

History 223, Summer 2011

www.sfu.ca/~pabel/223B.HTM

Lectures: Tuesdays 10:30-12:20 (WMC 3210)

Tutorials: Thursdays 9:30-10:20 (AQ 4125), 10:30-11:20 (AQ 5051)

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Early Modern Europe, 1500-1789

Content

Our purpose in this course is to familiarize ourselves with essential skills in the discipline of history through a comprehensive examination of a significant and substantial period of European history—from the eve of the Protestant Reformation to the eve of the French Revolution, the so-called early modern period.

History is not an inventory of past events. Its principal business is to *interpret* the past and to evaluate interpretations of the past. We shall begin by seeing if the term “early modern” is an appropriate name for the period that we shall study. Then through the perspectives of social and cultural history we shall discover the relevance of ritual for Europeans and consider if evidence from the eighteenth century points to the demise of the prevailing social system and to the beginnings of modern Europe.

In addition to developing skills in identifying and evaluating historical interpretations, we shall focus on the basic research skills required for writing history essays. Through the online databases of the SFU library catalogue and by other means students will construct bibliographies in response to specific questions of historical research.

Course requirements

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| • Participation | = 10% |
| • Five quizzes (26 May, 7 June, 21 June, 14 July, 2 August) | = 25% (5 x 5%) |
| • First Essay (due 23 June) | = 20% |
| • Bibliography Assignment (due 12 July) | = 20% |
| • Second Essay (due 4 August) | = 25% |

Texts to be purchased

- Euan Cameron, ed., *Early Modern Europe*.
- Edward Muir, *Ritual in Early Modern Europe*, 2nd edition.
- Robert Darnton, *The Great Cat Massacre* (2009 reprint or any previous edition).

Hist. 223 will prepare you for Hist. 320 (European Reformation), Hist. 321 (State and Society in Early Modern Europe), and Hist. 336 (Ideas and Society in Early Modern Europe). It is a course prerequisite for Hist. 439 (Catholicism in Early Modern Europe).

Part 1 A Survey of Early Modern Europe

Objectives: To familiarize ourselves with a basic narrative and the essential themes of the period; to understand the concept of “early modern.”

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| Week 1 | Tuesday, 10 May Thursday, 12 May | Introduction; Cameron, <i>Early Modern Europe</i> , xvii-xxxi, 1-28. Cameron, <i>Early Modern Europe</i> , 31-62. |
| Week 2 | Tuesday, 17 May Thursday, 19 May | Cameron, <i>Early Modern Europe</i> , 63-101. Cameron, <i>Early Modern Europe</i> , 102-33 |
| Week 3 | Tuesday, 24 May Thursday, 26 May | Cameron, <i>Early Modern Europe</i> , 137-70 What is plagiarism? How do you avoid it? Quiz #1 , preparation for Essay #1 |
| Week 4 | Tuesday, 31 May Thursday, 2 June | Cameron, <i>Early Modern Europe</i> , 171-205. Effective writing: read Lexington, “The Courage Factor,” <i>The Economist</i> , 19 March 2011 (p. 42), available in the Bennett Library or online here: http://www.economist.com/node/18388914 Cameron, <i>Early Modern Europe</i> , 206-30. |
| Week 5 | Tuesday, 7 June Thursday, 9 June | Quiz #2 , Cameron, <i>Early Modern Europe</i> , 230-64. Cameron, <i>Early Modern Europe</i> , 265-97. |
| Week 6 | Tuesday, 14 June Thursday, 16 June | Cameron, <i>Early Modern Europe</i> , 298-344. Cameron, <i>Early Modern Europe</i> , 345-74. |
| Week 7 | Tuesday, 21 June | Quiz #3 . Preparation for Bibliography Assignment |

Part 2 Was the Reformation era early modern?

Objective: To evaluate an interpretation of Early Modern Europe, in particular of the Reformation era.

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| Week 7 | Thursday, 23 June | Muir, <i>Ritual in Early Modern Europe</i> , 1-19. Essay #1 due. |
| Week 8 | Tuesday, 28 June Thursday, 30 June | Muir, <i>Ritual in Early Modern Europe</i> , 21-86. Muir, <i>Ritual in Early Modern Europe</i> , 89-121 |
| Week 9 | Tuesday, 5 July Thursday, 7 July | Muir, <i>Ritual in Early Modern Europe</i> , 125-97 Muir, <i>Ritual in Early Modern Europe</i> , 202-45 |
| Week 10 | Tuesday, 12 July Thursday, 14 July | Muir, <i>Ritual in Early Modern Europe</i> , 252-301. Bibliography Assignments Due. Quiz #4 . Discussion of topics 1 and 2 for Essay #2. |

Part 3 The End of Early Modern Europe?

Objective: to determine, through an examination of different social groups, whether the Old Regime was on the road to the social and political upheavals that would bring about its end.

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| Week 11 | Tuesday, 19 July | Darnton, <i>The Great Cat Massacre</i> , 9-104 = “Peasants Tell Tales” and “Workers Revolt.” |
| | Thursday, 21 July | Darnton, <i>The Great Cat Massacre</i> , 107-43 = “A Bourgeois Puts His World in Order.” |
| Week 12 | Tuesday, 26 July | Darnton, <i>The Great Cat Massacre</i> , 145-214 = “A Police Inspector Sorts His Files” and “Philosophers Trim the Tree of Knowledge.” |
| | Thursday, 28 July | Darnton, <i>The Great Cat Massacre</i> , 215-56 = “Readers Respond to Rousseau.” |
| Week 13 | Tuesday, 2 August | Quiz #5. Discussion of Topics 2 and 3 for Essay #2. Essay #2 due by 9:30 in AQ 6230 |
| | Thursday, 4 August | |

Some useful reference works.

Jonathan Dewald, ed., *Europe 1450 to 1789: Encyclopedia of the Early Modern World*.

Chris Cook and Philip Broadhead, *The Longman Handbook of Early Modern Europe, 1453-1763*.

Oxford Encyclopedia of the Reformation.

Encyclopedia of the Renaissance.

Steven Ozment, ed., *Reformation Europe: A Guide to Research*.

William S. Maltby, ed., *Reformation Europe: A Guide to Research II*.

John W. O'Malley, ed., *Catholicism in Early Modern Europe: A Guide to Research*.

Thomas A. Brady, Jr., Heiko A. Oberman, James D. Tracy, eds. *Handbook of European History, 1400-1600*, 2 vols.

Course Requirements

Please note: Failure to complete and submit any of the work requirements will result in an automatic final grade of N for the course. This grade has the GPA of a failing grade, namely 0.0.

Participation = 10%

History 223 will mix a traditional lecture format with the active and critical involvement of students. Class participation, the result of individual effort and group work, will be essential.

History 223 requires your participation at all times. This course emphasizes your reading, which serves as the basis both of your understanding of early modern European history and of the discussions that will deepen our historical knowledge. These discussions will take place in class both in the Tuesday

“lecture” block and in the Thursday tutorials. In class you can expect to work in small groups for short periods in order to contribute to a larger class discussion.

Class participation will be both **oral** and **written** and will be based on the questions on the assigned readings posted via <http://www.sfu.ca/~pabel/223S.HTM>. Students will be expected to consider these questions while they read and to answer them in class, sometimes in writing. Effective preparation for and participation in class also includes familiarity with the historical vocabulary of the assigned readings. **If you come across words, whose meaning you do not know, it is your responsibility to find out what they mean.** If you do not find the words in a pocket dictionary, look them up in a more authoritative and comprehensive dictionary.

You cannot participate unless you attend class. **You are expected to be in class on time.** Punctuality is a mark of courtesy both on and off campus. Late arrivals disrupt class discussions, which cover the course material and are vital for student preparation for exams and essays. Those who arrive late or absent themselves from class must on their own make up for the material that they have missed. Regular attendance without regular participation will result in a mark no higher than 6/10. Repeated absence, late arrival, and early departure will likely ensure a mark that is less than 5/10. I do not mark as present those who come to class late.

Please do not eat during class. You cannot contribute to or follow class discussions if you are eating. We will have a break on Tuesdays, leaving enough time for a snack should you need one.

Three important tips for your reading:

Read to understand. Reading a new book, whether it is a novel or a history book, often ushers us into a new and strange world of thought that we need to understand through its own concepts and vocabulary. In short, reading a new book is a learning experience. As you read, make sure that you know what the author is saying. *Keep a good dictionary close by so that you can look up words unfamiliar to you.* For example, in Cameron, *Early Modern Europe*, you will encounter the following terms: aggregation (xxvi), Iberian peninsula (xxvii), languorous (17), arable farming (36), stationers' shops (65), corsair raids (110), international entrepôt (117); in Muir, *Ritual in Early Modern Europe*, you will read of self-flagellation, golden chalices, jeweled reliquaries (65). *If you do not know what these and other words mean, it is your business to find out.* You will find comprehensive, authoritative dictionaries in the reference section of the library. Do not hesitate to use other resources available to you in the reference section of the library, such as encyclopedias and atlases. Looking at a map of Europe will be a useful and a necessary exercise. This will help you to visualize the Iberian peninsula, for example.

Read with attention. Often when we read, it is easy to become distracted or to let our eyes pass over the pages without fully realizing what is going on in the text. That is why it is important to pay attention to what we read. We need to be engaged by what we read. As you read, be aware of the essential concepts that an author uses—how, for example, are we to think of ritual in Muir's book? In addition, consider the explicit or implicit arguments in your readings as well as the way in which an author shapes a narrative and marshals facts to substantiate an argument. Remember: to read history means to read interpretations. Always be on the lookout for interpretation.

Read to evaluate. The first two tips correspond to these questions: Do we understand the words that we read? Do we understand what the author is up to in his or her text? The final and most important stage in reading history involves questions like these: What is our reaction to a text? How do we

judge it? What is the basis for our judgment? These questions all speak to the evaluative process of our reading. The act of reading does not achieve its full potential and value unless we think about what we read. After determining an author's argument and interpretive method, we need to consider if the argument is convincing and the method is sound.

If you follow the above three tips, you will, I hope, find the reading assignments valuable, interesting, and enjoyable.

Quizzes = 25%

The **five quizzes** will take place in class on **26 May, 7 June, 21 June, 14 July, 2 August** and will consist of a short-answer questions based on material covered in lectures and tutorials. Each quiz will be worth 5% of the final grade for the course. You will have no more than fifteen minutes to complete the first three quizzes and twenty minutes to complete the last two quizzes. If **for any reason** you are late for or absent from class and do not write a quiz, you will receive a mark of 0 for that quiz. There will be no exceptions to this rule and no opportunities to rewrite a missed quiz

Essay #1 = 20%

Your first essay will be 1000 words long and is due at the beginning of class on **Thursday, 23 June**. You will write on **one** of the two topics below. We shall go over this assignment in detail in tutorial on Thursday, 26 May. **FOLLOW THE INSTRUCTIONS ON PP. 7-9 BEFORE SUBMITTING YOUR ESSAY.**

1. While acknowledging the term "early modern" is an artificial one, Euan Cameron does think we can make some sense of it. What does "early modern" mean for Cameron? How appropriately can it be applied to **one** of the following?

- (a) social and economic developments between 1500 and 1789
- (b) the realm of belief and thought between 1500 and 1789
- (c) political developments between 1500 and 1789

To answer this question, you must choose **one** category, consult the chapters relevant to this category, and determine whether the information contained in these chapters upholds or/and undermines Cameron's view of "early modern." For (b), consider pp. 333-39 as well as the obvious chapters.

2. Robin Briggs writes: "The *ancien régime* of kings, nobles, and priests was sailing in serene unawareness towards its doom, as industrial society gradually emerged to replace its agrarian predecessor (p. 204)." Do you agree with this statement? Or, in other words, does *Early Modern Europe* provide conclusive evidence for this statement? Why or why not?

To answer this question you need to analyze the statement by Briggs. Consider the following questions. What is the connection between political and religious authority-kings, nobles, and priests-and social and economic developments? What does "doom" mean for the *ancien régime*? Does "sailing in serene unawareness" suggest that the demise of the *ancien régime* was inevitable? These questions are meant as ways in which to approach the essay question. Do not answer them apart from the essay question. Once you have clarified the meaning and implications of Briggs's statement, you will need to see if relevant parts of *Early Modern Europe* support it.

Research Assignment = 20%

Developing sound and sophisticated research skills is vital for all undergraduates, no matter what courses they take, no matter what their major is. If you take upper-division courses in History, you may be required to write research papers. Once you graduate from university you will probably need to find various types of information for all sorts of reasons.

This assignment is due in class on **Tuesday, 12 July**, but you may submit it earlier. It requires you to construct an annotated bibliography in answer to a research question. Your job is not to answer the question but to find **scholarly** literature that will help you answer the question if you were to write an essay on the relevant topic. The research questions are listed on p. 10 of the syllabus.

Your bibliography will consist of **ten** titles according to the following guidelines.

- All titles must be **secondary sources** and written in Western European languages that you can read. The best sources are those that deal specifically, and even exclusively, with your topic. Thus, if you were constructing a bibliography for a research paper on the military history of the Battle of Waterloo, you would choose titles that dealt with this subject, e.g. books or articles on Napoleon's strategy at Waterloo, the Prussian involvement in the battle. You would **not** choose books or articles that, for example, discussed how the Battle of Waterloo was depicted in paintings or that merely supplied some information about how the Battle of Waterloo influenced military strategy in the second half of the nineteenth century.
- **Your sources must have been published as recently as possible.** Do not supply sources that were published a long time ago, e.g. 1950, 1905, 1863, unless you give a good reason in your annotation.
- Your sources must be scholarly. Avoid citing articles in popular journals, e.g. *History Today*.
- You must use proper bibliographic form. Follow the guidelines at <http://www.sfu.ca/~pabel/403FN.HTM>.
- Monographs (2 to 4): You must supply references to at least two but no more than four monographs. **You may not include survey textbooks**, e.g. Western Civilization textbooks or synthetic treatments of early modern Europe or of a larger period within early modern Europe, e.g. *Europe in the Seventeenth Century*. You may include a reference to only one general work relevant to the topic, e.g. a book on Poland in the early modern period or in the eighteenth century for a topic on the partition of Poland in 1795, but you are not obliged to supply such a reference.
- Book reviews (2): You must supply references to two book reviews in **scholarly** journals on **one (and the same)** monograph that deals **specifically** with your topic.
- Articles (4 to 6): You must supply references to at least four but no more than six **scholarly** articles of **at least ten pages in length**. If you wish, you may refer to no more than two articles found in edited collections of essays. You must refer to at least two articles in scholarly journals. For example, if you cite only two monographs and no articles in edited collections of essays, you must cite six journal articles. Keep in mind that not every periodical is a scholarly journal. References to articles that are not in scholarly journals will not be accepted.
- Annotations: You must annotate each bibliographical entry. Each annotation should be no more than two sentences long. You must write in complete sentences. Place the annotation after each bibliographical entry. The annotation should justify the inclusion of the title in the bibliography and/or summarize the argument of the book or article that you have chosen. When annotating the references to the book reviews, summarize the evaluation of the authors of the reviews.

- Your annotations should be free of the slightest hint of **plagiarism**. Do not copy from abstracts or summaries of books or articles published in books, along with articles, on the World Wide Web, or in any other place. Do not copy from book reviews. Reproducing a text by slightly altering sentence structure also counts as plagiarism. You can depend on me to detect instances of plagiarism.
- You may not cite the assigned readings for History 223 in your bibliography.
- Work through your sources as expeditiously as possible out of consideration for classmates who are working on the same research question. If you check out any books, return them as soon as possible.
- You will need to distinguish a monograph from other types of books and scholarly journals from other periodicals. We will go over this in class.
- You will cite titles exclusively as printed sources. **Do not provide any electronic data, e.g. web site addresses.**

A number of resources are at your disposal to complete this assignment. They include bibliographies printed in monographs; historical handbooks, research guides, dictionaries, and encyclopedias; and online library catalogues and databases such as Historical Abstracts, the Humanities and Social Sciences Index, ATLA, and Iter. Yet you will need to do more than find references to secondary sources. You will need to take a brief but comprehensive look at these sources in order to complete this assignment. Wherever possible, use sources available to you at SFU, either in the stacks or through the online catalogues. In some cases, you may need to make a trip to UBC or to make an Interlibrary Loan request.

Begin work on this assignment as soon as possible. This is not an assignment that you can successfully complete one or two days before it is due. You will need to devote some time to understanding your topic and to investigating potential sources while your classmates look for the same or similar sources. Your assignment will be evaluated in terms of how closely it fulfills the above requirements, including proper bibliographic form.

Essay #2 = 25%

Your second essay will be 1500 words long and due at **9:30 am on Thursday, 4 August in AQ 6230.**

You may not hand in your essay late. Essays not received at this time will receive a mark of 0.

Essay topics are available at <http://www.sfu.ca/~pabel/223tp.htm> and will be based on our reading and discussion of Cameron, *Early Modern Europe*; Muir, *Ritual in Early Modern Europe*; and Darnton, *The Great Cat Massacre*. Alternatively, you can write an essay that answers the research question for which you drew up an annotated bibliography in your **Bibliography Assignment** (see above). This essay must be based on the scholarly monographs and journal articles listed in your bibliography.

FOLLOW THE INSTRUCTIONS ON PP. 7-9 BEFORE SUBMITTING YOUR ESSAY.

INSTRUCTIONS FOR WRITTEN ASSIGNMENTS

- Submit all assignments directly to me. Do **not** hand in any essays to the staff of the History Department, and do **not** ask staff to stamp your essays with the time or date of submission. It is not their job to receive assignments from students. You may, if necessary, submit essays into my Departmental mailbox from the corridor between AQ 6020 and AQ 6023; in that case, notify me by e-mail and keep a copy of the essay.
- **Essays sent by electronic attachment will not be accepted.**
- All essays must be typed, **paginated**, and double-spaced with all margins set at one inch.
- **Use a twelve-point font for the entire essay, including footnotes / endnotes.**
- Provide a title page with your own title and **include your e-mail address on the title page** in case I need to contact you.
- **Staple** your essay together. No paper clips please!
- Do not exceed the word limit assigned to each essay assignment. I will not read beyond what you are required to write.
- **Do not hand in assignments late.** The first essay will be late if not submitted in class by the beginning of your tutorial on Tuesday, 23 June and will receive a penalty of 3% per day late. I reserve the right simply to provide grades without comments on late essays. You may **not** hand in the second essay (due on 4 August at 9:30 in AQ 6230) late. Students who do not submit the second essay on time will “N” for the course. An “N” signifies that you have not completed the requirements for the course and is equivalent to a GPA of an “F.”
- On the title page or at the end of your essay, **provide the precise word count of the essay, not including footnotes and bibliography.**
- When citing your sources in the first and second essays, supply **footnotes**, not endnotes. Cite your sources accurately! Failure to do so constitutes plagiarism. **Supply a bibliography for all written assignments.**
- Superior essays will be written with **correct grammar** and **good academic style**. Above all, they will directly address the relevant question and will be based on a clear, well-defined thesis statement sustained with logical consistency and by compelling evidence taken from the relevant source(s) in the form of quotations and/or specific references.
- **Avoid the most common stylistic problems of undergraduate essays:** Aim to express your ideas clearly and concisely. Write in complete, grammatically correct sentences. Do not use colloquial language or contractions. Avoid convoluted, run-on sentences. Wherever possible use the active voice, not the passive voice. (If you do not know what these terms mean, find out!) Know what words mean before you use them. Consult a dictionary regularly to help you use and spell words correctly. Use authoritative dictionaries, e.g. the various Oxford dictionaries. Avoid internet dictionaries. Do not rely on spell-check programs.
- Your written work should be the organized and intelligible record of **your own thinking** about a particular problem. Avoid stringing together the ideas of others, and especially avoid **plagiarism**, the unacknowledged use of the words or ideas of another author. For more information on plagiarism visit <http://www.lib.sfu.ca/help/tutorials/plagiarism-tutorial>. **Plagiarism is a serious offence that carries serious consequences.** Any written assignment marred by plagiarism will automatically receive a failing grade; more severe penalties may be handed down at the discretion

of the Department Chair. I am an expert at detecting plagiarism. I have detected plagiarism in essays submitted in courses that I regularly teach and even in documents published centuries ago.

Do not plagiarize! You are responsible for being familiar with SFU's policies on academic honesty and student conduct. These are policies S 10.01, 10.02, 10.03, 10.04. You can find them online at <http://www.sfu.ca/policies/Students/index.html>.

- For all matters of **style**, please consult the most recent editions of either *The Chicago Manual of Style* or of Kate L. Turabian's *Manual for Writers of Term Papers, Theses, and Dissertations*. For help with style, see also *Merriam-Webster's Dictionary of English Usage* (SFU Library: PE 1460 W425 1994) and William Strunk, Jr. *Elements of Style* (SFU Library: PE 1408 S772 2000). An early edition of Strunk's *Elements of Style* is available on the World Wide Web at <http://www.bartleby.com/141/>.
- All students who wish to write clearly and effectively should read George Orwell's essay, "Politics and the English Language." They can find this essay in collections of Orwell's essays or online at http://www.orwell.ru/library/essays/politics/english/e_polit.
- Keep all the notes that you take and all other preparatory work (e.g. outlines) for your essays until I have returned them. Return all books to the library before submitting your second essay so that I can check your references.
- Use your sources correctly and honestly. All page references must be accurate. **Quote accurately and do not misrepresent your sources.** Adapt your prose to quotations from your sources, not vice versa. Do not quote fragments that make no grammatical sense. **Do not alter the text of your source when quoting from it by replacing words in or adding words to the text.** Provide a context for your quotations so that they make sense to your readers. Do not expect your readers to guess the connection between a quotation and an argument you wish to make. **Essays that violate academic honesty will be penalized.**
- I will gladly allow for extensions for the term essay without penalty but **only if you have a significant and urgent reason for not handing in the paper on time** (e.g. illness, family tragedy) and if you speak with me **before** the deadline for submission. **As a rule, e-mail requests for extensions will not be considered.**

Keeping in contact outside of class

Please check your SFU e-mail regularly, i.e. the e-mail address on file with the Registrar's Office, for communications from me throughout the semester.

My office hours are **Tuesdays 12:30-13:30** and **Fridays 10:40-11:40**. No appointment is necessary. **Person-to-person discussions are much more productive than e-mail exchanges.** If you are looking for advice on an essay, for example, do **not** send me what you have written by e-mail and ask for my comments. Come to my office; we will go over your questions on the spot. Avoid leaving important questions about course assignments to the last minute, which could turn out to be too late.

You are welcome to contact me by e-mail, but please limit your communications to brief notices or questions that can be answered with a short reply. If you send me e-mail, please put **Hist. 223** in the subject. I reply promptly to messages that I receive on weekdays but not on weekends.

If an extraordinary situation develops that prevents you from completing the course requirements on time, **contact me immediately. Do not wait until the end of the semester.**

Research Questions (see Research Assignment on pp. 6-7)

1. Did Renaissance humanism have anything to do with the Protestant Reformation?
2. Should Anabaptism occupy a peripheral or central place in the history of the European Reformation?
3. Did Calvinism contribute to the rise of capitalism in the early modern period?
4. Why did iconoclastic violence occur during the Reformation era?
5. How did print contribute to the spread of Protestantism?
6. How did Protestantism expand and diminish women's opportunities and religious experiences?
7. How effective were the measures of poor relief which were introduced in early modern Europe in dealing with the problem of widespread poverty?
8. What role did the reorganization of labour away from small independent craft production to larger systems and concentrations of work play in early modern Europe's transition to capitalism?
9. Why did early modern states exhibit a seemingly unusual readiness to resort to armed conflict?
10. To what extent was the Thirty Years War a religious war?
11. Why did urban and rural violent protest occur in pre-revolutionary France (1600-1788)?
12. Which was more effective in caring for the sick: state initiative or private effort?
13. Why did Galileo come into conflict with the Catholic Church?
14. How did one seventeenth-century artist of your choice contribute to religious art?
15. Did the Society of Jesus assist the colonial ambitions of European powers in South America?
16. How did Jews contribute to the Enlightenment?
17. How did the Dutch Republic come to dominate world trade in the seventeenth century?
18. How can one account for the rise of the Prussian state from 1650 to 1790?
19. When and why did Spanish power in Europe decline?
20. Why did attempts at modernization by the Russian state in the eighteenth century fail to produce a modern Russia?
21. Why did the Habsburg monarchy embark on a program of reform in the second half of the eighteenth century?
22. What were the cultural origins of the French Revolution?