Revolution and Civil War
in Twentieth-Century Europe

Course Description: Quite apart from the two world wars, twentieth-century Europe has witnessed large-scale civil unrest on an unprecedented scale. Why have revolution and civil war so often visited this prosperous and advanced continent during its century of preeminence? This class will compare and contrast European revolution and counter-revolutionary civil war, concentrating on the diverse origins of these conflicts and their deciding factors.

The course is organized into five general sections. First, we will consider the methodological problems presented in the study of revolution and civil war. We will discuss the terms which will guide the course and the nuances in defining various forms of political violence. Second, we will consider the historical background of European revolution and civil war, and examine nineteenth-century precedents. Third, we will study variations on modern revolution and civil war. The major civil conflagrations of the Balkans, Russia and Spain will each be given thorough treatment. The course will also touch on localized, thwarted, or smaller-scale political violence, including the failed communist revolutions in the Baltics, Finland, Hungary and Germany and the partisan insurgencies in Nazi-occupied Europe.

Fourth, following the presentation and comparison of the case studies, we will concentrate on non-traditional themes relating to them. Considerable attention will be given to the social composition of each case study, the role of women and children in civil conflict, the culture of revolution and civil war, music and cinema in revolution, the varieties of propaganda and the role of press and broadcast journalism within the conflicts. In short, we will explore the ways in which political disorder and violence are promoted or reflected through broader cultural phenomena.

Finally, several lectures will be devoted to comparing the causes and course of our case studies. What common threads emerge from this study of revolution and civil war? What factors produce or prevent civil conflagrations, revolution, civil war and guerrilla movements? By the end of the course, students will gain considerable insight into the varieties of revolution and civil war which have characterized much of Europe’s twentieth century.

Course Requirements: In addition to take-home mid-term and final examinations, students will be required to submit a 5-7 page comparative essay on a topic of their choice, and share their work with the class in a brief presentation.
Required Readings:
Beverly Allen, Rape Warfare (Minneapolis, 1996)
Udovicki and Ridgeway, Burn this House: The Making and Unmaking of Yugoslavia (Durham, NC, 1997)
Shubert and Esenwein, Spain at War, 1931-1939 (New York, 1995)
Packet of xeroxed articles, marked below with *

Audio-visual presentations: Indicated below with av.

Lecture Summary: Though exact dates of lectures are not listed below, it should be assumed that three lectures will be devoted to each of the ten sections below.

I. Approaches: Definitions and Methodology
   a. Terrorism and Guerrilla warfare
   b. Revolution
   c. Civil War

Assigned reading:
*Mark N. Hagopian, “What Revolution is Not”

II. Background: The Threat of Revolution in Nineteenth-Century Europe
   a. The birth of the guerrilla during the Napoleonic wars
   b. Failed revolutions and nationalist struggles /av: slide show
   c. The Spanish civil wars of the 19th century
   d. Anarchism and terrorism in tsarist Russia
   e. The Paris Commune of 1870

Assigned reading:
*Flaubert, passage on the revolution of 1948 from Sentimental Education
Laqueur: Giuseppe Mazzini, “Rules for the Conduct of Guerrilla Bands”
Laqueur: John Most, “On Street Fighting”

III. Russia, 1904-1921: Three Revolutions and a Civil War
   a. Background to the revolutions
   b. The revolution of 1904-5
   c. The February Revolution of 1917
   d. The October Revolution of 1917 /av: film screening
   e. International aspects of the civil war
   f. The course and outcome of the civil war

Assigned reading:
Richard Pipes, A Concise History of the Russian Revolution
Laqueur: Lenin, “Guerrilla Warefare”
*“Report from an English lady on the situation in Russia,” Times of London 6-20-20
*J. Reed, passage from Ten Days that Shook the World
*Jaroslav Krejci, “The Morphological Pattern of the Revolutionary Process”

IV. The Failed Communist Revolutions in the Baltics, Hungary, Finland and Germany: 1918-21
   a. Bolshevism in the Baltics
   b. The short reign of Bela Kun
   c. The revolution and civil war in Finland
   d. The aborted revolution in Germany
Assigned reading:
*Andrew Ezergailis, “The Causes of the Bolshevik Revolution in Latvia”
*Gábor Vermes, “The October Revolution in Hungary: From Károlyi to Kun”

V. Revolution and Civil War in Spain, 1934-1939
   a. The failed revolution of October 1934
   b. The Spanish Civil War: Third Carlist War or prelude to WWII?
   c. The failed revolution of 1936-39 /ay: film screening
Assigned reading:
Shubert and Esenwein, Chapters 1, 6, 8, 10, 12
*Passage from George Orwell, Homage to Catalonia

VI. World War II as Civil War
   a. Greece
   b. Italy
   c. Yugoslavia
Assigned reading:
*C.M. Woodhouse, Modern Greece , Ch. 8
*Walter Laqueur “Partisans against Hitler”
*Gabriel Kolko, “European Responses to WWII”

VII. The Destruction of Yugoslavia: The Third Balkan War, 1991-1995
   a. Background: The 1st and 2nd Balkan wars
   b. The outbreak and course of the war /ay: video presentation
   c. The non-internationalization of the war in Yugoslavia
Assigned reading:
Udovicki and Ridgeway, Burn this House
*Istvan Deak, “The One and the Many,” The New Republic, 10-07-91
*Slavenka Drakulic, “Love Story,” TNR, 10-25-93
*Charles Lane, “Dateline Sarajec: Besieged,” TNR, 7-27-92
*Anna Husarska, “Dateline Banja Luka: City of Fear,” TNR, 9-21-92
VIII. Women, Children and the Family in Revolution and Civil War
   a. Women’s rights and the Russian Revolution
   b. Women and children in the Spanish Civil War /av: slide presentation
   c. Women as combatants and victims in WWII insurrections
   d. Rape as a weapon of war in the Third Balkan War

Assigned reading:
   Shubert and Esenwein, pp. 127-129
   *Alexandra Kollantai, excerpts from journals
   *Judith Keene, “Spanish militia women,” unpublished article
   *Unpublished letters from children evacuated to Russia during the
   Spanish Civil War
   *Beverly Allen, Rape Warfare , chs. 1 and 7
   *Anthony Lewis, “War Crimes,” The New Republic, 3-20-95

IX. The Culture of Revolution and Counter-Revolution
   a. Songs of the Spanish Civil War /av: audio presentation
   b. Propaganda and revolutionary cinema in newsreels and fiction films /av: film screening
   c. Poster art as propaganda in Russia and Spain /av: slide show
   d. Broadcast media in civil war: radio in Spain, television in
   Yugoslavia /av: video presentation

Assigned reading:
   *Lacqueur, “Terrorism and Propoganda”
   *Excerpt from S. Eisenstein, Montage
   Shubert and Esenwein, pp. 243-251

X. Conclusions
   a. Causes of revolution and civil war in the 20th century
      1. Historical precedent and unresolved tensions
      2. Geography as mitigating factor
      3. Economic development and underdevelopment
      4. Religion
      5. Patriotism and nationalism
   b. Deciding factors
      1. leadership
      2. political organization and unity
      3. numerical size
      4. military supply and efficiency
      5. utilization of propaganda
      6. social composition
      7. internationalization

Assigned reading:
   *Mark N. Hagopian, “The Causes of Revolution”
   *Laqueur, “The Sociology of Terrorism” and “Nationalist terrorism and separatism”
   Shubert and Esenwein, pp. 52-55
Education
University of Wisconsin – Madison (UW), 1994-present
  Ph.D. Candidate in European History, minor in Classics, degree expected 1999
  Preliminary exam fields: Spain & Portugal, Italy, Russian Empire, Soviet Russia
  Dissertation research: Soviet participation in the Spanish Civil War
University of New Mexico – Albuquerque (UNM), 1991-1993
  M.A. in European History, awarded 1993
  Areas of concentration: Spain, Russia and Interwar Europe
University of Oregon – Eugene (UO), 1986-1990
  B.A. in History, minor in Ancient Greek, awarded 1990

Teaching and Research Experience
French Indexer for journal *Imago Mundi*. 1998
Guest Lecturer, History 357, *World War II*. UW. Spring 1998
Teaching Assistant, History 356, *Europe between the Wars*. UW. Fall, 1997
Guest Lecturer, History 356, *Europe between the Wars*. UW. Fall, 1997
Research Assistant for Professor Robert Frickenburg, UW. 1995
Research Assistant for Professor Stanley G. Payne. UW, 1994-95
Teaching Assistant, History 313, *Ancient Greece*. UNM. Fall, 1991
Teaching Assistant, History 101, *Western Civilization*. UNM. Spring, 1992
Teaching Assistant, History 312, *Philip and Alexander*. UNM. Fall, 1992
Teaching Assistant, History 102, *Western Civilization*. UNM. Spring, 1993
Guest Lecturer, History 102, *Western Civilization*, Spring. UNM. 1993
Third Grade Teacher. Casa Guatemala Orphanage, Izabal, Guatemala.1990-91
Research Assistant for Professor Joseph Fracchia. UO. 1987-1990

Fellowships, Grants and Awards
• Dissertator Fellowship, UW History Dept., Spring 1998
• Research Fellow, Center for the Study of Russia and the USSR, Moscow, Summers, 1997 and 1998
• Fulbright IIE Fellowship for doctoral research in Spain, 1996-98
• Research Grant, Spanish Ministry of Culture, 1996-97
• Domestic Research Grant, UW History Dept., 1997
• International Research Grant, UW History Dept., 1997
• Title VI, Foreign Language Area Studies Fellowship (FLAS), 1995-96
• National Security Education Program Graduate Fellowship (NSEP), Russia, 1995-96
• Tinker-Nave Fellowship, Latin American-Iberian Studies, UW, 1994-95
• Graduate School Summer Research Grant, UNM, 1992
• Joseph Kinman Starr Scholarship, UO, 1987-89
• Ian McClung Undergraduate History Scholarship, UO, 1988-1989
Publications

*Europe since 1945: An Encyclopedia* (NY: Garland, 1999), article contributor.


Professional Presentations


"SSSR i grazhdanskaya voyna v Ispanii: voprosi i otveti." Talk given at the Red Army War Veterans Committee, Moscow, Visiting Scholars Program, 1997


"La intervención soviética en la guerra civil española: problemas para resolver." Talk given at the Institute for International Studies, Madrid, Fulbright Fellow Series, 1996

Foreign Language Training and Experience

German - Twelve Years

German tour guide, Grayline Tours, New York and Madison, 1994-98
German tutor, University of Oregon Athletic Dept., 1986-90
Hartnack Institut, West Berlin, Germany. Ten-month course, 1985-86

Russian - Four Years

Archival research, Moscow, 1997
Boston College Summer Study at Infomir, St. Petersburg, Russia, 1996
Private tutorials at St. Petersburg Philological University, Russia, 1995

Spanish - Seven Years

University of Salamanca, Intensive Spanish, Nivel Superior, 1996
University of Cauca, Popayán Columbia, Intensive Summer Course, 1993
Escuela Tecún Umán, Antigua, Guatemala, Three-month course, 1990

French - Fourteen Years

French Tutor, University of Oregon Athletic Dept., 1988-90
Alliance Française, Paris, France. Nine-month course, 1984-85