Gavrilo Princip, just arrested by police, after his assassination of Archduke Franz Ferdinand of Habsburg in Sarajevo, 28 June 1914. Source: Adam Szelągowski, *XX wiek*, Warsaw 1938. (Public domain, taken from Wikipedia)

Course director: Professor Alan Kramer  
Course lecturers: Professor Alan Kramer, Dr Claudia Siebrecht, Dr Julia Eichenberg  
Teaching Assistants: Mr Sean Brady, Ms Caoimhe Gallagher, Mr Tomás Irish

Academic year 2010-2011, Michaelmas term

Department of History, Trinity College Dublin

This Handbook is available on the History Department website
Course
HI 2104 ‘Continental Europe: Grandeur and Decline, 1870-1920s’ (10 ECTS) is a one-term course. It has been designed in conjunction with HI 2105 ‘Continental Europe: Cataclysm and Rebirth, 1914 to the present’ (Hilary term, also 10 ECTS), so that taken in succession, the two courses provide an overall view of modern European history since the later 19th century and the foundations of contemporary Europe. However, each course is a coherent unit on its own.

Course teachers
The course is taught by Professor Alan Kramer (course director), Dr Claudia Siebrecht, and Dr Julia Eichenberg. Tutorials will be given by Mr Sean Brady, Ms Caoimhe Gallagher, and Mr Tomás Irish. All three will mark the essays and written assignments. Professor Kramer and Dr Siebrecht will mark the examination.

Professor Kramer has wide interests in 19th and 20th century European history and specializes in the cultural and social history of the Great War, German and Italian history, and economic and social history. He is currently working on the International History of Concentration Camps, and on ‘1914-1918 Online: International Encyclopedia of the First World War’. Dr Siebrecht completed her PhD at Trinity College Dublin on German women’s art in the First World War, and is currently an Irish Research Council for the Humanities and Social Sciences Post-doctoral Fellow working on the International History of Concentration Camps, in particular the camps of the colonial powers Germany, Britain, and the USA before 1914. Dr Eichenberg is currently an IRCHSS Post-doctoral Fellow working on paramilitary violence after the Great War in Ireland and Poland. Mr Brady, Ms Gallagher, and Mr Irish are all working on PhD theses in the Department, Mr Brady on Sicily during the Great War, Ms Gallagher on Swiss neutrality in 1914-16, Mr Irish on British, French and American universities during the Great War.

All of us are available for consultation on matters relating to the course, after the lectures, in our offices at the times indicated on the door, or by e-mail. Please do not hesitate to get in touch if you have any questions. E-mail addresses: alkramer@tcd.ie, siebrec@tcd.ie, bradys2@tcd.ie, caokee@gmail.com, irisht@tcd.ie

Aims of the course
Our first aim in this course is to advance your understanding of modern European history. The course has its own internal logic. It examines the evolution of a Europe that dominated the planet in the mid-19th century, and which stood at the zenith of colonial domination of the non-European world, to a continent in the 1920s that was shaken by the First World War and the
redistribution of global power (to the USA, USSR and Japan). It also faced the first stirrings of anti-colonial opposition.

HI2105 ‘Continental Europe: Cataclysm and Renewal, 1914 to the present’ (Hilary term), examines how the forces of destruction triumphed over those of reconstruction during the interwar years, resulting in the cataclysm of the Second World, the definitive displacement of Europe from the centre of global power, and the division of the continent in the Cold War. Out of this, however, a very different Europe had emerged by the end of the 20th century.

Together, the two courses enable you to gain a good understanding of the forces that have shaped contemporary Europe since the mid-19th century. Taken alone, each course will introduce you to a vital period in Europe’s recent past and offer you insights into different kinds of history – political, economic, social, and cultural. The courses proceed by a mixture of themes that refer to different countries on a comparative and transnational basis and studies of the major countries of continental Europe – France, Germany, Italy and Russia. The term ‘continental Europe’ does not include Britain and Ireland – not because they are not part of ‘Europe’ but simply because there are parallel courses on the history of these countries. However, precisely because this is an arbitrary distinction, it should be taken as a focus, not a rigid demarcation; where Britain is relevant (e.g. economic history, international relations) it will be referred to. The course opens with the Franco-Prussian war and the founding of the German Reich and the Third French Republic. It closes with the nature and impact of the First World War, and the different legacies that it bequeathed to Europe in the 1920s (Communism, Fascism, embattled democracies and attempts at European reconciliation).

Some of you may be familiar with the outline of this period from courses done at school. But the approach we adopt entails you looking at what may seem familiar questions (such as the Origins of the First World War) in the light of recent scholarship, as well as exploring less familiar aspects of the period. The methodology of history at university differs from that at school: the emphasis is more on self-directed learning, different historiographical approaches, analysing historical documents (or ‘primary sources’), and presenting your own argument when writing essays and making presentations. Having done a comparable course at school may be an advantage, but it is not a pre-requisite. This course does not require any prior knowledge of the subject.

Our second aim is to help you acquire or develop specific skills. These include writing a clear and logical essay; source analysis; making spoken presentations in tutorials and participating in debate; and writing short, coherent essays under exam conditions. These skills will prepare you for the more focused work of the third and fourth years in history. They are also central to the general intellectual formation that your historical studies provide for whatever you may go on to do after graduating.
Knowledge of a foreign language is particularly important to the study of European history. Some of you are studying history in conjunction with one or more languages. Those not already doing so are strongly advised to revive or learn a foreign language, useful not only for Sophister special subjects but also for your future career. Employers increasingly require knowledge of a foreign language. Please feel free to ask the course teachers for reading in French, German, or Italian. For information about language learning in College, consult the Centre for Language and Communication Studies on level four of the Arts Building (http://www.tcd.ie/slscs/clcs/). Broad Curriculum language modules taught by the CLCS are worth 5 credits.

Lectures
Lectures are given twice a week throughout semester except for Reading Week. We use them to map the themes of the course, explore the current debates and explain what is in the secondary literature. The intention is to provide an overview of the principal forces shaping European history between 1870 and the 1920s. Only by attending the series as a whole will you get a full sense of the intellectual content of the course and an idea of what is required in the examination. You could obtain most of the information and many of the arguments by reading through the attached bibliography. The internet, too, can be a source of useful, although not always accurate or relevant, information. Just like books and articles, the internet has to be used wisely. One function of the lectures is therefore to guide you to what is of the highest quality and most appropriate to this course. You cannot obtain this guidance elsewhere (with the partial exception of tutorials). Another is to inspire you to make your own choices of areas that interest you for further study.

We strive to make each lecture as lively and interesting as possible. We realize that not every student will be equally interested in every topic: we all have our own preferences. However, you should aim to attend at least 90 per cent of the lectures, not only because the lectures are central, since they provide you with an overall framework of explanation and understanding, but also because it will be important to keep a sense of the relationship between these and the overall course. Your own reading, tutorial work, and written work will enable you to focus in greater depth on themes that particularly interest you. During lectures, please do not distract others by eating, drinking, talking, or walking around. You may ask a question at any time by raising your hand, or by asking the lecturer at the end of the class. One tip: if you concentrate on the lecture, you will get more out of it. Focus on the argument, and assess the evidence offered. Effective concentration means you must switch off your mobile phone (not just ‘silent’ mode) and any other communication device during lectures.
The main themes are:

1. The consolidation of nation-states and the growth of mass politics, 1870-1914, in France, Germany, Russia, Italy. The ideological critique of liberal democracy from left (varieties of socialism) and right ('radical reaction').

2. European industrialization, 1850-1914. The ‘Great Depression’ of the 1870s and 1880s; the patterns of industrialization in the principal economies; the relative performances of Britain, France, Germany and Russia.

3. Social and cultural change, 1870-1914. The growth of a sense of national community. The formation of working classes; the decline of the peasantry and the adaptive difficulties of the lower middle class; bourgeois culture and the *avant-garde* at the turn of the century.

4. The shifting pattern of international relations consequent on the unification of Germany, and the origins of the First World War. The construction of national identities.

5. European colonialism from the 1880s to the 1920s; the causes of expansion by European powers, especially into Africa; the consequences for the colonized; the place of colonial imperialism in the cultural and political life of the main European powers.

6. The significance of the Great War as the first European ‘total’ war. Its domestic political consequences in Russia (the Bolshevik Revolution of November 1917), Italy (the *biennio rosso* and rise of fascism) and Germany (the 1918 revolution and birth of the Weimar Republic). The nature of the peace settlement and attempts at European reconciliation in the period of the Locarno treaties (1925-30).

**Tutorials**

You will take six weekly tutorials from the third to the ninth week of Michaelmas term (week beginning 11 October to week beginning 29 November), with the exception of Reading Week (week seven, beginning 8 November). Attendance is compulsory. Each tutorial will treat a major question but there will be different programmes to avoid undue pressure on books. You will make at least one presentation to the group, discuss the other presentations and work on primary sources. You will be assigned to a tutorial group and time in the first two weeks; please look for the lists on the Senior Freshman section of the Department notice board. The tutorials provide an opportunity for you to engage with the course, debate, ask questions and come to your own opinions. But what you get out of them depends entirely on what you put into them.

**Coursework**

Coursework consists of an essay and a tutorial assignment comprising a commentary on primary sources.

The essay must be submitted to the Department office, with the appropriate cover-sheet, by 3pm on the relevant date. Submission dates are:

**Single Honor students:** Monday, 1 November, or Monday 15 November, or Monday, 13 December 2010 (see Senior Freshman Handbook for details).
TSM and HPS students: (Hilary term essay only: 21 February 2011 – see Senior Freshman Handbook).

European Studies, ERASMUS, Visiting, and Junior Year Abroad students: Monday, 15 November 2010.

The essay should be chosen from the topics listed below, must contain footnotes and a bibliography, and should be about 2,000 words in length. If you wish to write on another topic relevant to the course, this is open to negotiation: please consult Professor Kramer or Dr Siebrecht. In writing your essay, you should avoid a narrative rehearsal of facts. You should try to develop a critical argument, based on your own ideas and what you have read. Please note that plagiarism may incur a serious disciplinary penalty, such as a mark of zero. Guidelines for the Writing of Essays, which include the penalty for plagiarism, are contained in the Senior Freshman Handbook.

The tutorial assignment must be submitted to the Department office by Friday, 3 December 2010. It consists of an analysis of historical documents and is the same length as the essay (2,000 words). The material for the assignment and further details will be given to you in your tutorial programme.

Essay topics

1. Why was there a war between France and Prussia in 1870-71, and what were the consequences for either of these states?

2. Was the Dreyfus Affair a victory or a defeat for the Third Republic?

3. Examine critically the thesis of the ‘Great Depression’ in Germany, 1873-1896. You may focus either on the economy or on both economics and politics.

4. Explain how the Tsarist autocracy managed to survive the 1905 Revolution.

5. In what ways were national identities formed between 1870 and 1914? Discuss with reference to one or more countries.

6. Why did soldiers keep on fighting during the Great War? (Discuss with reference to one or more countries).

7. Why did the European powers seek to establish or expand their empires between 1870 and 1923? Answer with reference to two or more of the following countries: Britain, Italy, France, Germany, Belgium.
8. How close did the European powers come to resolving the legacy of the Great War in the 1920s?

**NB. Your essay and tutorial assignment will be returned to you by the course tutor who has marked them. Notice of the time and place will be posted on the Department notice board.**

**Assessment (all students except B. Mus. Ed.)**

Assessment of the course is by:

- Course essay (20% of the overall mark)
- Examination (80% of the overall mark)

The examination will be two hours long, and will be held in the period commencing 3 May 2011. If the essay is not written, it will be assigned zero; this will count in the final assessment.

**Scholarship examination**

This is a separate examination, taken by choice by those who wish to win a Scholarship (for which a first class mark is a pre-requisite). Formal note of candidature must be given between Monday, 1 and Monday, 15 November 2010 (please check these dates), using the entry form obtainable from the Senior Lecturer’s Office or the Examinations Office. Further advice on Scholarship and the syllabus are contained in the Senior Freshman Handbook. Advice for those sitting the Scholarship examination will be given towards the end of the Michaelmas term.
Course bibliography

The following books and articles are those to which students should refer for the course as a whole as well as the sections on which they focus more closely for the purposes of tutorials, essays and the preparation of the examination. All books are published in London unless otherwise indicated. All are available in the College libraries, most in multiple copies. The number in brackets after each item indicates the number of copies in the Library. The letter R means the book is on reserve. If there are difficulties in obtaining titles, students should consult the Enquiries desk or Ms Mary Higgins or Mr Seán Hughes, the History Librarians, in the Berkeley Library. For further reading, please see Professor Kramer, Dr Siebrecht, and the course tutors.

Two good general surveys of the themes covered in this course are:

- James Joll  

- John Morris Roberts  

A good collection of thematic essays, which includes useful bibliographies, is:

- Paul Hayes, ed.  
  *Themes in Modern European History 1890-1945*, 1992, 1994 (2)

One useful reference book is:

- Chris Cook & J. Stevenson  

History is impossible to understand without geography:

- Hermann Kinder & Werner Hilgemann  

The principal journals are:

- *European History Quarterly EHQ*  
- *Journal of Contemporary History JCH*
- *The Journal of Modern History JMH*  
- *French History FH*
- *Past and Present PP*  
- *German History GH*
- *Social History SH*

The following are useful national histories:

- Robert Tombs  
  *France 1814-1914*, 1996 (2+R)
- James F. McMillan  
- David Blackbourn  
- Volker Berghahn  
- Hans-Ulrich Wehler  
  *The German Empire 1871-1918*, 1973; tr.: Leamington Spa, 1986. (2+R)
- David Blackbourn & Geoff Eley  
  *The Peculiarities of German History*, Oxford, 1984. Essentially a critique of Wehler’s *German Empire*, it is an influential essay of interpretation. (4+R)
- Hugh Seton-Watson  
- Martin Clark  
- Raymond Carr  
  *Modern Spain, 1875-1980*, 1980 (4+R)
Barbara Jelavich  
Modern Austria. Empire and Republic 1800-1980, 1987

Politics, 1870-1914

Michael Howard  
The Franco-Prussian War. The German Invasion of France, 1870-1871, 1961 (4+R)

James Joll  
Europe since 1870, pp. 113-68

Jean-Marie Mayeur & Madeleine Rebérioux  
The Third Republic from its Origins to the Great War, 1973-5 Eng. tr., Cambridge, 1984. (2+R)

René Rémond  

Eric Cahm  
The Dreyfus Affair in French Society and Politics, 1996. (2+R2)

Martin S. Alexander, ed.  
French History since Napoleon, 1999. Chs. 7 and 8 (on the ‘Jewish question’ and intellectuals)

Harvey Goldberg  
The Life of Jean Jaurès, Madison, Wisconsin, 1962

David R. Watson  
Georges Clemenceau : a political biography, 1974

Lynn Abrams  
Bismarck and the German Empire, 1871-1918, 1995

James Sheehan  
German Liberalism in the Nineteenth Century, Chicago, 1978, ch. 4-6. (2)

William Carr  

Lothar Gall  

Christopher Clark  
Kaiser Wilhelm, 2000

John C. G. Röhl  

John C. G. Röhl  
The Kaiser and his Court. Wilhelm II and the Government of Germany 1994

Richard J. Evans (ed.)  
Society and Politics in Wilhelmine Germany, 1978. (8+R)

Dick Geary  
Karl Kautsky, Manchester, 1987 (3)

David Blackbourn  
Class, Religion and Local Politics in Wilhelmine Germany: the Centre Party in Württemberg before 1914, 1980 (1)

David Blackbourn  
Marpingen: Apparitions of the Virgin Mary in Bismarckian Germany, 1993

Susanne Miller & H. Pothoff  
A History of German Social Democracy from 1848 to the Present, 1983; Eng. tr., Leamington Spa 1986. (3)

Peter Nettl  
The German Social Democratic Party 1900-1914 as a Political Model', PP, 30, 1965, pp. 65-95

H. Seton-Watson  
The Decline of Imperial Russia , 1964, pp. 1-73

Gerald T. Robinson  
Rural Russia under the Old Regime, Berkeley, 1972 (1932), pp. 34-207 (3)

Hans Rogger  
Russia in the Age of Modernisation and Revolution 1881-1917, 1983. (2)

Orlando Figes  

Richard Charques  
The Twilight of Imperial Russia, 1958. Good on 1905 Revolution.

Isaac Deutscher  

G.A. Hosking  

D.C.B. Lieven  
Russia’s Rulers under the Old Regime , New Haven, 1989. (1)

Martin Clark,  

Raymond Carr  

Dick Geary (ed.)  
Labour and Socialist Movements in Europe before 1914, Oxford, 1989. (3)

A.S. Lindemann  
A History of European Socialism New Haven, 1983. Chs. 3 & 4. (2)
Industrialization and economic change 1870-1914

- Sidney Pollard, Peaceful Conquest: the Industrialization of Europe, Oxford 1981. (2+R)
- David S. Landes, The Unbound Prometheus. Technological Change and Industrial Development in Western Europe from 1750 to the Present, Cambridge, 1969, pp. 124-358. (9)

Society and culture, 1870-1914

- George Mosse, The Nationalization of the Masses. Political Symbolism and Mass Movements in Germany from the Napoleonic Wars through the Third Reich, new ed., New York, 2001 (6)
- E.A. Wrigley, Population and History, 1969, ch.5. (R)
- Arno J. Mayer, The Persistence of the Old Regime: Europe to the Great War, 1981. (1+R)
- Pamela M. Pilbeam, The Middle Classes in Europe 1789-1914. France, Germany, Italy and Russia, 1990 (3)
- Roger Magraw, France 1815-1914. The Bourgeois Century, 1983. (5)
- Jerome Blum, The End of the Old Order in Rural Europe Princeton 1978 pp. 357-441. (5)
- Peter N. Stearns, Lives of Labour, 1975, pp.19-117 and 335-353. (2)
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<tr>
<th>Author</th>
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<tr>
<td>Gérard Noiriel</td>
<td><em>Workers in French Society in the 19th and 20th Centuries</em> 1986; English trans., Oxford, 1989.</td>
<td>(3+R)</td>
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<tr>
<td>Carl Schorske</td>
<td><em>Fin-de-siècle Vienna. Politics and Culture</em>, New York, 1980.</td>
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**International relations, empire, and the causes of the First World War, 1870-1914**

- Roberts
- Fritz Fischer
- Imanuel Geiss ed.
- William Mulligan
- James Joll
- Leonard C.F. Turner
- Volker Berghahn
- Zara Steiner
- D.C.B. Lieven
- John F.V. Keiger
- Paul M. Kennedy
- Holger Herwig
- David G. Herrmann
- Annika Mombauer
- Alan Kramer
- Henk Wesseling
- Eric Hobsbawm
- Victor Kiernan
- William Schneider
- Tombs
- Bernard Porter
- Robert Aldrich
- Muriel Chamberlain

**The First World War and its consequences: 1914-1929**

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<th>Author</th>
<th>Title</th>
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<tr>
<td>Jay M. Winter</td>
<td><em>The Experience of World War I</em>, 1988.</td>
<td>(1+R)</td>
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<td>Christopher Seton-Watson</td>
<td><em>Italy from Liberalism to Fascism, 1870-1925,1967</em>, pp.505-612.</td>
<td>(4)</td>
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<td>Gerhard Schulz</td>
<td><em>Revolutions and Peace Treaties, 1917-1920</em></td>
<td>1967; Eng trans, 1972. (2)</td>
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<tr>
<td>Zara Steiner</td>
<td><em>The Lights that Failed: European International History 1919-1933</em>, 2005</td>
<td>(4)</td>
</tr>
<tr>
<td>Jacques Nérè</td>
<td><em>The Foreign Policy of France from 1914 to 1948</em>, 1974; Eng. tr., 1975</td>
<td>(1+R)</td>
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<tr>
<td>Margaret Macmillan</td>
<td><em>Peacemakers. Six Months that Changed the World</em> (2001)</td>
<td>(R + 3)</td>
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<tr>
<td>Ruth Henig</td>
<td><em>Versailles and After, 1919-1933</em>, 1984.</td>
<td>(2+R2)</td>
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**Russia in war and revolution, 1914-1924**
Geoffrey Hosking  

Peter Holquist  

Marc Ferro  

Ronald Suny, & Adams Arthur, eds  

Sheila Fitzpatrick  

E.H. Carr  
The Russian Revolution from Lenin to Stalin, 1917-1929, 1979. (3)

D. Shub  

Isaac Deutscher  
The Prophet Armed: Trotsky 1879-1921, Oxford 1954

I. Deutscher  
The Prophet Unarmed: Trotsky 1921-1929 Oxford 1959 (1+R)

Leonard Schapiro  

Orlando Figes  

A. Ascher ed.  

Victor Serge  
Memoirs of a Revolutionary, 1901-1941 Oxford 1963 Esp. chs. 3, 7 & 8. Important eye-witness account. (2)

Alec Nove  

Stephen F. Cohen  