LEARNING GOALS: History does not give quantifiable, generalizable laws about human nature, laws that can be used to predict what will happen in any one situation the way scientists can predict the flight of an asteroid or doctors the course of a disease. Instead of striving for generalized scientific laws like that, historians retell stories about the past so that society will be a bit wiser than it otherwise might be. Historians help society to remember things, helping people to think about the specifics of each situation. This is a kind of knowledge that might be lost by trying to strip things down into some (fairly dubious) general law of human behavior.

While looking at the past, historians do several things: (1) We use evidence carefully to keep the stories grounded in reality and to bring them to life. Going back to primary sources (sources written at the time) helps historians to avoid repeating the errors that have crept into the story over the years. (2) Though we love primary sources, we do look at what previous historians and other thinkers have said about past events, to see if we agree with these interpretations and whether we can improve on them. (3) Historians also try to express things in clear language, so as to pass on the knowledge of the past most effectively. Historians tend to believe that striving for clear language means stripping away confusion and getting closer to the plain essence of a situation.

If the second point (looking at the record of scholarly interpretations and seeing if we can modify it a bit) makes historians something like social scientists, then the third point (striving for simple language) makes historians more like professors in the other humanities departments. That is, we test what we are saying against our wider reading and sense of the roundness of humanity, and not by making isolated experiments or running statistical tests on narrow points. We test what we are saying by whether we use evidence well and can express ourselves clearly.

What does all this mean in practice, for you? It means that in this class you will research and writing clear papers on subjects of your own choice, within the overall subject area of the class as outlined above. Can you look at evidence about the past, select what you need from that evidence, integrate it into well-supported stories and arguments about key historical questions and key humanistic issues, and express yourself clearly?

The key goals, then, might be mastering chronology (learning the major events and changes of our period); mastering evidence (by doing the readings, including the major primary source readings so you can experience the past directly); putting these readings into context by examining them in their historical background); and exercising your powers of synthetic thinking and expression (putting the story, the evidence, and the context together into balanced and clear oral and written arguments).

LEARNING OUTCOMES: You can demonstrate that you have met the learning goals by being able to select, organize, judge, and incorporate into a thesis-evidence argument important evidence about some of the major trends and themes that we are studying. Your task in your papers is not to summarize the reading. Your task is to exercise selection and judgment in taking from the readings whatever you need to make your points. The arguments that you choose (and the understanding that you show in researching and expressing things) will help me to see that you know enough about the history. Let me be clear: I do not want to read summaries or book reports; I want to read arguments of yours — arguments that show that you have mastered the readings and key issues.

PART ONE: REVOLUTIONARY EUROPE, 1789-1815.

WEEK I {27 Aug}: THE COMING OF THE FRENCH REVOLUTION.
Reading: Gershoy, 9-55, 108-133.

WEEK II {3 Sept.}: THE FRENCH REVOLUTION FROM 1791 TO NAPOLEON: TERROR, REACTION, AND EMPIRE.
Reading: Gershoy, 56-101, 133-165, 176-180.

Reading: Davies, 675-757.


WEEK IV {17 Sept.}: TRIUMPHANT ENGLAND AND ITS INDUSTRY, TO 1851.
Readings: Davies, 759-817; A Christmas Carol.

WEEK V {24 Sept.}: CONTINENTAL REACTION, 1815-1848.
Readings: Davies, 817-841; Marx, The Communist Manifesto.
PART THREE: THREE WAYS TO DEAL WITH MODERNITY
—ENGLAND, FRANCE, AND THE EAST, 1848-1914.

WEEK VI {1 Oct.}: ENGLAND: DEBATE, DIVERSITY, MASS POLITICS, EVOLUTION, IMPERIALISM.

WEEK VII {8 Oct.}: FRANCE: CONTINUING INSTABILITY.

WEEK VIII {15 Oct.}: NATIONALISM, CENTRALIZATION, AND BOURGEOIS SOCIETY ON THE CONTINENT.
Readings: Davies, 879-896; E.M. Forster xerox; Tolstoy, “The Kreutzer Sonata.”

PART FOUR: THE SECOND THIRTY YEARS WAR, 1914-1945—FLAWS IN THE LIBERAL ACHIEVEMENT, OR NOT ENOUGH LIBERALISM?

WEEK IX {22 Oct.}: WWI AND THE RUSSIAN REVOLUTION.
Reading: Davies, 896-926; xeroxed poems.

WEEK X {29 Oct.}: LENIN AND MUSSOLINI.
Readings: Davies, 926-991.

WEEK XI {5 Nov.}: STALIN AND HITLER.
Readings: Lenin's 1922 "Testament" (online); Lydia Chukovskaya, *Sofia Petrovna*.

WEEK XII {12 Nov.}: WWII.
Reading: George Orwell, *The Lion and the Unicorn: Socialism and the English Genius*; Davies, 991-1055.

WEEK XIII {19 Nov.}: WWII AND THE HOLOCAUST.


WEEK XIV -- THANKSGIVING -- NO CLASS MEETING

WEEK XV {3 Dec}: THE COLD WAR.
Readings: Davies, 1057-1122; Orwell, "Politics and the English Language".

WEEK XVI {10 Dec}: 1989 AND AFTER.
Readings: Davies, 1122-1136; George Steiner, *In Bluebeard’s Castle*.

BOOKS:
Lydia Chukovskaya, *Sofia Petrovna* (xxxx)
George Orwell, *The Orwell Reader* (Harcourt).
George Steiner, *In Bluebeard’s Castle* (Yale, 1971).
Leo Tolstoy, *The Kreutzer Sonata and Other Short Stories* (1891; Dover Thrift, 1993).

ASSIGNMENTS:

Please note: I will be marking your papers carefully. Any special patterns of grammatical, stylistic, or citation errors are marked so that you will not make the same mistakes in subsequent papers. To that end, please turn in a copy of each previous paper with each new paper, held together with a document clip.

Personal contact policy: All papers must be handed to me in person in class or in office hours. They cannot be left for me in any place or mailed to me in any form. AND the discussion of the paper topic that you must have with me by the end of Week XI must be in person in my office hours or by appointment.

Two reading write-ups (each 15% of the course grade): In Weeks IV and IX, you need to turn in a 4-page, typed, double-spaced, thesis/evidence write-up on an important issue from that part of the course. Your work should have an introduction, a body, and a conclusion, and Chicago-style footnotes. A write-up turned in after it is due will be docked one full grade per business day.

Failing people for cheating policy: When I read your work, I do not want to read pieces of Wikipedia. That is cheating. My thinking is this: The purpose of assignments is not to assemble something for me to read out of what you can find already written on the Web, but for you to exercise your mind in thinking and writing about history. If you assemble what others have said, and pass it off as your own instead of properly citing it, you may have filled pages but you have not done your work;
someone else has done the thinking for you. Let me repeat, and mark this well (if the shoe fits): Doing a history paper is not getting online and grabbing what other people have said about something, omitting proper citations, and pretending to me that you wrote the paper. Doing your work properly is giving me something that could only have been written by you, out of the sources in front of us in this class, and out of other decent sources that you have found and properly cited. There are university polices on cheating. They involve the professor reporting each case of cheating to the Office of Student Rights and Responsibilities, and assigning an F either on the paper or in the course. I have followed those polices, and I will do so again.

7-9 PAGE PAPER (35% of the course): This paper will have all of the attributes of the reading write-ups, but it will be longer and involve more research. The topic will be up to you, except you will need to include at least once source form the material after Week IX. You must see me in my office hours and get your topic approved by the end of Week XI—if you have not, you will get an “F” on the paper. The paper will be due in class in Week XIII. Late work will be docked.

FINAL EXAM (35% of the course): The exam will be in the regularly scheduled exam period, Thurs., 17 Dec, 4:00-6:00.

Language which the university now requires in syllabi for classes of this kind:
This is an Explorations course in the Humanities and Fine Arts. Completing this course will help you to do the following in greater depth: 1) analyze written, visual, or performed texts in the humanities and fine arts with sensitivity to their diverse cultural contexts and historical moments; 2) describe various aesthetic and other value systems and the ways they are communicated across time and cultures; 3) identify issues in the humanities that have personal and global relevance; 4) demonstrate the ability to approach complex problems and ask complex questions drawing upon knowledge of the humanities.

Language which the university now requires in every syllabus:
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

Office: A&L 572    Ed’s Office Hours:  M 12:30-1:30, T/Th 2:30-3:30 and at other times by appt.
TEL.: 594-0761 (EMAIL PREFERRED) EDWARD.BEASLEY@SDSU.EDU HTTP://WWW-ROHAN.SDSU.EDU/~EBEASLEY/