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# **EUH4664/ MODERN EUROPEAN REVOLUTIONS, 1789-1989**

## **University of Florida**

### **Fall, 2019, T/R: 4, 4-5**

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Revolutions are among the most dramatic and significant events that have touched the lives of Europeans in the past two centuries. This course traces the historical development of European revolutions beginning with the great French Revolution of 1789 and ending with the East European revolutions of 1989. We begin with a discussion of the concept of revolution in an effort to answer such questions as: How do we define a revolutionary event? And what are the identifying traits of a revolution? Next we shall examine the background and successive stages of the French Revolution, 1789-1799 (and Napoleonic epilogue). It is well known that the impact of the French Revolution on Europe as a whole was both profound and long-theoretical connections to events, particularly the 1848 Revolutions, will be discussed with reference both to Russia and to the general course of European history in this period. Next, we shall see how the



both profound and long-theoretical connections to events, particularly the 1848 Revolutions, will be discussed with reference both to Russia and to the general course of European history in this period. Next, we shall see how the

dramatic revolutionary episodes associated with the Spanish Civil War, one of the least explored revolutions of the 20<sup>th</sup> century, fit into the European revolutionary tradition that began in 1789. In the closing weeks of the course we shall examine the "revolutionary" impact of the collapse of communism in the Soviet Union and Central/Eastern Europe from 1989 onwards.

For each revolutionary event under review, we shall make use of both primary and secondary sources. In the former case we shall draw upon a variety of sources, including personal accounts, contemporary works of art and images, and theoretical writings of major figures. Our core secondary texts will provide the details that we will use to place our picture of revolutionary events in historical context.

### **Course Format:**

This course is designed to allow the student to play an "interactive" role in teaching the class. At regular intervals throughout the term, there will be individual/group panel presentations that address the main themes we have been discussing. The presentation's format will depend on what you choose to do: (1) a brief (15 minutes) lecture on a specific theme, (2) a book report, (3) a visual or multi-media presentation (film clips, slides, power-point etc.) (4) an outline of questions that can be used as the basis of focused class discussion. In the latter case you will be expected to lead the discussion and ask follow-up questions etc. All presentations should last from between 15 and 20 minutes. (Please note that your presentation can be used as the foundation for your term essay.)

### **Course Requirements:**

There will be two in-class exams that will test your knowledge and comprehension of (1) lectures and (2) reading assignment. A longer, research-based paper (approximately 10 pages) dealing with at least one or more revolutionary events (French, 1848 Revolutions, etc.) will be due at the end of term. Sources used for this essay should reflect a fair amount of research on the part of the student, utilizing a variety of databases (journals, cds, books, etc.). Web-based citations should be kept to a bare minimum, representing only a tiny fraction of the overall number of references cited in the essay. Though I do not count the number of books/articles in the bibliography, every topic should generate at least 12-15 different scholarly sources.

### **Course Objectives:**

1. Acquire a general knowledge of the major revolutionary events that affected European affairs between 1789 and 1989.
2. Develop a critical understanding of the impact revolutions have had on the political, economic, cultural, and social dimensions of society.

### Required Texts: (Available at UF Campus Book Store)

- **George Esenwein.** *The Spanish Civil War: A Modern Tragedy.*
- **Jeremy Popkin.** *A Short History of the French Revolution.*
- **Peter Jones,** *The 1848 Revolutions,* 2<sup>nd</sup> Edition, Routledge, 1991.
- **Vladimir Tismaneanu.** *The Revolutions of 1989.*
- **S.A.Smith,** *The Russian Revolution: A Very Short Introduction,* 1<sup>st</sup> Edition, Oxford U. Press, 2002.

### Reading assignments:

All reading assignments should not be postponed. Nor should they be confined to any one week. For example, the readings for week one will be relevant to our future discussions of revolutionary events from the French Revolution on. You should therefore budget time to re-read texts that were assigned earlier in the term. Any modifications or changes in the reading assignments will be announced in class (please no e-mails asking me to clarify changes etc.) You will be responsible for making these (and any other adjustments to the syllabus that are announced in class) to your course calendar.

### Grading:

- Two reaction papers: 30%
- Two exams (Midterm/Final): 50%
- Class performance: 20% (Panel presentations, discussions, etc.)
- **Note on Attendance:** Since much of the course will be concerned with highly complex topics that cannot be thoroughly mastered by referring only to texts, attendance is mandatory. Except for illness (documented) and family emergencies (immediate family only) there will be no excused absences. Your final grade goes down a full letter for every two un-excused absences.

## COURSE CALENDAR:

**Week 1: 20 August/ What is a revolution?**

**Readings:** TBA

**Week 2: 27 August/ French Revolution: historical background**

**Readings:** J. Popkin, *French Rev.*, Chapters 1-2.

**Week 3: 3 September / French Revolution: Estates General to Reign of Terror**

**Readings:** J. Popkin, *French Rev.*, Chapters 3-5.



**Week 4: 10 September/ French Revolution: Thermidorian Reaction and the rise of Napoleon.**

**Readings:** J. Popkin, *French Rev.*, Chapters 6-7.

**Week 5: 17 September/ French Revolution: Napoleon's Empire and the**

legacy of revolutionary France.

**Readings:** J. Popkin, *French Rev.*, Chapters 8-9.

**26 SEPTEMBER: PANEL PRESENTATIONS**

Week 6: 1 October/ Revolutionary movements of 1848: Nationalism, Liberalism, Conservatism, Radicalism

**Readings:** Peter Jones, 1848 Revolutions, Parts I-II, Chapters 1-6 (Documents, Part V.)

Week 7: 8 October/ Revolutionary movements of 1848: Breakdown of order/development of revolutionary structures. Events and Outcomes.

**Readings:** Peter Jones, 1848 Revolutions, Parts III-IV, Chapters, 7-10, (Documents, Part V.) Assessments and Consequences.

**10 OCTOBER: PANEL PRESENTATIONS/FIRST REACTION PAPER DUE**

Week 8: 15 October / Russian Revolution: Historical background.

**Readings:** S.A. Smith, *The Russian Revolution*, Introduction, Chapter 1.

**17 OCTOBER : FIRST EXAM: FRENCH REVOLUTION and AFTERMATH (NAPOLEON) AND 1848 REVOLUTIONS**

Week 9: 22 October / Russian Revolution: Road to Revolution, 1905-1917

**Readings:** S.A. Smith, *The Russian Revolution*, Chapter 2.



Week 10: 29 October/ Russian Revolution and Civil War, 1918-1921

**Readings:** S.A. Smith, *The Russian Revolution*, Chapters 3-5, Conclusion.

**31 OCTOBER: PANEL PRESENTATIONS**

Week 11: 5 November/ Spanish Revolution and Civil War: Historical background.

**Readings:** G. Esenwein/*The Spanish Civil War*, Chapters 1.



**Week 12: 6 November / Spanish Revolution and Civil War: 1936-1939**

**Readings:** G. Esenwein/The Spanish Civil War, Chapters 2-9.

**Week 13: 12 November / European Revolutions in Twentieth Century:  
Impact of WWII: The Cold War era.**

**14 NOVEMBER: PANEL PRESENTATIONS/SECOND REACTION PAPER DUE**

**Readings:** V. Tismaneanu, Chapters 1-9.

**Week 14: 19 November- 26 November / European Revolutions in  
Twentieth Century: Collapse of communism, 1989.**

**Readings:** V. Tismaneanu, Chapters 10-15.

**Week 15: 3 DECEMBER: FINAL EXAM**

**(Exam covering Russian, and Spanish Revolutions, and 1989.)**





## Addendum to Syllabus

### Code of Conduct/Make-up exam policies for EUH 4664

UF faculty are now being asked to provide written guidelines relating to (1) student conduct in the classroom and (2) make-up examinations. Most of these can be deduced by exercising common sense. But to avoid any misunderstandings, students enrolled in the courses listed above should take note of the following:

### Code of Conduct:

- (1) Cell phones must be turned off throughout the class period.
- (2) Students are asked not to talk, read papers, surf the internet, and otherwise distract the class from the lectures/class discussion.
- (3) Students coming in after the lecture has begun should not interrupt the professor and/or students by walking in front of classroom, re-arranging desks to gain access to seating, etc. Latecomers should therefore take a seat at the back or wherever it is possible without disturbing others.
- (4) Anyone who arrives more than ten minutes after class has begun will be counted absent unless he/she has the prior approval of the instructor.
- (5) Intellectual honesty: any student caught plagiarizing the written work of others and/or cheating on an exam will automatically fail the course.

## Make-up exams/Late Papers:

(1) Apart from illness, family emergencies (immediate family only), and exceptional circumstances (to be determined by the instructor), exams will have to be taken on the assigned day. The scheduling of permitted make-up exams will be at the discretion of the instructor.

2) All written assignments – term papers and the like – are due on the day assigned in the syllabus and/or as announced by the instructor during class. Papers must be handed into the instructor on the due date in a hard-copy format. (That is, do not send your paper as an e-mail attachment etc.) No late papers will be accepted for any reason(s).

Below is a link to the UF honor code which you will be expected to uphold in this course:

<http://regulations.ufl.edu/chapter4/4017.pdf>

