia, including Anthony Wood, *The Russian Revolution* (Documents) (Longman pb), Sheila Fitzpatrick, *The Russian Revolution*, E.H. Carr, *The Russian Revolution from Lenin to Stalin* (Macmillan pb) and Geoffrey Hosking, *A History of the Soviet Union* (Fontana pb).

Austria-Hungary and the Successor States. A good brief introduction can be found in Bruce F. Pauley, *The Habsburg Legacy, 1867-1939*, which can be augmented by the monumental C.A. Macartney, *The Habsburg Empire, 1790-1918*. There is an abbreviated version of this huge tome in C.A. Macartney, *The House of Austria* (Edinburgh pb). Other useful books for this area are Alan Sked, *The Decline and Fall of the Habsburg Empire, 1815-1918* (Longman pb), Barbara Jelavich, *History of the Balkans*, vol. 2 and John W. Mason, *The Dissolution of the Austro-Hungarian Empire 1867-1918* (Documents) (Longman pb).

Italy. The best histories of Italy are Denis Mack Smith, *Italy: A Modern History* and Martin Clark, *Modern Italy, 1871-1982* (Longman pb). See also Christopher Seton-Watson, *Italy from Liberalism to Fascism*, and René Albrecht-Carrié, *Italy from Napoleon to Mussolini*.

Spain. A brief introduction is given in Raymond Carr, *Modern Spain 1875-1980* (Opus pb), while his earlier *Spain, 1808-1939* (Oxford pb) provides a more detailed treatment. A more recent general survey is Mary Vincent, *Spain 1833-2002* (Oxford pb)

The First World War. A highly stimulating discussion of the origins of the war can be found in James Joll, *The Origins of the First World War* (Longman pb). See also John Lowe, *The Great Powers, Imperialism, and the German Problem, 1865-1925* (Routledge pb), Gordon Martel (ed.), *The Origins of the First World War* (Longman pb) and Brian Bond, *War and Society in Europe, 1870-1970* (Fontana pb). A series of detailed monographs traces the road to war in a number of European countries: Richard Bosworth, *Italy and the Approach of the First World War*, John F.V. Keiger, *France and the Origins of the First World War*, V.R. Berghahn, *Germany and the Approach of War in 1914* and Zara S. Steiner, *Britain and the Origins of the First World War* (all published as Macmillan paperbacks). There is also a collection of essays which concentrates heavily on German responsibility for the war - H.W. Koch (ed.), *The Origins of the First World War* (Macmillan pb). An excellent recent survey of the war is provided by David Stevenson in *1914-1918: the history of the First World War*. Particularly readable accounts of the war are Barbara Tuchman, *August 1914* (also known as the *The Guns of August*), A.J.P. Taylor, *An Illustrated History of the First World War* (Penguin pb) and Keith Robbins, *The First World War* (Oxford pb). More substantial and sober treatments are provided by Marc Ferro, *The Great War 1914-1918* and Cyril Falls, *The First World War*. The best synthesis is now H. Strachan *The First World War*, Vol. I. *To Arms*. The effects of the war on the home front are discussed briefly in Arthur Marwick, *War and Social Change in Twentieth Century Europe* (Macmillan pb) and there is a more detailed treatment in John Williams, *The Home Fronts: Britain, France and Germany 1914-1918*. Richard Bessel, *Germany after the First World War* (Oxford pb) has much of value on the wartime period.

The Post-War Period. An easily accessible statement of the peace treaties is given by René Albrecht-Carrié, *A Diplomatic History of Europe since the Congress of Vienna* (Methuen pb).

On Versailles in particular, Chapter 4 of Erich Eyck, *The History of the Weimar Republic*, vol. 1, is thought-provoking; and the actual process of peacemaking is described in Harold Nicolson, *Peacemaking 1919* (University pb) On the central European revolutions, an excellent discussion of the whole picture is given in F.L. Carsten, *Revolution in Central Europe*, while Germany is treated in considerable detail in A.J. Ryder, *The German Revolution of 1918*.

On fascism and fascist movements, consult Stanley Payne, *A History of Fascism, 1914-1945* (UCL pb); Walter Laqueur (ed.), *Fascism: A Reader's Guide* (Pelican pb): S.J. Woolf (ed.), *Fascism in Europe* (Methuen pb): Martin Kitchen, *Fascism* (Macmillan pb) and F.L. Carsten, *The Rise of Fascism* (Methuen pb).

The rise of Fascism in Italy can be approached from Martin Clark, *Modern Italy, 1871-1982* (Longman pb), Philip Morgan, *Italian Fascism, 1919-1945* (Macmillan pb), Martin Blinkhorn, *Mussolini and Fascist Italy* (Methuen pb) Denis Mack Smith, *Italy: A Modern History* and his *Mussolini* (Weidenfeld pb). For more detail, see Adrian Lyttleton, *The Seizure of Power: Fascism in Italy, 1919-1929*.

Films

These include

The Leopard, dir. Luchino Visconti, 1963

1900, dir. Bernardo Bertolucci, 1976

Napoleon, dir. Abel Gance, 1927

The Battleship Potemkin, dir. Sergei Eisenstein, 1925

October, dir. Sergei Eisenstein, 1928

La Grande Illusion, dir. Jean Renoir, 1937

THE 'SHORT' TWENTIETH CENTURY: FROM THE 'GOLDEN TWENTIES' TO THE PRESENT

Part 6: FROM THE 'GOLDEN TWENTIES' TO THE END OF HITLER'S WAR

(Dr Donald Bloxham)

Particularly recommended is Mark Mazower, *Dark Continent. Europe's Twentieth Century* (Penguin) for its provocative insights, as well as Richard Vinen, *A History in Fragments. Europe in the Twentieth Century* and Eric Hobsbawm, *The Age of Extremes: The Short Twentieth Century, 1914-1991* (Abacus pb). Older but still valuable general textbooks for this period are: James Joll, *Europe since 1870* (Penguin); Asa Briggs and Patricia Clavin, *Modern Europe, 1789-1989* (Longman pb). The second half of Paul Kennedy's magisterial survey, *The Rise and Fall of the Great Powers. Economic change and military conflict from 1500 to 2000* (Fontana pb), discusses many important aspects of the period in detail.

For a useful introduction to the period of the Great Depression, see Frank B. Tipton and Robert Aldrich, *An Economic and Social History of Europe, 1890-1939* (Macmillan pb), while more detailed treatment of economic issues in their political context can be found in: Derek Aldcroft, *The European Economy, 1914-1970*; Charles Kindleberger, *The World in Depression, 1929-1939* (Penguin); Alan S. Milward, *War, Economy and Society, 1939-1945* (Penguin); and volumes 5 and 6 of Carlo M. Cipolla (ed.) *The Fontana Economic History of Europe* (pb).

On fascism generally, see: Stanley G. Payne, *A History of Fascism, 1914-1945* (UCL pb); Roger Eatwell, *Fascism: A History* (Vintage pb); Martin Blinkhorn (ed.), *Fascists and Conservatives* (Unwin pb), Roger Griffin (ed.), *International Fascism: Theories, Causes and the New Consensus*; Martin Kitchen, *Fascism*; S.J. Woolf (ed.), *Fascism in Europe* (also known as *European Fascism*); Aristotle A. Kallis, *The Fascism Reader* (Routledge pb).

On international relations between the wars, see Richard Overy, *The Inter-War Crisis, 1919-1939* (Longman pb). German foreign policy in the inter-war years is most accessibly discussed in John Hiden, *Germany and Europe, 1919-1939* (Longman pb), while the origins of the Second World War are ably covered in: P.M.H. Bell, *The Origins of the Second World War in Europe* (Longman pb); Richard Overy, *The Origins of the Second World War* (Longman pb); Richard Overy with Andrew Wheatcroft, *The Road to War*, and Esmonde M. Robertson and Robert Boyce (eds.), *The Origins of the Second World War* (Macmillan pb). A few of the legion of books on the Second World War are: S.P. MacKenzie, *The Second*

World War in Europe (Longman pb); R.A.C. Parker, *Struggle for Survival* (Oxford pb); Peter Calvocoressi and Guy Wint, *Total War* (Penguin); John Campbell (ed.), *The Experience of Total War*; Jeremy Noakes (ed.), *The Civilian in War. The Home Front in Europe, Japan and the USA in World War II* (Exeter UP pb); Gordon Wright, *The Ordeal of Total War*, and Richard Overy's splendid *Why the Allies Won*. The last two chapters of Michael Howard, *War in European History* (Opus pb), discuss developments in twentieth-century warfare. There are wide-ranging and stimulating accounts of 'The Soldier's Experience of War' in Paul Addison and Angus Calder (eds.), *Time to Kill* (Pimlico pb). The German occupation of Europe is covered in Mark Mazower, *Hitler's Empire*.

On individual countries:

Germany – the best introduction is William Carr, *Germany 1815-1990* (Arnold pb, 4th ed., and also earlier editions). Mary Fulbrook, *Germany 1918-1990: The Divided Nation* (Fontana) and V.R. Berghahn, *Modern Germany: Society, Economy and Politics* (Cambridge pb) are excellent. On inter-war Germany, see especially Richard J. Evans's highly readable two volumes on *The Coming of the Third Reich* and *The Third Reich in Power* (Penguin). See also the detailed essays in Parts III to V of Mary Fulbrook (ed.), *German History since 1800* (Arnold pb), most of which are reissued in Mary Fulbrook (ed.), *Twentieth Century Germany* (Arnold pb). Michael Burleigh and Wolfgang Wippermann, *The Racial State: Germany, 1933-1945* (Cambridge pb); Jost Dülffer, *Nazi Germany, 1933-1945: Faith and Annihilation* (Arnold pb); Ian Kershaw, *The Nazi Dictatorship: Problems and Perspectives* (Arnold pb); Detlev J.K. Peukert, *Inside Nazi Germany* (Penguin); Martin Kitchen, *Nazi Germany at War, 1939-1945* (Longman pb). On Hitler, the short version is: Ian Kershaw, *Hitler* (Longman pb), and the long, two-volume but very readable version is: Ian Kershaw, *Hitler, 1889-1936: Hubris* and *Hitler, 1936-1945: Nemesis* (Penguin pb). See also the essays in Jane Caplan (ed.), *The Short Oxford History of Nazi Germany* (OUP pb).

France – J.F. McMillan, *Twentieth Century France: Politics and Society 1898-1991* (Arnold pb – earlier ed. entitled *Dreyfus to de Gaulle*), the first six chapters of Maurice Larkin, *France since the Popular Front* (Oxford pb), and sections in James McMillan (ed.) *Modern France, 1880-2002* (Oxford pb), are all excellent introductions. On the troubled 1930s, see Julian Jackson, *The Popular Front in France: Defending democracy, 1934-38* (CUP). On the German occupation: Julian Jackson, *France: The Dark Years, 1940-1944* (Oxford pb); Ian Ousby, *Occupation: The Ordeal of France* (Pimlico pb); Robert Gildea, *Marianne in Chains:*

In Search of the German Occupation of France, 1940-45 (Pan pb); Robert O. Paxton, *Vichy France: Old Guard and New Order*, Philippe Burrin, *Living with Defeat: France under the German Occupation*; Richard Vinen, *The Unfree French: Life under the Occupation* (Penguin).

Soviet Union – John Gooding, *Rulers and Subjects: Government and People in Russia 1801-1991* (Arnold pb); J.N. Westwood, *Endurance and Endeavour: Russia 1812-1980*; Geoffrey Hosking, *A History of the Soviet Union* (Fontana); Martin McCauley, *The Soviet Union since 1917* (Longman pb); Mary McAuley, *Politics and the Soviet Union* (Penguin); Robert Service, *A History of Twentieth-century Russia*, are all good introductions. See especially Orlando Figes, *A People's Tragedy: The Russian Revolution, 1891-1924*, Robert Service, *Lenin: A Biography* and Sheila Fitzpatrick, *The Russian Revolution, 1917-1932* (OUP pb). On Stalin's system, Graeme Gill's *Stalinism* (Macmillan pb) is compact and Alec Nove's polemical *Stalinism and After* (pb) is lively. See also Sheila Fitzpatrick (ed.), *Stalinism: New Directions* and her *Everyday Stalinism: Ordinary Life in Extraordinary Times*. There is also an excellent collection of essays comparing the two major dictatorships: Ian Kershaw and Moshe Lewin (eds.), *Stalinism and Nazism: Dictatorships in Comparison* (Cambridge pb). Russians' dreadful experience in World War II is detailed in John Barber and Mark Harrison, *The Soviet Home Front, 1941-1945* (Longman pb).

Italy – Martin Clark, *Modern Italy, 1871-1982* (Longman pb); Philip Morgan, *Italian Fascism, 1919-1945* (Macmillan pb); R.J.B. Bosworth, *The Italian Dictatorship* (Arnold pb). For more detail, see the essays in David Forgacs (ed.), *Rethinking Italian Fascism*.

Spain – Gerald Brenan, *The Spanish Labyrinth* (Cambridge pb); Raymond Carr, *Modern Spain, 1875-1980* (Oxford pb); Martin Blinkhorn, *Democracy and Civil War in Spain, 1931-1939* (Routledge pb); Hugh Thomas, *The Spanish Civil War* (Penguin); Frances Lannon *The Spanish Civil War* (Osprey); Antony Beevor, *The Battle for Spain: The Spanish Civil War 1936-1939* (W&N, hb); Jean Grugel and Tim Rees, *Franco's Spain* (Arnold pb), chs. 1 and 2.

Portugal – R.A.H. Robinson, *Contemporary Portugal*; Antonio de Figueiredo, *Portugal: Fifty Years of Dictatorship* (Penguin).

On other areas: Paul G. Lewis, *Central Europe since 1945* (Longman pb); John Hiden and Patrick Salmon, *The Baltic Nations and Europe* (Longman pb); Stevan K. Pavlowitch, *A History of the Balkans, 1804-1945* (Longman pb), Misha Glenny, *The Balkans 1804-1999: Nationalism, War and the Great Powers* (Granta pb); Irene Scobbie, *Sweden*; Norman Davies, *Heart of Europe: A Short History of Poland* (Oxford pb); Jörg K. Hoensch, *A History of Modern Hungary* (Longman pb).

Some reading on miscellaneous important themes:

On antisemitism in Europe (not just in Germany, not just before 1945), see Robert S. Wistrich, *Antisemitism: The Longest Hatred*. On feminism and women's experience, see Bonnie G. Smith, *Changing Lives*, and Françoise Thébaud, *A History of Women. Toward a Cultural Identity in the Twentieth Century*. The nature and influence of the Vatican in the twentieth century are discussed in Peter Nichols, *The Pope's Divisions* (Penguin).

Films

Historians of the twentieth century have the advantage of massive documentary coverage with original film footage of events. Series such as *The World at War*, on all aspects of the 1939-45 war, and, more recently, *People's Century* are among the best of their kind. Of the many offerings on Hitler and Nazi Germany, Ian Kershaw's *The Nazis: A Warning from History* is outstanding. There are also the contemporary classics made by Leni Riefenstahl: *Triumph of the Will* (1934 NSDAP rally) and *Berlin Olympiad* (1936). Robert Conquest's *Red Empire* series, dating from the early 1990s, is a detailed and graphic account of the Soviet system from its inception. There are also Eisenstein's highly dramatic Russian historical films with a contemporary message, *Alexander Nevsky* and *Ivan the Terrible*. In addition, there are many Anglo-American feature films, like *Where Eagles Dare*, *The Eagle has Landed*, *The Longest Day*, and, more recently, *Saving Private Ryan*, on the Second World War. French examination of life under German rule is graphically portrayed in *Le chagrin et la pitié* and Louis Malle's *Lacombe Lucien*. Charlie Chaplin's send-up of 'totalitarian' rulers is *The Great Dictator*.

Part 7: FROM THE END OF HITLER'S WAR TO THE PRESENT

(Dr Pertti Ahonen)

Good general accounts of postwar Europe, in several cases particularly of western Europe, include

Tony Judt, *Postwar* (Penguin pb); William I. Hitchcock, *The Struggle for Europe: The History of the Continent since 1945* (Profile pb); Walter Lacquer, *Europe in Our Time: A History, 1945-1992* (Penguin pb); Mary Fulbrook, ed., *Europe since 1945* (Oxford pb); J. Robert Wegs and Robert Ladrech, *Europe since 1945: A Concise History* (St. Martin's pb); Cyril E. Black at al., *Rebirth. A Political History of Europe since World War II* (Westview pb); Derek Urwin, *A Political History of Western Europe since 1945* (Macmillan pb); Anthony Sutcliffe, *An Economic and Social History of Western Europe since 1945*.

On postwar eastern Europe, see Mark Pittaway, *Eastern Europe, 1939-2000* (Arnold pb); Joseph Rotschild and Nancy Wingfield, *Return to Diversity: A Political History of East Central Europe since 1945* (Oxford pb); George Schopflin, *Politics in Eastern Europe, 1945-1992* (Oxford pb); Geoffrey Swain and Nigel Swain, *Eastern Europe since 1945: A Concise History* (Macmillan pb); Thomas W. Simons, *Eastern Europe in the Postwar World*; Ben Fowkes, *Eastern Europe 1945-1969. From Stalinism to Stagnation* (Longman); Raymond Pearson, *The Rise and Fall of the Soviet Empire*. On the collapse of Communism in the region, good accounts include Gale Stokes, *The Walls Came Tumbling Down: The Collapse of Communism in Eastern Europe* (Oxford pb); Vladimir Tismaneanu, ed., *The Revolutions of 1989*; Roger East, *Revolution and Change in Central and Eastern Europe*.

The literature on the origins and subsequent development of the Cold War is enormous. The following are good places to start: Martin McCauley, *The Origins of the Cold War, 1941-1949* (Longman pb); Fraser Harbutt, *The Cold War* (Blackwell, pb); Robert J. McMahon and Thomas G. Paterson, eds., *The Origins of the Cold War* (Houghton Mifflin, pb); David Painter, *The Cold War* (Routledge pb); Joseph Smith, *The Cold War*; Vladislav Zubok and Konstantin Pleshakov, *Inside the Kremlin's Cold War: From Stalin to Khrushchev* (Harvard pb).

Postwar reconstruction is covered in: Peter Calvocoressi, *Fall Out: World War II and the Shaping of Postwar Europe* (Longman pb); David W. Ellwood, *Rebuilding Europe: Western Europe, America and Postwar Reconstruction* (Longman pb). See also J.W. Young, *Cold War Europe, 1945-1991* (Arnold pb) and the longer view in Peter Calvocoressi, *Resilient Europe, 1870-2000* (Longman pb); Alan S. Milward, *The Reconstruction of Western Europe, 1945-1951* (U. of California).

On individual countries:

Germany - Henry A. Turner, Jr., *Germany from Partition to Reunification* and an earlier edition, entitled *The Two Germanys since 1945* (Yale pb); Lothar Kettenacker, *Germany since 1945*; A.J. Nicholls, *The Bonn Republic: West German Democracy, 1945-1990* (Longman pb); Klaus Larres and Panikos Panayi (eds.), *The Federal Republic of Germany since 1949* (Longman pb); Mike Dennis, *The Rise and Fall of the German Democratic Republic* (Longman pb); Mary Fulbrook, *Anatomy of a Dictatorship. Inside the GDR, 1949-1989* (Oxford pb); *Mary Fulbrook, The People's State: East German Society from Hitler to Honecker* (Yale UP); David Marsh, *Germany and Europe: The Crisis of Unity*.

France - J.F. McMillan, *Twentieth Century France: Politics and Society 1898-1991* (Arnold pb; earlier ed., *Dreyfus to de Gaulle*); Maurice Larkin, *France since the Popular Front* (Oxford pb); and Robert Gildea, *France since 1945*, are all very good introductions. See also: Tyler Stovall, *France since the Second World War* (Longman pb); Philip Williams, *Crisis and Compromise: Politics in the Fourth Republic*; Martin Harrison, *De Gaulle to Mitterrand: Presidential Power in France*; John Ardagh, *The New France: A Society in Transition, 1945-1977* (reissued as *France in the 1980s*); and Andrew Shennan, *De Gaulle* (Longman pb).

Soviet Union/Russia - John Gooding, *Rulers and Subjects: Government and People in Russia 1801-1991* (Arnold pb); J.N. Westwood, *Endurance and Endeavour: Russia 1812-1980*; Geoffrey Hosking, *A History of the Soviet Union* (Fontana); Martin McCauley, *The Soviet Union since 1917* (Longman pb); Mary McAuley, *Politics and the Soviet Union* (Penguin), are all good introductions. For Soviet life after Stalin, see Martin McCauley, *The Khrushchev Era, 1953-1964* (Longman pb); William J. Tompson, *Khrushchev* (Macmillan pb); Martin McCauley, *Gorbachev* (Longman pb); Moshe Lewin, *The Gorbachev Phenomenon* (U. of California pb).

Italy - Martin Clark, *Modern Italy, 1871-1982* (Longman pb); Paul Ginsborg, *A History of Contemporary Italy: Society and Politics, 1943-1988* (Penguin pb); Paul Ginsborg, *Italy and Its Discontents: Family, Civil Society, State, 1980-2001* (MacMillan pb); Donald Sassoon,

Contemporary Italy: Economy, Society and Politics since 1945 (Longman pb); John Haycraft, *Italian Labyrinth: Italy in the 1980s* (Penguin).

Spain – relevant sections of Mary Vincent, *Spain, 1833-2002* (Oxford UP); Raymond Carr, *Modern Spain, 1875-1980* (Oxford pb); Stanley G. Payne, *The Franco Regime, 1936-1975*; Stanley G. Payne, *Fascism in Spain, 1923-1975*; Paul Preston, *The Triumph of Democracy in Spain* (Routledge, pb); Javier Tusell *Spain: from dictatorship to democracy: 1939 to the present* (Wiley, hb). On Franco, Paul Preston, *Franco: a biography*

Portugal - R.A.H. Robinson, *Contemporary Portugal*; Antonio de Figueiredo, *Portugal: Fifty Years of Dictatorship* (Penguin); H.G. Ferreira and M.W. Marshall, *Portugal's Revolution: Ten Years On* (Cambridge).

The Scandinavian countries - T.K. Derry, *A History of Scandinavia* (Allen & Unwin); Lars O. Lagerqvist, *A History of Sweden*; Irene Scobbie, *Sweden*; D.G. Kirby, *Finland in the Twentieth Century*

Poland - Norman Davies, *Heart of Europe: A Short History of Poland* (Oxford pb); Norman Davies, *God's Playground: A History of Poland*, 2 vols.; Oscar Halecki, *A History of Poland*.

Hungary - Jörg K. Hoensch, *A History of Modern Hungary* (Longman pb).

Czechoslovakia – Robert H.E. Shepherd, *Czechoslovakia. The Velvet Revolution and Beyond*; Hans Renner, *A History of Czechoslovakia since 1945* (Routledge pb); Norman Stone et al., *Czechoslovakia: Crossroads and Crises, 1918-1988*.

Yugoslavia – John R. Lampe, *Yugoslavia as History: Twice there was a Country*; Misha Glenny, *The Fall of Yugoslavia* (Penguin pb); Laura Silber and Alan Little, *Yugoslavia: Death of a Nation* (Penguin pb); Fred Singleton, *A Short History of the Yugoslav Peoples* (Cambridge).

Greece - Richard Clogg, *A Concise History of Greece* (Cambridge pb); David H. Close, *Greece since 1945: Politics, Economy and Society* (Longman pb); C.M. Woodhouse, *The Struggle for Greece, 1941-1949*.

On other areas: Paul G. Lewis, *Central Europe since 1945* (Longman pb); John Hiden and Patrick Salmon, *The Baltic Nations and Europe* (Longman pb); R.J. Crampton, *The Balkans since the Second World War* (Longman pb); Stevan K. Pavlowitch, *A History of the Balkans, 1804-1945* (Longman pb), Misha Glenny, *The Balkans 1804-1999: Nationalism, War and the Great Powers* (Granta pb).

On decolonisation, see R.F. Holland, *European Decolonization, 1918-1981: An Introductory Survey* (Macmillan pb); M.E. Chamberlain, *Decolonization: The Fall of the European Empires* (Blackwell pb); M. E. Chamberlain, *The Longman Companion to European Decolonization in the Twentieth Century* (Longman pb); Henri Grimal, *Decolonization*.

Guidance on Essay Writing for First Year Students of History

It is impossible to explain precisely in a few paragraphs how students can write good history essays. There is, in fact, no one way to success in this sphere. Professional historians display different qualities and skills in their written work and undergraduate students do the same. Moreover, the best qualities can only be learned by trial and error, by writing many essays for different tutors and by trying to profit from their considered advice. You will learn most about your strengths and weaknesses after you have written an essay and after your tutor has carefully assessed it. Nonetheless, because essays are designed to examine certain qualities and skills, it is possible to offer some general advice on what tutors expect from first-year students of history.

Essays are set because they have the advantage of testing several abilities and skills through the same exercise. They can establish:

- (a) how well informed you are about a particular historical topic and in particular how well you have understood the evidence, arguments and interpretations of historians who have written on the topic;
- (b) how well you have understood the implications and ramifications of the specific essay question that you are tackling;
- (c) how well you can manipulate, exploit and organise what you have learned from your reading so that it can be used in an effort to answer or at least to grapple with the question;
- (d) how well you can present your argument and evidence so that your essay is coherent, fluent and clear.

These four basic values of essay writing indicate the general abilities and skills, which the student should attempt to develop:

- (a) You will receive advice on what sources you need to consult for your particular essay question. You then need to read this material with some care. You should not be concerned simply to acquire a lot of notes full of factual details about some event in the past. You should be reading with a particular purpose in mind: to tackle a specific question about a historical topic. You therefore need to assess whether the factual evidence, and, still more, the arguments and interpretations of the historians you are reading will be useful to you in addressing yourself to this question. The reading should not be only about the general historical topic, but about the question at issue. The question should always be borne in mind while the sources are being read. This will certainly help you to read the sources more critically, but it should also give you new insight and perhaps suggest new approaches to the meaning and significance of the essay question that you are tackling.

The essay question needs to be scrutinised with some care. It is not enough to focus on the general historical topic mentioned in the question. It is the more particular aspects of the question that need to be scrutinised, e.g. the phrasing and the slant of the question, and the key words within it. In many cases the examiner is expecting the student to consider more than one approach. Do not simply look for the most obvious interpretation of the question, but endeavour to see the different ways in which it might be understood. Sometimes key words such as 'radicalism', 'revolution', 'enlightened despotism', 'mercantilist state', 'laissez faire', etc. may need to be carefully defined at the outset. The implications of such words as 'to what extent' or 'how far', etc., need to be considered.

The organisation of the essay is of crucial importance because this is the only proof that (a) and (b) have been well done and it is the severest test of the student's analytical skill and historical judgement. It is the overall planning of the essay, which can do most to impress the tutor of a student's intellectual ability.

The essay should invariably be organised as an analytical and critical argument about the specific question set before you and should not be presented as a chronological narrative of events. You must argue a case and engage in an intellectual debate, not narrate a factual story about the past. This argument or thesis usually consists of several

component parts or sections. Each component should be extending the analysis and elaborating the general thesis, not merely presenting more factual information. It is important to establish the significance and relevance of each component part. This can only be done by making sure that each new component of the essay addresses itself to the question that you are tackling. It is often advisable to commence each major section or component by showing how it advances the overall argument of the essay. This should preferably be done without recourse to rhetorical questions such as 'Why then is this interpretation acceptable?' or stock phrases such as 'It is now necessary to ask the question'. Such phrases are dispiriting to read, and are generally unnecessary, in that the purpose of the section can equally well be indicated by writing 'This interpretation, however, leaves unexplained two major developments that...'. The argument should then be developed and elaborated in the rest of the section and, where necessary, supported by carefully chosen evidence. This is a better approach than presenting a considerable amount of factual information and then briefly stating at the end of the section how this mass of detail relates to the question. A developed argument supported by a few carefully chosen facts is to be preferred to masses of facts followed by a very bland generalisation or perfunctory argument. When writing an essay of limited length it is nearly always preferable to sacrifice factual information rather than to omit major planks in the overall argument. Intelligent analysis and shrewd judgement demonstrate comprehension of factual information without the detail of that information requiring to be explicitly stated.

A good answer, however, involves more than merely a listing of the main points raised by the specific question. It is also important to attempt (i) to put the main points or components of the overall argument into the best order and (ii) to decide which points or components should carry most weight in the overall argument. The first task involves examining both how the various components relate both to each other and to the question. It is not enough to put them down in any order. It is advisable to draw up several brief plans, which try out the components in different orders before deciding on what appears to be the best order for the question at issue. The second task involves trying to establish a hierarchy or ranking of the components in some order of importance and significance. Having attempted this you should clearly state your order of preference in the essay and should spend most time and effort on those you rate most highly.

After deciding on the contents and order of the main body of the essay, you should consider your introduction and your conclusion. The introduction should be a platform for launching the main body of the essay, and so it can only finally be determined after the main body of the essay is clear in your mind. The introduction can be of several types. It can be used, for example, to discuss the implications of the question and to define particular terms in the question; to suggest how the question will be tackled in the main body of the essay; or to present selective preparatory information which is essential to the later development of the argument. It should not, however, seek to provide a historical background or setting. Too many essays begin 'Before one can understand ... it is necessary to be aware of the circumstances that preceded', etc. This should be avoided. In the conclusion you should succinctly weigh up the main points you have made throughout the essay, thus justifying your answer to the specific question.

- (d) It is easy both to overestimate and to underestimate the importance of style. The intellectual ability needed to organise the essay is the truer test of the historian and no student essay needs to be a work of high literary art. On the other hand, an inability to present an argument coherently and clearly can quite simply ruin any attempt to display organisational skill, historical judgement and intellectual argument. A student's prose style is a vehicle, but it is an essential vehicle, for transmitting ideas and arguments to another person. Clear, grammatical and fluent writing can be achieved only with practice and with care. Once you have completed your essay, you should re-read it to ensure that you have written precisely what you meant to write. It is often a good idea to read the essay to a friend or let someone else read it to discover whether another person can clearly follow the argument. Clarity of thought, however, is usually the best road to clarity of expression.

Sometimes it is helpful to READ some essays before you write one. For European History 1, you may find the following useful:

Michel de Montaigne, *Essays*

Francis Bacon, *Essays*

George Orwell, 'Politics and the English Language', in his *Inside the Whale and Other Essays*

Guidance on Writing Source Commentaries

As a part of the coursework for European History I you will be asked to write commentaries on selected source extracts during both semesters. In tutorials, we shall practise writing such commentaries, and this brief handout is intended to give you a general sense of what of you in these particular assignments.

As specified in the course handbook, each commentary is supposed to be some 500 words in length. It should be written in complete sentences and straightforward style. Buzz words to remember are **content, context, and significance**, and a useful rule fo the thumb is to move **from the specific to the general**. You should start by focusing directly on the **content** of the specific passage in front of you. What is the passage about? What central issue or issues does it raise? Avoid simply repeating the wording in the passage itself; rather, provide a brief *précis*. Include brief information about specific people, places, events, or other important particulars mentioned in the passage.

Then move to the **context**. What has just happened/is about to happen? How does the specific document passage relate to contemporary events and developments? Once you have provided the context, move on to the **significance**. Why is the passage important? What does it reveal about the author, the subject discussed in the passage, the broader events to which it relates? Does it connect in some way with broader themes and/or controversies explored in the course? In doing this, draw upon your other readings and understanding of the course as a while to explain how the material in front of you illuminates key issues studied in the course. Keep asking yourself ‘why has this passage been chosen?’ What is essential is that what you write is based firmly on the passage provided and that you identify the central issue/issues raised by the extract clearly at the outset and then go on to discuss the broader context and importance of the issue/issues.

A source extract commentary is obviously not the equivalent of a question on a multiple-choice test. In other words, there is never just one standard correct answer to the question. You do have a fair amount of leeway in choosing how to frame and structure your response. But there are limits to this, of course, and particularly on the issues of context and significance you can let your hard-earned background knowledge and learning shine.

Plagiarism

You **must** consult the university's definitive position on this most serious of issues at the website:

www.aaps.ed.ac.uk/regulations/Plagiarism/130404/StudentGuidance.doc

The following statement also serves as a useful guide to the issues involved.

Plagiarism is the use of material taken from another writer's work without proper acknowledgement, presenting it as if it were your own. While it is perfectly proper in academic study to make use of another person's ideas, to do so under the pretence that they are your own is deceitful. Plagiarism, whether in coursework, or in examinations, is always taken extremely seriously within the university, as it is a form of cheating. Work found to be plagiarised maybe penalized, assessed at zero, or not accepted, and in serious cases may lead to disciplinary action being initiated.

While deliberate plagiarism involves an intention to deceive and is easy to avoid, it is possible to fall unawares into practices, which could be mistaken for plagiarism if you are not familiar with the proper means of using and acknowledging material from other writers. Inadequate referencing and inappropriate use of others' material could inadvertently lay you open to charges of plagiarism. Since different subjects involve different uses of material, and may have different conventions about how it should be acknowledged, it is important that in each of their subjects students consult school guidelines about the purpose and presentation of written work in that discipline.

In the case of History, these guidelines are to be found in the Stylesheet included in this handbook. Direct quotations from another source should always be in inverted commas, and the source given in a footnote. Paraphrasing the ideas of others without acknowledgement, rather than thinking out your own, is as much plagiarism as verbatim copying, and you should use phrases like "as X argues....." in order to make your sources clear.

Use of plagiarism detection software

Note that computers may be used to detect plagiarism, whether by using something as simple as a search engine such as Google (it is as easy for a marker to find online sources as it is for you) or something more complex for specialized comparisons of work. Some courses will use the JISC plagiarism detection service.

The plagiarism detection service is an online service hosted at www.submit.ac.uk that enables institutions and staff to carry out electronic comparison of students' work against electronic sources including other students' work. The service is managed by The University of Northumbria on behalf of the Joint Information Systems Committee (JISC) and is available to all UK tertiary education institutions by subscription.

The plagiarism detection service works by executing searches of the world wide web and extensive databases of reference material, as well as content previously submitted by other users. Each new submission is compared with all the existing information. The software makes no decisions as to whether a student has plagiarised, it simply highlights sections of text that are duplicated in other sources. All work will continue to be reviewed by the course tutor. As such, the software is simply used as a tool to highlight any instance where there is a possibly case of plagiarism. Passages copied directly or very closely from existing sources will be identified by the software, and both the original and the potential copy will be displayed for the tutor to view. Where any direct quotations are relevant and appropriately referenced, the course tutor will be able to see this and will continue to consider the next highlighted case.

Once work has been submitted to the system it becomes part of the ever growing database of material against which subsequent submissions are checked. The copyright in each work submitted remains with the original author, but a non-exclusive, non-transferable, licence is granted to permit use of the material for plagiarism detection purposes.

There is an on-line demonstration of the system available at

<http://www.submit.ac.uk/>

History Section: Essay Stylesheet

1. Format and Presentation
 - a. Essays should be written **on one side only** of good quality A4 paper. The submission of machine-written work is very much preferred, but not obligatory. It is, however, essential that hand-written essays be readily legible. Machine-produced work should be double-spaced and in a decent quality black print. Hand-written essays should be on wide-lined paper.
 - b. For each piece of written work you submit you need to complete a declaration, that the work you are handing in is your own. The relevant forms are available outside room 101 in the William Robertson Building.
 - c. At the start of the essay, or on a separate cover sheet, you should put your name, the course title, the essay question, and the tutor's name.
 - d. Pages should be clearly numbered, by hand if necessary. They should be stapled together in the top left hand corner or put in a secure binder or plastic covers. A generous margin should be provided for the marker's comments.
 - e. It is not desirable to break the essay up into numbered sections, nor to give sub-headings within the essay.
 - f. Paragraphs should be clearly marked off, usually by indenting the first line by five spaces. Paragraphing is a device to let the reader follow the key stages in the argument of the essay, and is essential to its readability and clarity. Paragraphs should not be too long, or the essay will appear rambling, nor too short, or it will seem disjointed.
 - g. Maps, statistical tables or brief documentary extracts may add to the value of an essay where relevant. They may be xeroxed from the source where you found them, which should always be acknowledged. They can be incorporated into the text, but it is usually more convenient to present them as appendices.
 - h. All essays should have a bibliography at the end. It should list all the items read in preparing the essay. It should not contain works on the suggested reading list which were not consulted. Part of the use of the bibliography for the marker is that it enables an assessment to be made as to how successfully you have mastered the

reading. By all means list books you have found very useful as background reading even if they are not directly cited in the essay.

2. Punctuation

- a. Punctuation defines the structure of the sentence by marking off its constituent parts. Faulty punctuation may obscure meaning and confuse the reader.
- b. Full stops are used to signal the completion of a sentence. Commas are used to distinguish parts of a sentence. Avoid over-use of dashes, exclamation marks, question marks and brackets. Use colons and semi-colons with care.
- c. When used to signify possession, the apostrophe is placed **before** the 's' with single nouns (e.g. Lenin's) and **after** the 's' with plural nouns (e.g., the Liberals' prospects). With nouns and proper names ending in 's' the possessive form is James's, Robbins's etc.
- d. Please remember that the possessive of **it** is **its**. **It's** is an abbreviated form of **it is**, and should not be used. This is a particularly common, and poorly-viewed, mistake.
- e. *Italics* and underlining indicate the same thing. They should be used for the titles of books and periodicals, and for foreign words and phrases. They should be used only very sparingly to show emphasis (as should exclamation marks): you should be able to indicate emphasis through sentence structure.

3. Stylistic Conventions

- a. Accurate spelling is a basic essential, not least because it makes for easy reading and rapid comprehension. Always have a standard dictionary to hand when writing; do not rely solely on a computer spellcheck.
- b. When citing foreign names or words, take particular care to get the spelling right, including accents. Insert accents by hand if necessary.
- c. Avoid contractions such as 'didn't', 'wasn't', 'couldn't', 'would've', 'govt', 'and', and above all 'it's'. The essay is intended to be a piece of formal prose, and what is permissible in conversation or more personal writing is not acceptable there.

- d. Avoid slang words or phrases, and wild generalisations. Do not personalise the argument. Keep away from phrases like 'I do not believe', 'it is my opinion', 'it appears to me'. This approach is inappropriate to the formal nature of the essay.

4. Quotations

- a. Quotations should be used sparingly, and should usually be brief; they should not be used if the information/views are from basic textbooks. They should be used to support or illustrate an argument, but not to make general points which could equally well be expressed in your own words.
- b. Quotations should be within either single inverted commas or double quotation marks (be consistent). Where you have a quotation within a quotation, use the opposite type of quotation marks for this. If under three lines long, quotations may be integrated into the text of the essay; if longer, they should be presented separately by starting on a fresh line, indented five spaces and without inverted commas. The essay text should then resume after the quotation on a new line.

5. Plagiarism and References

- a. Plagiarism is the verbatim reproduction of passages from the work of others without acknowledgement. The University regards deliberate plagiarism as a serious disciplinary offence, and if discovered it is penalised severely. But it is also possible to fall unawares into practices which could be mistaken for plagiarism, if you are not familiar with the proper means of using and acknowledging material from other writers. Inadequate referencing and inappropriate use of others' material could inadvertently lay you open to charges of plagiarism. The following rules should therefore be carefully observed.
- b. Direct quotations from another source should always be in quotation marks or indented (see 4b, above), and the source given in a footnote. When taking notes from books, always use some means of indicating when you are copying the exact words. Using the structure of another writer's passage while changing some words, or paraphrasing a sequence of ideas without acknowledgement, rather than thinking out your own, is as much plagiarism as verbatim copying. Everything which is not direct quotation must be expressed in your own words. Of course you will often need

to summarise or discuss the work of others, but you should use phrases like 'as X argues...' or 'Y's research has shown that...' in order to make your sources clear.

- c. Footnotes or references are required to identify the source of all quotations, and also if unusual or surprising information is contained in the text. They should be used whenever statistical material is cited. Footnotes should be used only for references and occasional brief explanations, and not for inserting additional material which should be in the text.
- d. One simple system of reference (sometimes called the Harvard system) is to give the author's name, date of publication, and page number in brackets within the text, thus: (Grimschitz, 1926, p. 456)

Or the reference can be incorporated into the sentence, thus: 'as Grimschitz (1926, p. 456) points out ...'

The reader will then find the full bibliographical reference in the bibliography (see 6(d) below). This is an adequate system where only books and articles are cited, but not for more complex historical sources.

- e. Where footnotes are used, the footnote numbers, in brackets or superscript, are placed at the end of the quotation or sentence. The footnotes themselves should be numbered consecutively, in a single series for the whole essay. They may be positioned at the foot of each page, or together at the end. Most word processing programmes have a footnote facility, but make sure that it has worked properly before finalising the essay.
- f. The function of the reference is to enable the reader to locate the source used speedily and precisely, and it should contain all the information necessary for this, including page numbers.
- g. When citing a source for the first time, a full bibliographical reference should be given; subsequently an abbreviated form may be used. Thus for the first time: H. J. Bloggs, 'Disraeli and the Dundee jute trade', *Economic History Review*, 13 (1974), pp. 236-51. And subsequently: Bloggs, 'Disraeli and Dundee jute trade', p. 252.
- h. The abbreviation *ibid.* may be used for a repetition of the **immediately** preceding reference. Other abbreviations such as *op. cit.* or *passim* are best avoided unless you are sure of how to use them.

- i. Citing a footnote at second hand gives the impression that you have read a book when you have not, and is a serious form of plagiarism. You should always make it clear where **you** found the citation. Use a formula such as:

Ömer Lütfi Barkan, cited in F. Braudel, *The Mediterranean and the Mediterranean World in the Age of Philip II* (London, 1972), vol. 1, p. 397.

N. Machiavelli, *The Prince*, quoted by R. Mackenney, *Sixteenth Century Europe* (London, 1993), p. 65.

6. Bibliographical Conventions

- a. The same conventions are used in the bibliography and the footnotes. In the bibliography, books and articles should be listed alphabetically by author's surname. Make sure you note full bibliographical details and page numbers when you use a source, so that you do not have to waste time by returning to it later.

- b. For books, give: author or editor's surname and first name or initials (before the surname in footnotes, but may be after in the alphabetical bibliography); title (italics or underlined: full title as it appears on the title page); place of publication; date of publication. The name of the publisher is not necessary. If a book has more than one volume, give the volume number; if there is more than one edition, give the edition. How far capital letters are used for the words of the title is a matter of taste.

For articles in periodicals, give: author's name as above, article title in inverted commas, journal title (italics or underlined), volume number, year of publication in brackets, and page numbers.

For essays in edited books, give: author's name, chapter title in inverted commas, title of book, name of editor, place and date of publication.

- c. Where the 'Harvard' system is used, the order should be: author's surname, first name or initials, date of publication in brackets, then title etc. as above. If an author published more than one book in the same year, they should be distinguished as 1995a, 1995b, etc.

- d. Examples illustrating the above points:

Austin Woolrych, *Soldiers and Statesmen* (Oxford, 1987) (*standard form*)

Grimschitz, K. (1926), *Witchcraft and Women's Rights in Medieval Gascony*, New York (*Harvard system*)

Geoffrey Holmes (ed.), *Britain after the Glorious Revolution* (London, 1967) (*edited book*)

Roland Quinault, 'The French revolution of 1830 and parliamentary reform', *History*, 79 (1994), pp. 377-393 (*periodical article*)

Clive Emsley, 'The social impact of the French wars', in *Britain and the French Revolution 1789-1815*, ed. H. T. Dickinson (London, 1989) (*chapter in edited book*)

M. Larkin, *France since the Popular Front: Government and People 1936-1996* (2nd edn, Oxford, 1997) (*colon between main title and subtitle, second edition*)

R. E. Robinson and J. Gallagher, 'The partition of Africa', in *New Cambridge Modern History. Vol. 11. Material Progress and World-Wide Problems* (Cambridge, 1962) (*two authors, multi-volume reference work*)

J. B. Bouillabaisse, 'Homme et poisson au XIVE siècle: la pêche du thon à Saint-Tropez', *Annales*, 30 (1958), pp. 286-312 (*foreign sources follow same rules: do not forget accents*)

- e. Material found on the Internet or CD-Roms should also be fully referenced. There are no established conventions for this, but be as explicit as possible so that the reader can look it up if necessary. Website addresses should be distinguished from surrounding text by italics or by closure marks <>. Thus:

Poem by Wilfred Owen, found in Wilfred Owen Multimedia Digital Archive,

<http://firth.natcorp.ox.ac.uk/jtap/>

Declaration of Own Work form

School of History, Classics and Archaeology

COVER SHEET AND DECLARATION OF OWN WORK

This sheet must be completed, signed and dated, with each box ticked to show that the condition has been met. It must be included with all submitted assessments. Your work may not be marked unless this is done.

Attach this Cover Sheet to **ONE** copy of your coursework This copy will be retained in the office and not given to the marker.

Student Name: **Exam Number:**
Course Title:
Course Organiser:.....
Title of Work:.....

I confirm that all this work is my own except where indicated and that I have:

- Clearly referenced/listed all sources as appropriate
- Referenced and put in inverted commas all quoted text of more than three words (from books, web, etc)
- Given the sources of all pictures, data etc. that are not my own
- Not made any use of the essay(s) of any other student(s) either past or present
- Not sought or used the help of any external professional agencies for the work
- Acknowledged in appropriate places any help that I have received from others (e.g. fellow students, technicians, statisticians, external sources)
- Complied with any other plagiarism criteria specified in the Honours or Course Handbook

I confirm that I understand that:

- My work may be electronically checked for plagiarism, including, but not exclusively, by the use of plagiarism detection software and stored for future comparison
- Any false claim for this work will be penalised in accordance with the University regulations

Signature **Date**

Please note: If you need further guidance on plagiarism, you can

- Consult the Course Handbook
- Speak to your Course Organiser or Tutor
- Look up <http://www.aaps.ed.ac.uk/regulations/Plagiarism/Intro.htm>

Essay Subjects

Essay Subjects: Semester One Words of Advice

- (a) Consult the 'Guidance on Essay Writing' and the 'Essay Style Sheet' contained in this booklet
 - (b) If you have difficulty in choosing a topic or preparing your essay, consult your tutor.
 - (c) Your first written work is one essay of 1,500 words and one source commentary of 500 words. It should be handed in on Monday of **Week 9 (17 November) by 12 noon** or given to your tutor or put in his or her mail-box by the same date (see p. 10-11). Do not forget to complete the declaration of own work form, write your tutor's name on the cover sheet, and indicate which books you consulted for the essay (see 'Essay Style Sheet', above). The essay subjects and source extracts for semester 1 are on page 43-49.
-
- (b) You are not expected to read all the books listed under the essay subject that you have chosen; but you should acquaint yourself with the relevant pages of a representative selection - noting in particular any differences of opinion between the authors on the issues envisaged by the essay question. Information on these and other relevant books may be found in the general Reading Lists on pp.15-33.
-
- I.1 Did European society witness 'the rise of the bourgeoisie' in the period c.1500-c.1650?

Richard Mackenney, *Sixteenth Century Europe*, ch. 1

Euan Cameron, *Early Modern Europe. An Oxford History*, ch. 1

Henry Kamen, *European Society 1500-1700*, chs. 1-6

Jonathan Dewald, *The European Nobility 1400-1800*

Robert S. Duplessis, *Transitions to Capitalism in Early Modern Europe*, Parts I and II

Fernand Braudel, *The Wheels of Commerce*

Pieter Kriedte, *Peasants, Landlords and Merchant Capitalists*, Part 1

- I.2 Why were so many accusations of witchcraft directed against women in the sixteenth and seventeenth centuries?

Olwen Hufton, *The Prospect before her*

Merry Wiesner, *Women and Gender in Early Modern Europe*

Henry Kamen, *European Society, 1500-1700*, ch. 8

Richard Mackenney, *Sixteenth Century Europe*, chs. 6 and 9

Hugh Trevor-Roper, *The European Witch Craze*

Lyndal Roper, *Oedipus and the Devil*

Bengt Ankarloo and Gustav Henningsen (eds.), *Early Modern European Witchcraft*

Stuart Clark, *Thinking with Demons*

- I.3 'In the aftermath of the Reformation, confessional allegiance was politically imposed rather than socially constructed.' Discuss with reference to the period c.1520-c.1620.

Richard Mackenney, *Sixteenth Century Europe*, ch. 12

Andrew Pettegree (ed.), *The Early Reformation in Europe*

Bob Scribner, Roy Porter and Mikulas Teich (eds.), *The Reformation in National Context*

R. Po-chia Hsia, *Social Discipline in the Reformation*

R. Po-chia Hsia, *The World of Catholic Renewal*

Euan Cameron, *The European Reformation*, pts III and IV

Mark Greengrass, *The Longman Companion to the European Reformation*

Menna Prestwich (ed.), *International Calvinism, 1541-1715*, chs. 3-6

- I.4 'The most obvious signs that a new age was dawning in the sixteenth century were gunpowder and printing.' What are the grounds for this view, and do you accept them?

Richard Mackenney, *Sixteenth Century Europe*, chs. 2 and 5

Geoffrey Parker, *The 'Military Revolution'*

J.R. Hale, *War and Society in Renaissance Europe*

New Cambridge Modern History, vol.13, ch. 7

R.W. Scribner, *For the Sake of Simple Folk*

Elizabeth Eisenstein, *The Printing Revolution in Early Modern Europe*

Natalie Davis, *Society and Culture in Early Modern France*, ch. 7

- I.5 'The so-called "Wars of Religion" in Europe between 1559 and 1648 were secular struggles for secular power.' Discuss with reference to France, the Netherlands and Germany.

The Times Atlas of World History, pp. 182-3

Richard Mackenney, *Sixteenth Century Europe*, chs. 7, 8, 12

J.H. Elliott, *Europe Divided, 1559-1598*, chs. 4, 5, 10, 11

Geoffrey Parker, *Europe in Crisis*, chs. 2, 5-7

R. Po-chia Hsia, *The World of Catholic Renewal*

Euan Cameron, *The European Reformation*

N.S. Davidson, *The Counter-Reformation*

- I.6 What motives, other than taste, were important in impelling Italian patrons to pay for works of art?

D.S. Chambers, *Patrons and Artists in the Italian Renaissance*

D. Kent, *Cosimo de' Medici and the Florentine Renaissance*
M. Baxandall, *Painting and Experience in Fifteenth-century Italy*
F. Ames-Lewis, *The Early Medici and their Artists*
The Intellectual Life of the Early Renaissance Artist
E. Welch, *Art and Authority in Renaissance Milan*
R. Goldwhite, *Wealth and the Demand for Art in Italy 1300-1600*
L. Jardine, *Worldly Goods*
C. Richardson, *Locating Renaissance Art*
T. Verdon and J. Henderson, eds. *Christianity and the Renaissance*

I.7 Why were there so many rebellions in Europe in the mid-seventeenth century?

Henry Kamen, *European Society 1500-1700*, chs. 9 and 10
Geoffrey Parker, *Europe in Crisis*, ch.7
Theodore K. Rabb, *The Struggle for Stability in Early Modern Europe*
Trevor Aston (ed.), *Crisis in Europe, 1560-1660*, chs. 2-4
Geoffrey Parker and Lesley M. Smith (eds.), *The General Crisis of the Seventeenth Century*, chs. 1, 2, 4-6
Robert Forster and Jack P. Greene (eds.), *Preconditions of Revolution in Early Modern Europe*, chs.1, 3, 4
Perez Zagorin, *Rebels and Rulers*, vol.1, chs. 1-6, vol. 2, chs. 11 and 13

I.8 What were the limitations on the power of 'Absolute' European monarchs during the period c.1650 - c.1750?

T. Munck, *Seventeenth-century Europe*, chs 11-12
J. Bergin (ed.), *The Seventeenth Century*, ch. 3
W. Doyle, *The Old European Order, 1660-1800*, chs 10-11

- N. Henshall, *The Myth of Absolutism*
- R. Mettam, *Power and Faction in Louis XIV's France* OR
- R. Bonney, *The Limits of Absolutism in Ancien Régime France*
- P. Dukes, *The Making of Russian Absolutism, 1613-1801*, ch. 3 OR
- P. Bushkovitch, *Peter the Great: The Struggle for Power, 1671-1725*
- A.F. Upton, 'The Riksdag of 1680 and the Establishment of Royal Authority in Sweden',
English Historical Review, vol. 102 (1987) [available electronically on Jstor]
- P. Anderson, *Lineages of the Absolutist State*, Pt 1 chs 1,4,7; Pt 2 chs 1,5,6

I.9 How revolutionary were the scientific discoveries made in the seventeenth century?

- E. Cameron (ed.) *Early Modern Europe: An Oxford History*, ch. 5
- T. Munck, *Seventeenth-century Europe*, ch. 9
- D.H. Pennington, *Europe in the Seventeenth Century*, ch. 6
- S. Shapin, *The Scientific Revolution*
- J. Bergin (ed.), *The Seventeenth Century*, ch. 5
- R. Porter and M. Teich (eds), *The Scientific Revolution in National Context*
- J. Henry, *The Scientific Revolution and the Origins of Modern Science*

I.10 How widespread were improvements in daily life in the eighteenth century?

- E. Cameron (ed.) *Early Modern Europe: An Oxford History*, 7-8
- O. Hufton, *Europe: Privilege and Protest*, chs 1-2
- P. Burke, *Popular Culture in Early Modern Europe*, last part of ch. 8, and ch. 9
- P. Musgrave, *The Early Modern European Economy*
- M. Berg and H. Clifford eds, *Consumers and Luxury*, Intro and ch. 3 OR

J. Brewer and R. Porter, *Consumption and the World of Goods*, dip into chs 5-6, 8-9,11

J. Israel, *European Jewry in the Age of Mercantilism, 1550-1750*, ch. 10

O. Hufton, *The Prospect Before Her: A History of Women in Western Europe*, ch. 13

W.G. Naphy and P. Roberts (eds), *Fear in Early Modern Society*, intro and dip into ch. 1

OR

J. Delumeau, *Sin and Fear: The Emergence of a Western Guilt Culture*

I.11 To what extent is it possible to speak of a European Enlightenment in the eighteenth century?

E. Cameron (ed.), *Early Modern Europe: An Oxford History*, ch. 8

O. Hufton, *Europe: Privilege and Protest*, ch. 3

D. Outram, *The Enlightenment*

R. Porter, *The Enlightenment*

U. Im Hof, *The Enlightenment: An Historical Introduction*

T. Munck, *The Enlightenment: A Comparative Social History, 1721-1794*, chs 3-5

J. van Horn Melton, *The Rise of the Public in Enlightenment Europe*

R. Porter and M. Teich (eds), *The Enlightenment in National Context*

SOURCE EXTRACTS

I.1 The lion and the fox: Niccolo Machiavelli *The Prince*, 1513:

So, as a prince is forced to know how to act like a beast, he should learn from the fox and the lion; because the lion is defenceless against traps and a fox is defenceless against wolves. Therefore one must be a fox in order to recognise traps, and a lion to frighten off wolves. Those who simply act like lions are stupid. So it follows that a prudent ruler cannot,

and should not, honour his word when it places him at a disadvantage and when the reasons for which he made his promise no longer exist. If all men were good, this precept would not be good; but because men are wretched creatures who would not keep their word to you, you need not keep your word to them. And a prince will never lack good excuses to colour his bad faith.

I.2 From Thomas Hobbes' *Leviathan*, 1651:

In such condition, there is no place for Industry; because the fruit thereof is uncertain: and consequently no Culture of the Earth; no Navigation, nor use of the commodities that may be imported by Sea; no commodious Building; no Instruments of moving, and removing such things as require much force; no Knowledge of the face of the Earth; no account of Time; no Arts; no Letters; no Society: and which is worst of all, continuall feare, and danger of violent death; And the life of man, solitary, poore, nasty, brutish, and short.

I.3 Martin Luther, *Against the Robbing and Murdering Hordes of Peasants*, 1525:

I will not oppose a ruler who, even though he does not tolerate the Gospel, will smite and punish these peasants without offering to submit the case to judgement ... If he can punish and does not - even though the punishment consist in taking of life and the shedding of blood - then he is guilty of all the murder and all the evil which these fellows commit, because, by wilful neglect of the divine command, he permits them to practise their wickedness, though he can prevent it and is in duty bound to do so. Here, then, there is no time for sleeping; no place for patience or mercy. It is the time of the sword, not the day of grace.

I.4 The States of Holland and Zeeland protest against taxation, 1574:

Our ancestors have left us laws of investiture which specify that if the king, being here in person, continues in the present kind of government, he would no longer justly be sovereign, and the subjects would be absolved from their duties and their oath, until he gave up this way of governing as unreasonable and entirely contrary to his promises, and be prepared to

reign reasonably, and in accordance with his promises. Our ancestors displayed exceptional prudence when as a condition for his solemn recognition they made the sovereign agree that he would be refused service and submission in the event of bad government.

I.5 From *An Instruction on proceeding against witches*, c. 1620:

Experience, the mistress of things, openly teaches us that serious errors are committed daily by numerous bishops, vicars and inquisitors in instituting trials against witches, sorcerers and evil-doers, to the notable prejudice of justice, as well as of the women tried. So that, in this General Congregation of the Holy Roman and Universal Inquisition against heretical pravity it has long been observed that hardly a single trial can be discovered in this matter that has been correctly and legally instituted.

I.6 Bartolomé de Las Casas, *A Short Account of the Destruction of the Indies*, 1542:

Once they [the natives] were all safely inside the courtyard ... armed guards took up positions covering the exits and Spanish soldiers unsheathed their swords and grasped their lances and proceeded to slaughter these poor innocents. Not a single soul escaped. After a day or two had gone by, several victims surfaced, soaked from head to foot in the blood of their fellows beneath whose bodies they had sheltered (so thick was the carpet of corpses in the courtyard), and, with tears in their eyes, pleaded for their lives; but the Spaniards showed them no mercy nor any compassion, and no sooner did they crawl out from under the pile of corpses than they were butchered. The Spanish commander gave orders that the leading citizens, who numbered over a hundred and were roped together, were to be tied to stakes set in the ground and burned alive.

I.7 From Andrew Marvell, *The Character of Holland*, c. 1653:

Hence Amsterdam, Turk-Christian-Pagan-Jew,
Staple of sect and Mint of schism grew,
That Bank of Conscience, where not one so strange
Opinion but finds credit and exchange

I.8 Sun King: Louis XIV explains in his *Mémoires* the purpose of public display and spectacles, and the meaning of his emblem

It was necessary to conserve and cultivate with care all that which, without diminishing the authority and the respect due to me, linked me by bonds of affection to my peoples and above all to the people of rank, so as to make them see by this very means that it was neither aversion for them nor affected severity, nor harshness of spirit, but simply reason and duty, that made me more reserved and more exact towards them in other matters. That sharing of pleasures, which gives people at court a respectable familiarity with us, touches them and charms them more than can be expressed. The common people, on the other hand, are delighted by shows in which, at bottom, we always have the aim of pleasing them; and all our subjects, in general are delighted to see that we like what they like, or what they excel in. By this means we hold on to their hearts and their minds, sometimes more strongly perhaps than by recompenses and gifts ...

The carrousel, which has furnished me the subject of these reflections, had only been conceived at first as a light amusement; but little by little, we were carried away, and it became a spectacle that was fairly grand and magnificent, both in the number of exercises, and by the novelty of the costumes and the variety of the [heraldic] devices. It was then that I began to employ the one that I have always kept since and which you see in so many places. I believed that, without limiting myself to something precise and lessening, it ought to represent in some way the duties of a prince, and constantly encourage me to fulfil them. For the device they chose the sun, which according to the rules of this art, is the most noble of all, and which, by its quality of being unique, by the brilliance that surrounds it, by the light that it communicates to the other stars which form for it a kind of court, by the just and equal share that the different climates

of the world receive of this light, by the good it does in all places, ceaselessly producing as it does, in every sphere of life, joy and activity, by its unhindered movement, in which it nevertheless always appears calm, by its constant and invariable course, from which it never departs nor wavers, is the most striking and beautiful image of a great monarch.

I.9. Galileo Galilei: Letter to the Grand Duchess Christina of Tuscany (1615)

To the Most Serene Grand Duchess Mother:

Some years ago, as Your Serene Highness well knows, I discovered in the heavens many things that had not been seen before our own age. The novelty of these things, as well as some consequences which followed from them in contradiction to the physical notions commonly held among academic philosophers, stirred up against me no small number of professors--as if I had placed these things in the sky with my own hands in order to upset nature and overturn the sciences. They seemed to forget that the increase of known truths stimulates the investigation, establishment, and growth of the arts; not their diminution or destruction.

Showing a greater fondness for their own opinions than for truth they sought to deny and disprove the new things, which, if they had cared to look for themselves, their own sense would have demonstrated to them. To this end they hurled various charges and published numerous writings filled with vain arguments, and they made the grave mistake of sprinkling these with passages taken from places in the Bible, which they had failed to understand properly, and which were ill-suited to their purposes.

I.10 Frederick the Great, King of Prussia, in his *Anti-Machiavel*, 1740 [English translation of 1741]:

Men have a sort of superstitious Veneration for every thing that is ancient; and when the Right of Inheritance is joined with Antiquity, the Yoke it imposes is easily borne, however grievous: So I would be far from denying *Machiavel* what every Man will grant him, that hereditary Kingdoms are most easy to govern.

I shall only observe, that hereditary Princes are secured in their Possessions by an intimate Connexion which generally subsists between them and the principal Families in their Dominions; most of these Families owing their Elevation and Estates to the Predecessors of the Sovereign, and having their Fortunes so entirely dependent upon his, that they can never forsake him, without forsaking themselves.

In our Days, numerous and formidable Armies, which Princes keep up in Times of Peace, as well as of War, contribute likewise to the Security of their States, and like naked Swords overawe their Enemies, and refrain the Ambition of neighbouring Princes.

But it is not sufficient for a Prince to be, as *Machiavel* calls it, *di ordinaria industria*, tolerably industrious; he must use all Endeavours to make his People happy. Indeed, if they are not discontented, they will never think of revolting; but when a Prince makes his People happy, they will always be more afraid of losing him, than he can be of losing any Part of his Power.

I.11 Jean Le Rond D'Alembert in his *Preliminary Discourse to the Encyclopedia of Diderot*, 1751:

Since our language [i.e. French] was spread throughout all Europe, we decided that it was time to substitute it for Latin, which had been the language of our scholars since the renaissance of letters. I acknowledge that it is much more excusable for a philosopher to write in French than for a Frenchman to make Latin verses. I would be willing even to agree that this practice has contributed to making enlightenment more general, if indeed broadening the outer surface also broadens the mind within.

However, an inconvenience that we certainly ought to have foreseen results from it.

The scholars of other nations for whom we have set the example have rightly thought that they would write still better in their own language than in ours. Thus England has imitated us. Latin, which seemed to have taken refuge in Germany, is gradually losing ground there. I have no doubt that Germany will soon be followed by the Swedes, the Danes, and the Russians. Thus, before the end of the eighteenth century, a philosopher who would like to educate himself thoroughly concerning the discoveries of his predecessors will be required to burden his memory with seven or eight different languages. And after having consumed the most precious time of his life in learning

them, he will die before beginning to educate himself. The use of the Latin language, which we have shown to be ridiculous in matters of taste, is of the greatest service in works of philosophy, whose merit is entirely determined by clarity and precision, and which urgently require a universal and conventional language. It is therefore to be hoped that this usage will be re-established, yet we have no grounds to hope for it: the abuse of which we make bold to complain is too favourable to vanity and sloth for one to hope to uproot it. Philosophers, like other writers, want to be read, and above all by their own people. If they used a less familiar language, they would have fewer voices to praise them and a multitude could not boast of understanding them.

I.12 From the Declaration of the Rights of Man and Citizen, approved by the French National Assembly, August 27, 1789:

The representatives of the French people, organized in National Assembly, considering that ignorance, forgetfulness, or contempt of the rights of man are the sole causes of public misfortunes and of the corruption of governments, have resolved to set forth in a solemn declaration the natural, inalienable, and sacred rights of man, in order that such declaration, continually before all members of the social body, may be a perpetual reminder of their rights and duties; in order that the acts of the legislative power and those of the executive power may constantly be compared with the aim of every political institution and may accordingly be more respected; in order that the demands of the citizens, founded henceforth upon simple and incontestable principles, may always be directed towards the maintenance of the Constitution and the welfare of all.

Accordingly, the National Assembly recognizes and proclaims, in the presence and under the auspices of the Supreme Being, the following rights of man and citizen..."

I.13 Sayings of Napoleon

Instructions to his brother Jerome, king of Westphalia, 1807:

What the peoples of Germany desire most impatiently is that talented commoners should have the same right to your esteem and to public employments as the nobles, that any trace of serfdom

and of an intermediate hierarchy between the sovereign and the lowest class of the people should be completely abolished. ... Your people must enjoy a degree of freedom, equality and prosperity unknown to the people of the Germanies. ... The peoples of Germany, the peoples of France, of Italy, of Spain, all desire equality and liberal ideas. I have guided the affairs of Europe for many years now, and I have had occasion to convince myself that the chattering of the privileged classes is contrary to the general opinion. Be a constitutional king.

I.14 Declaration by the Congress of Troppau, 1820

The events of the 8th March in Spain, of 2nd July in Naples, and the catastrophe in Portugal could not but excite a deep feeling of uneasiness and sorrow in all those who are bound to provide for the security of states, and at the same time to inspire them with a desire to unite and jointly to take into consideration how to eradicate all the evils which threatened to break out over Europe. It was natural that these feelings should especially influence those Powers who had lately conquered the Revolution, and now see it raise its head anew; and it was equally natural that those Powers, in order to oppose it for the third time, should have recourse to the same means of which they had made so successful a use in the memorable contest which freed Europe from a yoke it had borne for 20 years. Everything encouraged the hope that this union ... as it had delivered the European continent from the tyranny of the Revolution, would also be able to check a no less tyrannical, no less detestable power, the power of rebellion and crime.

I.15 Karl Marx and Friedrich Engels on the world-conquering bourgeoisie

Modern industry has established the world market, for which the discovery of America paved the way. ... The bourgeoisie, wherever it has got the upper hand, has put an end to all feudal, patriarchal, idyllic relations. It has pitilessly torn asunder the motley feudal ties that bound man to his 'natural superiors', and has left remaining no other nexus between man and man than naked self-interest, than callous 'cash payment'. ... The bourgeoisie, by the rapid improvement of all instruments of production, by the immensely facilitated means of communication, draws all, even the most barbarian, nations into civilisation. ... It compels all nations, on pain of extinction, to adopt the bourgeois mode of production; it compels them to introduce what it calls civilisation into their midst, i.e. to become bourgeois themselves. In one word, it creates a world after its own image. ... Subjection of Nature's forces to man, machinery, application of chemistry

to industry and agriculture, steam navigation, railways, electric telegraphs, clearing of whole continents for cultivation, canalisation of rivers, whole populations conjured out of the ground - what earlier century had even a presentiment that such productive forces slumbered in the lap of social labour?

Manifesto of the Communist Party, 1848

I.16 Evidence of a Paris engineering worker on trial for participation in the June rising, 1848

Citizens, the Republic has always been my only idea, my only dream. Twice I have been thrown into gaol for working for the setting up of the democratic republic. ...

Q. What do you mean by a social Republic?

A. I mean a republic with social reforms. Universal suffrage has been decreed, but that doesn't do the people any good. It is an instrument that the people do not use, that they do not know how to use. I want free and compulsory education for all and the organization of work through association; finally I want to ensure that the worker receives the product of his labour, a proportion of which is at present taken away from him by the man who provides the capital. Then there would be no poverty, and so there would be no Revolution to fear. If the authorities had done that, instead of fruitlessly spending vast sums on the National Workshops, there would not have been an uprising in June. The workers enrolled in the National Workshops would rather have done proper work than received money for doing nothing.

Essay Subjects: Semester Two

Your second written work consists of 1 essay of 1500 words and 1 source commentary of 500 words This coursework should be handed in by **Monday 8 March 2010 (Week 9 Semester 2) by 12 noon** or given to your tutor or put in his or her mail-box by the same date. Do not forget to write on it your tutor's name and indicate which books you consulted for the essay (see 'Essay Style Sheet', above).

II. 1 To what extent did eighteenth-century rulers apply the ideas of the Enlightenment?

E. Cameron (ed.), *Early Modern Europe: An Oxford History*, ch. 9

H. M. Scott (ed.), *Enlightened Absolutism*

S. Dixon, *Catherine the Great*, chs 1, 6-7

R. Okey, *The Habsburg Monarchy, c.1765-1918*, end of ch. 1, and ch. 2 OR

C. Ingrao, *The Habsburg Monarchy, 1618-1815*, chs 5-7

T.C.W. Blanning, *Joseph II* OR

T.C.W. Blanning, *Joseph II and Enlightened Despotism*

G. MacDonogh, *Frederick the Great: A Life in Deed and Letters*, chs 5-7 OR

W. Hubatsch, *Frederick the Great of Prussia*, chs 5-6

N. Temple, *The Road to 1789: From Reform to Revolution in France* OR

P.M. Jones, *Reform and Revolution in France: The Politics of Transition, 1774-1791*. chs 4-7

II. 2 Why did the French Revolution lead to the Terror?

E. Cameron (ed.), *Early Modern Europe: An Oxford History*, epilogue

O. Hufton, *Europe: Privilege and Protest*, ch. 12

J.H. Shannon, *France Before the Revolution*

W. Doyle, *The Old European Order*, ch. 15

N. Hampson, *A Social History of the French Revolution*

P. McPhee, *A Social History of France, 1780-1880*, chs 2-5

P.M. Jones, *The Peasantry in the French Revolution*

Simon Schama, *Citizens*

J.F. McMillan, *France and Women, 1789-1914: Gender, Society and Politics* OR

O. Hufton, *Women and the limits of Citizenship in the French Revolution*

N. Aston, *Religion and Revolution in France, 1780-1804*

You may also find the following electronic tutorial useful:

- II. 3 'Napoleon's regime within France was successful because it combined an appeal to conservative forces with acceptance of the legacy of the revolution.' Discuss.

L. Bergeron, *France under Napoleon*

M. Lyons, *Napoleon Bonaparte and the Legacy of the French Revolution*

D. Sutherland, *France 1789-1815: revolution and counter-revolution*, chs. 10-12

F. Furet, *Revolutionary France, 1770-1880*, ch. 5

P. McPhee, *A social History of France 1780-1880*, ch. 4

G. Ellis, *The Napoleonic Empire*

G. Rudé, *Revolutionary Europe 1783-1815*, ch. 12

R. Gildea, *Barricades and Borders: Europe 1800-1914*, ch. 2

- II. 4 To what extent did the Napoleonic Wars trigger the rise of nationalism in Europe?

E. J. Hobsbawm, *Nations and nationalism since 1780*

M. Broers, *Europe Under Napoleon, 1799-1815*

C. Esdaile (ed.), *Popular Resistance in the French Wars: Patriots, Partisans and Land Pirates*

C. Esdaile, *The Wars of Napoleon*

D. Gates, *The Napoleonic Wars, 1803-1815*

T. C. W. Blanning, *The French Revolutionary Wars, 1787-1802*

D. A. Bell, *The First Total War: Napoleon's Europe and the Birth of Modern Warfare*

II. 5 How important was nationalism in the revolutions of 1848?

J. Sperber, *The European Revolutions 1848-1851*

A. Körner ed., *1848 A European Revolution?: International Ideas and National Memories of 1848*

R.J.W. Evans and H. Pogge von Strandmann (eds.), *The Revolutions in Europe, 1848-1849: From Reform to Reaction*

W. Siemann, *The German Revolution of 1848-49*

P. Pilbeam, *The Middle Classes in Europe, 1789-1914: France, Germany, Italy, and Russia*

M. Rapport, *Nineteenth Century Europe*

E. J. Hobsbawm, *The Age of Revolution Europe 1789-1848*

II.6 How distinctive a part did the urban working class and the peasantry play in political events in France between 1848 and 1852?

J. Sperber, *The European Revolutions 1848-1851*

M. Agulhon, *The Republican Experiment 1848-52*

R. Price, *Documents on the French Revolution of 1848*

P. McPhee, *A Social History of France 1780-1880*, ch. 9

R. Magraw, *France 1815-1914: the bourgeois century*, ch. 4

R. Magraw, *France 1800-1914: a social history*, chs. 2-3

S. Gemie, *French revolutions, 1815-1914*, chs. 6-8

II.7 Why was the Catholic Church considered to be conspiring against modernity in the second half of the nineteenth century?

R. Gildea, *Barricades and Borders*, pp. 311-314, 372-376

Hugh Mc Leod, *Religion and the People of Western Europe 1789-1989*

Owen Chadwick, *The Secularization of the European Mind in the 19th Century*

Judith Devlin, *The Superstitious Mind: French Peasants and the Supernatural in Nineteenth-century France*

Theodore Zeldin, *France 1848-1945*, vol. 2, ch. On 'Religion and Anticlericalism'

John McManners, *Church and State in France, 1870-1914*

Maurice Larkin, *Church and State after the Dreyfus Affair*

Frank Tallett and Nicholas Atkin eds., *Religion, Society and Politics since 1789*.

Christopher Clark and Wolfram Kaiser eds., *Culture Wars: Secular-Catholic Conflict in Nineteenth Century Europe*

Ralph Gibson, *A social history of French Catholicism 1789-1914*

A. C. Jemolo, *Church and state in Italy, 1850-1950*

II.8 To what extent did socialism threaten existing regimes in the late nineteenth century?

George Lichtheim, *A Short History of Socialism*

W. L. Guttsman, *The German Social Democratic Party*

D. Geary ed., *Labour and Socialist Movements in Europe Before 1914*

D. Geary, *European Labour Protest, 1848-1939*

Susanne Miller, *A History of German Social Democracy*

Julius Braunthal, *History of the International, 1864-1914*

James Joll, *The Anarchists*

James Joll, *The Second International*

J. Keep, *The Rise of Social Democracy in Russia*

David McLellan, *Marx*

James H. Billington, *Fire in the Minds of Men*

T. Judt, *Marxism and the French Left. Studies in Labour and Politics of France 1830-1981*

Pamela Pilbeam, *French Socialists Before Marx: Workers, Women and the Social Question In France*

J. Hampden Jackson, *Marx, Proudhon and European Socialism*

Geoff Eley, *Forging Democracy: The History of the Left in Europe, 1850-2000*

A. Lindemann, *A History of European Socialism*

- II.9 'Despite the importance of nationalist movements, most people felt little real identification with their nation in late-nineteenth century Europe'. Discuss with reference to at least two European countries.

John Breuilly, *Nationalism and the State*. Introduction and chapter 4.

Rogers Brubaker, *Citizenship and Nationhood in France and Germany*. Chapter 5.

Caroline Ford, *Creating the Nation in Provincial France. Religion and Political Identity in Brittany*

E.J. Hobsbawm, *Nations and Nationalism since 1780*

E. J. Hobsbawm, 'Mass-Producing Traditions: Europe 1870-1914', in E. J. Hobsbawm and T. Ranger eds., *The Invention of Tradition*

Eugen Weber, *Peasants into Frenchmen: The Modernization of Rural France 1870-1914*

Oliver Zimmer, *Nationalism in Europe, 1890-1940*

John Breuilly ed., *The State of Germany: the national idea in the making, unmaking and remaking of a modern nation-state*

Harold James, *A German identity: 1770 to the present day*

- II.10 Explain, with reference to at least *two* nations, why small-nation nationalism developed powerfully during the second half of the nineteenth century.

E.J. Hobsbawm, *Nations and Nationalism since 1780*

C.A. Macartney, *The Habsburg Empire 1780-1918*

Joerg K. Hoensch, *A History of Modern Hungary 1867-1986*

Norman Davies, *Heart of Europe*

J.F. Bradley, *Czechoslovakia: A Short History*

Alan Sked, *The Decline and Fall of the Habsburg Empire*

Benedict Anderson, *Imagined Communities*

- II.11 How successful was feminism between 1870 and 1939?

J.F. McMillan, *Enfranchising Women: The Politics of Women's Suffrage in Europe 1789-1945* (CD Rom)

E.J. Hobsbawm, *The Age of Empire, 1875-1914*, ch. 8

Bonnie G. Smith, *Changing Lives: Women in European History since 1700* OR

Bonnie S. Anderson and Judith P. Zinsser, *A History of their Own*, vol. 2, Part IX OR

G. Fraisse and M. Perrot (eds.), *A History of Women*, vol. IV, 'Emerging Feminism from Revolution to World War' OR

R. Bridenthal, C. Koonz and S. Stuard (eds.), *Becoming Visible. Women in European History*, (2nd edition) chs. 13 and 15

John Charvet, *Feminism* (Dent pb) OR

Richard J. Evans, *The Feminists*

Ute Frevert, *Women in German History*

Richard J. Evans, *The Feminist Movement in Germany, 1894-1933* OR
Nancy R. Reagan, *A German Women's Movement*
Linda H. Edmondson, *Women and Society in Russia and the Soviet Union* OR
Richard Stites, *The Women's Liberation Movement in Russia: Feminism,
Nihilism and Bolshevism, 1860-1930*
James F. McMillan, *France and Women, 1789-1914: Gender, Society and
Politics* OR

Bonnie G. Smith, *Ladies of the Leisure Class. The Bourgeoises of Northern
France in the Nineteenth Century* OR
Charles Sowerwine, *Sisters or Citizens? Women and Socialism in France
Since 1876*
K. Offen, *European Feminisms, 1700-1950: a Political History*

II.12 Why did peace fail in 1914?

James Joll, *The Origins of the First World War*
John Lowe, *The Great Powers, Imperialism and the German Problem, 1865-1925*
Gordon Martel (ed.), *The Origins of the First World War*
Paul Kennedy, *The War Plans of the Great Powers, 1880-1914* OR
Paul Kennedy, *Strategy and Diplomacy, 1870-1945* OR
Paul Kennedy, *The Rise of Anglo-German Antagonism, 1860-1914*
D.C.B. Lieven, *Russia and the Origins of the First World War*
V.R. Berghahn, *Germany and the Approach of War in 1914*
Samuel R. Williamson, *Austria-Hungary and the Origins of the First World War*
Zara S. Steiner, *Britain and the Origins of the First World War*
H. Strachan, *The First World War: Vol. I, To Arms*

II.13 Why was revolution only successful in Russia? Answer with reference to Europe in the period 1917-1920.

O. Figes, *A People's Tragedy: The Russian Revolution 1891-1924*

Hans Rogger, *Russia in the Age of Modernisation and Revolution, 1881-1917*

Sheila Fitzpatrick, *The Russian Revolution, 1917-1932*

Richard Pipes, *The Russian Revolution, 1899-1919*

E.H. Carr, *The Bolshevik Revolution 1917-1923, vol. 1*

A.J. Ryder, *The German Revolution of 1918*

F.L. Carsten, *Revolution in Central Europe*

Jörg Hoensch, *A History of Modern Hungary, 1867-1986*

Robin Okey, *Eastern Europe 1740-1980 (2nd edn. 1998)*

T. Rees and A. Thorpe (eds.), *International Communism and the Communist International 1919-1943*

II.14 How justified was Mussolini's claim that his Fascist state was 'totalitarian'?

Martin Blinkhorn, *Fascism and the Right in Europe, 1919-1945*

John Pollard, *The Fascist Experience in Italy*

Martin Blinkhorn, *Mussolini and Fascist Italy*

Philip Morgan, *Italian Fascism, 1919-1945*

R.J.B. Bosworth, *The Italian Dictatorship* (Arnold pb)

Edward Tannenbaum, *Fascist Italy: Society and Culture, 1922-1945*

Alan Cassels, *Fascist Italy* OR

Elizabeth Wiskemann, *Fascism in Italy: Its Development and Influence*

David Forgacs, *Rethinking Italian Fascism: Capitalism, Populism and Culture* OR

Doug Thompson, *State control in Fascist Italy: Culture and Conformity, 1925-43*

Tracy H. Koon, *Believe, Obey, Fight: Political Socialization of Youth in Fascist Italy,*

1922-1943

Stanislao G. Pugliese (ed.), *Fascism, Anti-fascism and the Resistance in Italy: 1919 To the Present*

Richard Bessel (ed.), *Fascist Italy and Nazi Germany: Comparisons and Contrasts*

II.15 Why was the Great Terror launched in the USSR in the 1930s, and what did it achieve?

John Gooding, *Rulers and Subjects*

Alec Nove, *Stalinism and After*

Geoffrey Hosking, *A History of the Soviet Union* OR

Robert Service, *A History of Twentieth-century Russia*

Sheila Fitzpatrick, *Everyday Stalinism*

Robert C. Tucker, *Stalin in Power: The Revolution from Above, 1928-1941* OR

Martin McCauley, *Stalin and Stalinism* OR

Chris Ward, *The Stalinist Dictatorship*

Abdurakhman Avtorkhanov, *Stalin and the Soviet Communist Party*

Zbigniew Brzezinski, *The Permanent Purge*

Robert Conquest, *Stalin: A Breaker of Nations* OR

Robert Conquest, *The Great Terror: Stalin's Purges of the Thirties*

J. Arch Getty, *Stalinist Terror: New Perspectives* OR

J. Arch Getty, *Origins of the Great Purges*

II. 16 To what extent was the Second World War the final episode in a twentieth century 'Thirty Years War'?

Mark Mazower, *Dark Continent. Europe's Twentieth Century* OR

Richard Vinen, *A History in Fragments. Europe in the Twentieth Century*

J.M. Roberts, *Twentieth Century: A History of the World from 1901 to the Present*

Paul M. Kennedy, *The Rise and Fall of the Great Powers*

R.J. Overy, *The Inter-War Crisis*

E.H. Carr, *The twenty years' crisis, 1919-1939*

R.J. Overy, *The origins of the Second World War*

P.M.H. Bell, *The Origins of the Second World War in Europe*

Gordon Martel (ed.), *The Origins of the Second World War Reconsidered*

Mark Mazower, *Hitler's Empire*

II 17. 'European integration has been the most important factor promoting peace and stability in post-1945 Europe.' Discuss.

Peter Calvocoressi, *Resilient Europe, 1870-2000*

OR

Peter Calvocoressi, *Fall Out. World War II and the Shaping of Post-War Europe*

David Ellwood, *Rebuilding Europe*

Alan Milward, *The European Rescue of the Nation State*

Alasdair M. Blair, *The Longman Companion to the European Union*

Derek Urwin, *The community of Europe: a history of European integration since 1945*

Richard Vaughan, *Twentieth Century Europe. Paths to Unity*

John W. Young, *Cold War Europe, 1945-89*

OR

John W. Young, *Britain, France and the unity of Europe, 1945-1951*

Dennis Swann, *The Economics of the Common Market*

II. 18. Why did Spain experience an ultimately successful transition to democracy starting in the mid-1970s?

Javier Tusell *Spain: from dictatorship to democracy : 1939 to the present*

Paloma Aguilar Fernández *Memory and amnesia: the role of the Spanish Civil War in the transition to democracy*

Raymond Carr, *Modern Spain, 1808-1975*

Jean Grugel and Tim Rees, *Franco's Spain*

Paul Preston, *Franco: A Biography*

Paul Preston, *Spain in Crisis: The Evolution and Decline of the Franco Regime*

Stanley Payne (ed.), *Politics and Society in Twentieth Century Spain*

Raymond Carr and Juan Pablo Fusi, *Spain. Dictatorship to Democracy*

- II. 19. 'The collapse of East European socialist regimes and of the Soviet Union itself in the late 1980s and early 1990s proves that the so-called "real existing socialism" could not be reformed.' Discuss.

Peter Calvocoressi, *Resilient Europe* (ch. 6)

Ben Fowkes, *Eastern Europe, 1945-1969*

Timothy Garton Ash, *We The People. The Revolution of '89* OR

Misha Glenny, *The Rebirth of History: Eastern Europe in the Age of Democracy*

Bülent Gökay, *Eastern Europe since 1970*

Lonnie R. Johnson, *Central Europe: Enemies, Neighbours, Friends* (chs. 12 & 13)

OR

Mark Pittaway, *Eastern Europe 1939-2000*

Mark Allinson, 'The failed experiment' and Jonathan Osmond, 'The End of the

GDR', in Mary Fulbrook (ed.), *German History since 1800*

(Also published in Mary Fulbrook (ed.), *Twentieth Century Germany*)

Mary Fulbrook, *Germany 1918-1990: The Divided Nation* (chs. 7 and 13)

Jörg K. Hoensch, *A History of Modern Hungary, 1867-1986*

Norman Davies, *Heart of Europe. A Short History of Poland* (ch. 1)

Vladimir Tismaneanu, ed., *The Revolutions of 1989*

Charles S. Maier, *Dissolution. The Crisis of Communism and the End of East Germany*

Gale Stokes, *The Walls Came Tumbling Down: The Collapse of Communism in Eastern Europe*

SOURCE EXTRACTS

II.1 Eduard Bernstein: Evolutionary Socialism (1899):

I set myself against the notion that we have to expect shortly a collapse of the bourgeois economy, and that social democracy should be induced by the prospect of such an imminent, great, social catastrophe to adapt its tactics to that assumption. That I maintain most emphatically.

The theory which the *Communist Manifesto* sets forth of the evolution of modern society was correct as far as it characterised the general tendencies of that evolution. But it was mistaken in several special deductions, above all in the estimate of the time the evolution would take. [...]

Social conditions have not developed to such an acute opposition of things and classes as is depicted in the *Manifesto*. It is not only useless, it is the greatest folly to attempt to conceal this from ourselves. The number of members of the possessing classes is today not smaller but larger. The enormous increase of social wealth is not accompanied by a decreasing number of large capitalists but by an increasing number of capitalists of all degrees. The middle classes change their character but they do not disappear from the social scale.

II. 2 Jules Ferry speech, 23 December 1880 on the elimination of religious instruction from state schools:

This neutrality is a neutrality that matters for the security of the state and for the future of republican generations. It matters to us that the supervision of schools and the definition of doctrines that are taught there do not belong to prelates who declare that the French Revolution was deicide, or, like the eminent prelate who I have the honour to see before me [Mgr Freppel] ... that the principles of 89 are the negation of Original Sin.

II.3 Conrad von Hötzendof (Austro-Hungarian Chief of Staff during WWI). *Aus meiner Dienstzeit* (Vienna, 1923):

Philanthropic religions, moral teachings and philosophical doctrines may certainly sometimes serve to weaken mankind's struggle for existence in its crudest form, but they will *never* succeed in removing it as a driving motive in the world ... It is in accordance with this great principle that the catastrophe of the world war came about inevitably and irresistibly as the result of the motive forces in the lives of states and peoples, like a thunderstorm which must by nature discharge itself.

II.4 Editorial in *Russkiiia Vedomosti*, No. 213, September 19, 1917, p.3, reproduced in Robert Paul

Browder & Alexander F. Kerensky (eds.), *The Russian Provisional Government, 1917:*

Documents, Vol. II, Stanford, 1961, p. 769.:

It grows clearer daily that unless we rescue industry, unless we raise it to a height unheard of in Russia, we shall not find a way out of the impasse. And the state of industry grows worse daily. With the new upsurge of the Bolshevik wave in Petrograd, the number of outrages and excesses in factories and mills has risen. Again persecution of the administration of factories has begun, dismissal of managers and engineers, insults and arrests. Persons who have withstood the six-month revolutionary temptation are forced to leave their positions and the prevailing slogan now is: Our own workers' control of production.

II.5 Mussolini on Fascist doctrine (1932):

Fascism is opposed to that form of democracy which equates a nation with the majority, lowering it to the level of the largest number; but it is the purest form of democracy if the nation be considered - as it should be - from the point of view of quality rather than quantity...expressing itself in a people as the conscience and will of the few, if not, indeed, of one....

Fascism desires the State to be strong and organic, based on broad foundations of popular support. The Fascist State lays claim to rule in the economic field no less than in others; it makes its action felt throughout the length and breadth of the country by means of its corporative, social and educational institutions, and all the political, economic and spiritual forces of the nation, organised in their respective associations, circulate within the State.

A State based on millions of individuals who recognise its authority, feel its action, and are ready to serve its ends is not the tyrannical state of a medieval lordling. It has nothing in common with the despotic States existing prior to 1789. Far from crushing the individual, the Fascist State multiplies his energies, just as in a regiment a soldier is not diminished but multiplied by the number of his fellow soldiers.

The Fascist State organises the nation, but it leaves the individual adequate elbow room. It has curtailed useless or harmful liberties while preserving those which are essential. In such matters the individual cannot be the judge, but the State only.

II. 6 Portrait of Stalin in the moment of victory, April 1945 by Milovan Djilas in *Conversations with Stalin* (1962):

Today I have come to believe that the deification of Stalin, or the 'cult of personality', as it is now called, was at least as much the work of Stalin's circle and the bureaucracy, who required such a leader, as of his own doing. Of course, the relationship changed. Turned into a deity, Stalin became so powerful that in time he ceased to notice the changing needs and desires of those who exalted him.

An ungainly dwarf of a man passed through gilded and marbled imperial halls, and a path opened before him; radiant, admiring glances followed him, while the ears of courtiers strained to catch his every word. And he, sure of himself and his works, was clearly oblivious to all this. His country

was in ruins, hungry, exhausted. But his armies and marshals, heavy with fat and medals and drunk with vodka and victory, had already trampled half of Europe underfoot, and he was convinced that they would trample over the other half in the next round of warfare. He knew that he was one of the cruellest, most despotic figures in human history. But this did not concern him at all, for he was convinced that he was carrying out the will of history. His

conscience was troubled by nothing, despite the millions who had been destroyed in his name and by his order, despite the thousands of his closest collaborators whom he had murdered.

II.7 Averell Harriman, US Ambassador to the Soviet Union, in a discussion with US President Harry S. Truman in Washington, 20 April 1945:

Ambassador Harriman said that in effect what we were faced with was a 'barbarian invasion of Europe', that Soviet control over any foreign country did not mean merely influence on their foreign relations but the extension of the Soviet system with secret police, extinction of freedom of speech etc. ... He added that he was not pessimistic and felt that we could arrive at a workable basis with the Russians but that this would require a reconsideration of our policy and the abandonment of the illusion that for the immediate future the Soviet government was going to act in accordance with the principles which the rest of the world held to in international affairs. ... The President said that he thoroughly understood this and that we could not, of course, expect to get 100 per cent of what we wanted but that on important matters he felt that we should be able to get 85 per cent.

11.8 Soviet leader Leonid Brezhnev in *Pravda*, 25 September 1968

In connection with the events in Czechoslovakia the question of the correlation and interdependence of the national interests of the socialist countries and their international duties acquire particular topical and acute importance. ... The peoples of the socialist countries and Communist parties certainly do have and should have freedom for determining the ways of advance of their respective countries. However, none of their decisions should damage either socialism in their country or the fundamental interests of other socialist countries, and the whole working class movement, which is working for socialism.

The weakening of any of the links in the world system of socialism directly affects all the socialist countries, which cannot look indifferently upon this. ... Discharging their internationalist duty toward the fraternal peoples of Czechoslovakia and defending their own socialist gains, the U.S.S.R. and the other socialist states had to act decisively and they did act against the antisocialist forces in Czechoslovakia.

II.9 British Prime Minister Harold Macmillan in a speech in Cape Town, South Africa, February 1960:

Ever since the break up of the Roman Empire, one of the constant factors of political life has been the emergence of the independent nations. The wind of change is blowing through this continent and whether we like it or not this growth of national consciousness is a political fact. We must all accept this fact and our national policies must take account of it.

II.10 Vaclav Havel, President of Czechoslovakia, in his New Year's Day speech, 1 January 1990.:

The worst thing is that we are living in a decayed moral environment. We have become morally ill, because we have become accustomed to saying one thing and thinking another. ... When I talk about a decayed moral environment ... I mean all of us, because all of us have become accustomed to the totalitarian system, accepted it as an unalterable fact, and thereby kept it running. In other words, all of us are responsible, each to a different degree, for keeping the totalitarian machine running. None of us is merely a victim, because all of us helped to create it together.

Sample Degree Examination Paper

UNIVERSITY OF EDINBURGH

College of Humanities and Social Science

SCHOOL of HISTORY, CLASSICS and ARCHAEOLOGY

European History 1

Monday 27 April 2009 - 9.30am to 12.30pm

Convener of the Board of Examiners: Dr Julius Ruiz

External Examiner: Dr Aristotle Kallis

ANSWER FOUR QUESTIONS, ONE FROM EACH SECTION

SECTION A

1. What were the effects on Europeans of the overseas discoveries of the sixteenth century?
2. How did the Italian Wars (1494-1559) affect the principalities of Renaissance Italy?
3. What was the impact of the German Reformation on the rural masses?
4. "The general historical perception of the Ottoman Turks is that their state was thoroughly and relentlessly martial". To what extent is this perception justified?
5. "The Spanish Inquisition was a violent, irrational, and punitive institution". Discuss.
6. To what extent was the Thirty Years' War a religious conflict?

SECTION B

7. To what extent do socio-economic factors explain the witch hunts in early modern Europe?

8. "Absolute power in early modern Europe was more spectacle than substance". Discuss.
9. How were Enlightenment ideas diffused in eighteenth-century Europe?
10. How did the nature of European warfare change in the period c.1650-c.1800?
11. "The French Revolution was born of economic crisis" . Discuss.
12. To what extent was the radicalisation of the French Revolution a product of war?

SECTION C

13. Was Napoleon I the gravedigger or saviour of the French Revolution?
14. What encouraged European industrialisation and urbanisation in the first half of the nineteenth century?
15. To what extent were the aspirations of the revolutionaries of 1848 fulfilled? Discuss with reference to TWO or more countries.
16. Why did Germany overtake France as the pre-eminent European power in the late nineteenth century?
17. To what extent can German unification be regarded as being more successful than Italian unification?
18. "National identities were much stronger than class identities in the second half of the nineteenth century". Discuss with reference to TWO or more countries.

SECTION D

19. Why was a compromise peace impossible during the First World War?
20. How 'proletarian' was the Bolshevik revolution of 1917?
21. Was fear of communism the main reason for a growth in support for fascist parties in Europe in the 1920s and 1930s?

22. "The Great Patriotic War". What were the implications of Stalin's choice of description of the Soviet Union's struggle against Nazi Germany?
23. "European unification after the Second World War had threefold aims: keeping the Germans down, the Americans in, and the Soviets out". Discuss.
24. To what extent was Mikhail Gorbachev responsible for the collapse of communism in eastern Europe and the Soviet Union?

History Section of the School of History, Classics and Archaeology

Extract from the Section's formal Statement of Aims and Obligations

The principal teaching aims of the History section are as follows:

To use the discipline of history to give a humane education within the tradition of the broad-based Scottish arts degree; to encourage active learning and habits of critical and independent thought, profiting from the close association of research and teaching; and to teach intellectual and communication skills which will equip students for high personal and professional achievement.

The section seeks to help students to develop the following abilities:

- to work independently, to organize and synthesize data derived from a variety of sources, to assess the reliability of evidence and weigh a variety of competing or conflicting factors, to analyse complex questions and make independent judgements, to develop and organize their arguments, and to present a coherent, reasoned and well supported set of conclusions
- to present arguments and results in written form, in clear and correct English, with professional standards of presentation; to argue in formats of varying length and depth, and to demonstrate the skills both of concision and of sustained exposition
- to present information and arguments orally with clarity and confidence, to participate constructively in collective discussions, and to demonstrate the skills needed for such tasks as working in teams and groups and chairing meetings
- to manage their time effectively, work to deadlines, and perform effectively under pressure
- to show their ability to use information technology, both in the presentation of written work, and in other ways as prescribed in individual courses
- to demonstrate an ability to use, evaluate and criticize quantitative evidence where this is relevant to their work
- to demonstrate a general maturity of outlook, to show the sense of perspective and judgement imparted by the study of the societies, beliefs and mentalities of the past, and to understand the relevance of the past to the problems of the present

Obligations

The achievement of these objectives depends on the collaborative effort of teachers and students. On the one side, the teachers undertake:

- to give full information on the aims, structure, organization and assessment methods of courses
- to provide adequate bibliographical advice for all written and oral exercises
- whether acting as tutors, directors, or course organizers, to be available at fixed hours during term time to advise students individually, and to discuss their academic progress and provide guidance and advice within reasonable limits
- to mark written work promptly, and return it with written and oral comments
- to carry out all assessments impartially, and to ensure consistency in assessment standards
- to seek student feedback, through questionnaires, student representatives and other means, and to be responsive to the views which students express

On the other side, students should accept the obligation:

- to attend all tutorials and seminars unless unavoidably prevented
- to work diligently throughout the academic year, and to present all written work by the date prescribed
- to work independently, and to avoid any form of plagiarism
- to give serious attention to the improvement of their English style and presentation where weaknesses have been identified
- to familiarize themselves with the use of computers, and to use the skills of word processing for presenting their written work
- to prepare all tasks which are set for tutorials and seminars, to make a fair contribution to general discussions, and to prepare oral presentations with care and thoroughness
- to inform their tutors or directors of studies promptly of any circumstances which may affect their attendance, performance or punctuality.

Attendance Monitoring

The Legislation passed recently by the UK Government relating to Points-Based Immigration requires all universities to monitor the attendance of their international students.

In the College of Humanities and Social Science, we intend to meet this duty by monitoring the attendance of all our students, as this will give us a positive opportunity to identify and help all students who might be having problems of one kind or another, or who might need more support.

We will do this by monitoring attendance at these standard contact points:

registration including confirmation of attendance

assignment hand-ins

exams

lab work hand-ins

Director of Studies supervisory meetings

You must be physically seen at these contact points to confirm that you remain at Edinburgh and on-programme. Emails, including email copies of coursework supplied in lieu of paper copies submitted in person, are not acceptable.

If you miss a contact point or anticipate doing so, please report to the School's [Student Support Office](#), ideally in advance and in person. If you are absolutely unable to report in person, please make contact by phone immediately on 0131 651 1800.

If you miss a contact point and don't provide a satisfactory explanation this may be termed as non-attendance in which case we will investigate further and try to make contact you within 10 days. If we fail to do so successfully and you are an international student, we will be obliged to report the non-attendance to the Dean. This could result in our sponsorship of

you and your visa being revoked. If you are not an international student, you should be aware that non-attendance may result in you being withdrawn from the programme.

Notes on Records' Retention Periods

The School retains its copies of student assessment materials, such as essays, reports, projects or exam scripts, for a limited period of time after the relevant Board of Examiners meeting.

Students' copies of assessment materials and feedback comments which have not been collected by the end of a session will be disposed of in teaching week 2 of the following session.

-

A Year Abroad at a European University

The Erasmus-Socrates Exchange

The ability to cope successfully with unfamiliar circumstances is a quality, which employers expect from applicants for stimulating and high-powered jobs. The Erasmus-Socrates programme of the European Union offers students the opportunity to acquire and demonstrate this ability. Studying in a foreign country, and in a foreign language, shows to advantage a student's ability and adaptability.

The History section of the School of History and Classics is linked with several continental European history departments. Normally, it is students in second year who apply for a place on the Erasmus-Socrates scheme for their third year, but there is also the possibility of doing so in first year in order to spend the second year abroad. For practical reasons, intending single Honours History students are given preference in this scheme. Both Edinburgh University and the host foreign university can arrange for foreign language tuition either before the student leaves Edinburgh or during an induction period in the host university. A grant is available to help to cover travel expenses and differentials in the cost of living.

The continental European universities involved in the scheme are usually:

France - Grenoble, Aix en Provence, Bourgogne University Dijon

Germany – Munich, FU Berlin

Greece- Aristotle University of Thessaloniki

Holland - Leiden

Italy - Bologna, Venice Ca Foscari

Spain - Salamanca, Granada, Cadiz

Further information about the scheme may be obtained from Dr Julius Ruiz (j.ruiz@ed.ac.uk)

Disabled Students

We welcome disabled students (including those with specific learning difficulties such as dyslexia) and are working to make all our courses accessible. If you wish to talk to a member of academic staff about the course requirements and your particular needs please contact the School Co-ordinator of Adjustments (name and contact details can be found on the School Undergraduate website <http://www.shca.ed.ac.uk/undergraduate/>).

You can also contact the Disability Office, 6-8 South College Street, telephone 650 6828, and an Advisor will be happy to meet with you. The Advisor can discuss possible adjustments and specific examination arrangements with you, assist you with an application for Disabled Students' Allowance, give you information about available technology and personal assistance such as note takers, proof readers or dyslexia tutors, and prepare a Learning Profile for your School which outlines recommended adjustments. You will be expected to provide the Disability Office with evidence of disability – either a letter from your GP or specialist, or evidence of specific learning difficulty. For dyslexia or dyspraxia this evidence must be a recent Chartered Educational Psychologist's assessment. If you do not have this, the Disability Office can put you in touch with an independent Educational Psychologist.



Careers Talks Schedule 2009/2010

The University Careers Service is pleased to offer talks tailor-made for all students in the School of History, Classics and Archaeology. You are warmly invited.

What can you be doing now to give yourself the best chance of success, whatever your ultimate goal may be?

Come along to learn more, and find out how the Careers Service can support you, whatever stage you're at.

All School

1st year students

Wednesday 11 November 2009, 2.00-3.00pm

David Hume Tower Lecture Theatre B

2nd year students

Wednesday 4 November 2009, 2.00-3.00pm

David Hume Tower Lecture Theatre B

History

3rd year students

Wednesday 7 October 2009, 1.00-2.00pm

Wednesday 14 October 2009, 1.00-2.00pm

David Hume Tower Lecture Theatre C