Age of Revolution(s)
Elyssa Gage and Suzanne Levin
Ph.D. Program “Global History and Governance”
I Semester 2022/2023

Office: SSM, Largo San Marcellino 10, 80138 Napoli
Office hours: by appointment
Class Time: Mondays, 11-13
Papers Presentation and Discussion: February
Meeting place: Room 2

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Overview
This course will examine the historiographical concepts of the Age of Revolution(s). Taking revolutions that are generally foundational to national histories, we will consider the stakes of thinking of them according to different geographic and chronological frameworks.

Goals
• Identify and evaluate the uses and meanings of the frameworks: age of revolution, age of revolutions, revolutionary era...
• Develop clear arguments about the readings to be presented in both oral and written contexts

Assignments
Discussion 30%
This is a discussion seminar. Students are expected to come prepared to discuss the readings in class.

Calls for Papers 15%
Students will write calls for papers responding to one or several of the week’s readings. Two students will submit a call for papers each week – selections will be made on the first day of class. These calls will be used as a starting point for discussion.

The calls for papers must address the themes of the week and draw on key ideas from the readings. They should demonstrate an understanding of what scholarship has done and the possibilities for where it might go next. They must offer a specific chronological time frame with conceptual grounding.

Final Paper 45% and Presentation 10%
A final essay on a topic to be agreed upon with the instructors, 6,000-8,000 words. The essay will be presented and discussed in class in February.

**Reading Guide**

For each assigned reading, you should consider the following points

- Argument
- Sources
- Biases
- Contribution
- Further Research
- Terminology and theoretical framework
- Chronology
- Geography
- Which Revolution(s)

**Schedule**

**November 7**

**Introduction**

Readings:

- Klooster, *Revolutions in the Atlantic World*

**November 14 - CFP Alessia**

**Revolution and Empire**

Readings:

- Trouillot, Michel-Rolph. *Silencing the Past*. Introduction and Chapter 3 “An Unthinkable History” [Suggestion for reading Trouillot: make a list of important terms to define, especially for the intro, for ch 3 the first part gives the historical framework that made the history unthinkable, p 83-95 on is the revolution itself, 96 on is the silencing in history]
- Serna, Pierre. “Every Revolution is a War of Independence”

In-class presentation with definitions and discussion questions
November 21 - Alessandro Bonvini – CFP Carmen and Daniele

Nations and Cosmopolitanism

Readings:

- Benedict Anderson, *Imagined Communities*, “Creole Pioneers”
- Banti 53-69
- Recchia 1-30

November 28 - Fulvia

Democracy and New Political Institutions

Readings:


Plus at least two of the following:


December 5 – Tommaso, Giuseppe

Note: meet in room 3

Violence and Revolution

Readings (choose at least two):

December 12 – Guido

Counter-Revolution

What is counter-revolution?

Who defines counter-revolution? Who defines revolution?

How do we think of revolution and counter-revolution in relation to goals and outcomes?

Compare Horne and Klooster’s understanding of 1776.

How does Horne’s arguments about 1776 fit with Trouillot’s assessment of the Haitian Revolution as unthinkable as it was happening?

Readings:


You may also be look at:


December 19 - Martina

Gender in Revolution, Gender Revolution

Readings:

- Desan, Suzanne. “Recent Historiography on the French Revolution and Gender,” Journal of Social History, 52-3, Spring 2019, p. 566-574
Example of a Call for Papers

Call for Papers

*Negotiating Europeanness:*

*Race, Class, and Culture in the Colonial World*

**Date:** 27 June 2022

**Leiden, The Netherlands**

The expansion of European powers overseas brought Europeans into contact and conflict with the inhabitants of Africa, Asia, and the Americas. Historians of colonialism and post-colonial scholars have long argued that this encounter was crucial for the formation of European identity, which originated in contradistinction to the non-European ‘other’ (Kiernan 1980; Hargreaves 1982). However, what meant to be European in the colonies was unclear and historically contingent. Europeanness, or identification as European, is better understood on a spectrum with multiple gradations, being often a fluid and pragmatic concept, standing in contrast to a coherent system of classification based on phenotype features (Stoler 2002; Fischer-Tine 2009; Luttikhuis 2013; Mizutani 2011; Herzog 2012). As Richard Drayton has recently emphasised, ideas of whiteness and of European difference vis-à-vis non-Europeans resulted from the interplay of race, class, and culture embedded in social practices against which actors needed to negotiate their place in colonial societies (Drayton 2019).

Due to their high mortality rates in the colonial settings during the early modern European expansion, Europeans continuously depended on local populations and their existing social structures. Cross-cultural exchanges ensued, giving rise to in-between groups and societies of cultural and biological métissage (Zúñiga 2002; Brooks 2003; Bosma and Raben 2008; Havik and Newitt 2015). By the late nineteenth century, however, a new phase of imperial growth facilitated the increase in the number of people from Europe in colonial spaces. Meanwhile, ‘sciences’ of race had reinforced existing ideas of natural inequality associated with skin colour and the superiority of the ‘white’ race over all others, supported by deep-rooted views of internal hierarchies within the ‘white/European’ race (Stepan 1982; Bancel, David, and Thomas 2014; McMahon 2016; Turda and Quine 2018; Mogilner 2021).
This workshop aims to address the development of the concept and the practice of Europeanness over time in European colonies worldwide. The focus lies on the way gradations of Europeanness were negotiated, adapted and/or modified by local actors across space and time. By bringing together scholars working on premodern and modern historians of empire and colonial interactions, we hope to stimulate a two edge discussion. On the one hand, discuss the premodern roots of modern processes of identity formation as ‘European’ in a colonial context. On the other hand, compare and contrast the way in which modern identification processes diverged from previous forms. The workshop aims to bring a better understanding of the role of local societies in shaping European colonial projects from within the colonies and show their continuities and discontinuities beyond usual historical periodisation. We welcome papers dealing with specific empires, colonies or regions, as well as translating a trans-imperial perspective.

The workshop will take place on 27 June 2023 in Leiden at the Institute for History (Leiden University). Participants to the workshop are expected to give 15-20 minute presentations. Proposals should include a provisional title and abstract (max. 300 words) and a short CV (max. 1 page), and be submitted to m.a.goncalves@hum.leidenuniv.nl by 15 December 2022. Confirmation of acceptance of papers will be sent in the first week of January 2023.

References:


