

The University of Western Ontario PRELIMINARY
Department of History
2012 - 2013

HISTORY 1401E (001)

**MODERN EUROPE, 1715 TO THE PRESENT:
CONFLICT AND TRANSFORMATION**



Painting by [Jean-Pierre Louis Laurent Houel](#) (1735-1813), entitled "Prise de la Bastille" ("The Storming of the Bastille"). From the [Bibliothèque Nationale Française](#), <http://gallica.bnf.fr/ark:/12148/btv1b7743702v> (accessed June 1, 2011)

COURSE DIRECTOR: Prof. BROCK MILLMAN
Office: Lawson Hall 2224
Email Address: bmillman@uwo.ca
Telephone: 661-2111 (x84975)

INSTRUCTORS: Profs. BROCK MILLMAN

LECTURES: Monday & Wednesday, 11:30 am - 12:30, HSB 40

TUTORIALS: See schedule on p. 4 of this syllabus, choose a tutorial, and register.

Contacting the Course Director:

Questions that cannot be answered by tutorial leaders should be directed to the Course Director. Professor Millman's office is Lawson Hall 2224. His office hours are 1:00-2:00, Wednesdays. He will make every effort to respond to emails within 24 hours.

Course Description:

History 1401E examines events and forces that shaped the lives of Europeans over the past three centuries. Societies that were largely rural, illiterate, and ruled by traditional elites became mostly urban, with mandatory school attendance, mass political parties, and new forms of political loyalty. Ethnic and religious minorities and women were, in varying degrees, emancipated. In the eastern part of the continent serfdom was abolished. But the history is also one of class and ethnic hatreds and conflicts, of global imperialism, of disastrous attempts at domination and social reordering in Europe, of total wars and genocide. We will examine all of these subjects.

The class begins with an analysis of the origins and consequences of the French and industrial revolutions, both of which influenced European history in fundamental ways. Conflicts between those who wished to change and improve European societies and political structures and those who longed to preserve existing institutions dominated the politics of the nineteenth century. We examine the content of these debates and conflicts. The last part of the course examines the causes and consequences of the First World War, the experience of communism in the Soviet Union, Nazism and the Second World War, decolonization, and post-war efforts at European integration.

Learning Outcomes:

Students who pass this class will be able to:

explain the causes and consequences of, and relationships between, key events and processes in modern European history, such as the French Revolution, the industrial revolution, the development of new forms of parliamentary and also authoritarian governments, changes in the status and rights of women, and major European wars;

interpret and evaluate primary sources, by showing through short written exercises that they

understand the arguments made, the goals particular claims were meant to achieve, how these goals reflected the positions and experiences of the authors and the historical contexts in which documents were composed, and the larger historical significance of the sources;

construct an analytic, logical, and clear historical argument in an essay that demonstrates an ability to conduct independent library research, evaluate a range of primary and secondary sources, and correctly cite the sources used;

actively engage in discussions in tutorials, demonstrating the ability to formulate concepts and ideas orally, and to respond in clear and constructive ways to comments and questions raised by the leader of the tutorial and by other students.

Each week there are two lectures and one tutorial. Your Tutor (TA) will lead tutorial discussions that will focus especially on the interpretation of the original sources found in the sourcebook. She or he will grade the text analyses, the mid-term examination, the fall essay assignment, and the final essay.

Lectures start Monday, 10 September. Tutorials begin the week of 19 September.

Determination of the Final Grade:

Tutorial participation: 15% - based on attendance, active participation in discussions, and five short Text Analyses, due throughout the year

Mid-term Test I: 10% - written in your tutorial, week 8

Historical Essay on the reasons for the abolition of the British slave trade:

15% - approximately 1500-2000 words, due in tutorial, week 9; with final draft (if any) due in lecture week 13. Please see the guidelines for this essay and the grading rubric on the course website, in the "Resources" section.

Final Essay: 30% - approximately 2500-3000 words, due in tutorial week 22 (Proposal and discussion with TA required in January)

Final Examination: 30% - Examination Period, April 2012. **YOU MUST PASS THE FINAL EXAMINATION TO PASS THE COURSE**

Required Texts:

PALMER R. R., Joel COLTON, and Lloyd KRAMER, *A History of the Modern World*, 10th edition (New York: McGraw-Hill, 2007)

PERRY Marvin, Joseph R. PEDEN, and Theodore Von LAUE, *Sources of the Western Tradition*, vol. 2 (From the Renaissance to the Present), 8th edition (Boston: Wadsworth, 2012)

RAMPOLLA Mary Lynn, *A Pocket Guide to Writing in History*, 6th edition (Boston: Bedford / St Martin's, 2010).

OPTIONAL COURSEPACK available at the Western Bookstore. The Coursepack contains sources that will be used in the fall essay assignment. These sources are also available on the course website, but purchase of the coursepack is recommended.

NOTES ON ASSIGNMENTS

Scholarship is a craft that you learn by doing. It calls for careful research and clear writing. Poor writing signals hasty and imprecise thinking. Your attention to academic form, your knowledge of the subject, and your skill in presenting it in clear prose will all count when your tutor grades your assignments.

The manual by Rampolla provides guidance in organizing and writing the essays, and also describes in detail how to cite historical sources. An on-line source available through the University of Chicago Writing Program provides more detailed guidance regarding how to write an analytic University-level essay. See Joseph M. Williams and Lawrence McEnerney, *Writing in College: A Short Guide to College Writing*, <http://writing-program.uchicago.edu/resources/collegewriting>. *Writing in College* is licensed to us under a Creative Common Attribution Non-Commercial No Derivatives license.

Examinations:

All examinations are based on essay questions. A sample of the final examination from last year is appended to the end of this syllabus. No electronic devices or notes or sources of any kind may be used during examinations.

Fall essay on the abolition of the slave trade and Final Essay:

Students are required to write two significant essays for the course, an answer to a question regarding the reasons for the abolition of the British slave trade in 1806 and 1807 and a Final Essay on a question that students will have the chance to choose. The slave trade abolition question will be based on sources provided to students, and will be discussed in several of the fall tutorials. The aim of the exercise is to teach both about the subject matter of the essay and the skills needed to research and write a history essay. Guidance for constructing the fall essay are provided on the course website. A list of suggested questions for the Final Essay will also be posted on the course website.

As part of the fall essay assignment you will be required to submit an outline and model paragraphs in tutorials. Grades on these assignments will be part of the final mark for the essay. Students who wish to rewrite the essay based on the comments received from tutors will be given the chance to do so. The outline of the essay is due in tutorial during the week of October 8th, except that students with tutorials on Monday October 8th, the Thanksgiving holiday, will be required to bring the outlines to the tutorial that meets on Monday, October 15th. Model

introductory and concluding paragraphs are due in tutorials that meet during the week of October 22nd. The essays are due in tutorial during the week of November 5th. The essays will be returned to students, with comments, in tutorials during the week of November 19th. Students who wish to rewrite the essays will have the chance to do so. The final drafts of the essays, together with the first draft and the comments received from the tutorial leader must be given to Professor Millman at the end of lecture no later than the lecture on Wednesday, December 5th. The fall essay assignment will be graded as follows. Of the 100 point grade for the essay, five points will be based on the outline and model body paragraph, five points will be based on the introductory paragraph and concluding paragraph, and the remaining 90 points will be based on the essay itself. Only students who have submitted essays in tutorial by the due date will have the opportunity to submit rewritten essays. Please see the grading rubric posted on the course website for a more detailed explanation.

With respect to the fall essay assignment and the Final Essay, you must give a printed copy to your TA in tutorial on the due date of the assignment **and** submit an identical electronic copy through the course website, which can be accessed at owl.uwo.ca Please go to the “Assignments” section on the left-hand side of the course webpage. Then click on the appropriate title of the assignment. At the bottom of the page for each assignment is a section entitled “Attachments.” Submit the essay from your computer as a single attachment, i.e., titles and bibliographies may not be submitted separately. Please use Word, pdf, HTML, RTF, or plain text. *Turnitin*. *Turnitin* is the commercial plagiarism detection software licensed to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

In the third week of January, you will be expected to deliver to your TA a short written proposal for your Final Essay, outlining the topic that you intend to research, and the sources you have located. You must then discuss your proposal with your TA. Should you fail to do turn in a written proposal, a penalty of 5/100 points will be deducted from the grade of your Final Essay. A list of essay topics will be made available on the course website. Students are free to select a question from this list or to craft their own question. If you craft your own question, it must be approved by your TA. Please consult the bibliography at the end of the Palmer textbook, as well as library resources, in constructing your proposal.

A late assignment must be delivered to your TA, or, failing that, to the office of the Department of History (8:30-16:30; after hours, use the Essay drop-off box). An electronic copy of the late assignment must also go to *Turnitin*. A late penalty will be applied starting from the end of the tutorial when the paper copy of the slave trade abolition essay or the Final Essay should have been submitted: 1/100 point will be deducted from your mark for every one of the first seven days that these essays are late. Starting on the 8th day, 2/100 points will be deducted from your mark (week-ends included in both counts).

No paper will be graded unless both paper and electronic copies are received. Keep all preparatory notes, early drafts, and a spare copy of your work. The Course Director may ask for these materials.

Text Analyses:

The Text Analyses, due in tutorials on the dates indicated in the syllabus, require you to explain the meaning and significance of the assigned texts. You will need to identify who wrote the document and when; explain the meaning of the text and the purpose or purposes of the author; and, to the extent possible, assess its effect. You will therefore be required to place the text within its larger historical context. In completing the exercise you are expected to draw on both the Palmer textbook and the information provided in the primary source reader. You may consult additional sources if you wish, but you need not do so. Your analysis should be roughly 500-600 words in length. Please use footnotes to indicate the source of quotations and key facts, following the form recommended in Mary Lynn Rampolla's *A Pocket Guide to Writing in History*. A sample Text Analysis is available on the course website, in the "Resources" section. Text Analyses are not submitted to the "Assignments" section of the course website. Text analyses form part of the basis for discussion in tutorial on the day they are due. For this reason, all text analyses submitted after the meeting of the tutorial will be assigned only half the credit they would otherwise have been awarded, absent grounds for accommodation as provided below. No Text Analysis that is more than three days late will receive any credit (i.e., for a tutorial that meets on a Friday, the Text Analysis must be submitted by Sunday night), absent grounds for accommodation as described below.

ACCOMMODATION FOR STUDENTS WITH DISABILITIES: Please contact the Student Development Services staff. Information regarding requests for accommodation can be found on the web at <http://www.sdc.uwo.ca/ssd/>. The Student Development Services office is located on the fourth floor of the Student Services Building. All documentation should be provided directly to Student Development Services staff, and not to the Course Director.

ACCOMMODATION FOR ILLNESS: The University of Western Ontario's Medical Accommodation Policy is described at http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf. This section also contains a link to The University of Western Ontario Student Medical Certificate. You should ask the attending physician to fill out this form in the event you require an accommodation. **Academic accommodation** (including extensions and special examinations) **representing 10% or more of the student's overall grade in the course may be granted on medical grounds only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his or her academic responsibilities.** This documentation shall be submitted, as soon as possible, to the Academic Counseling Office of the student's Faculty of registration, together with a specific request for relief. Students must supply a UWO Student Medical Certificate. Privacy policies prohibit the submission of medical documentation to tutors or faculty members. The Course

Director will be contacted by the Home Faculty's Academic Counselling Office with recommendations based on the documentation submitted by the student. The only exception to this policy is that students may miss up to two tutorials during the year for illness or other reasons without penalty if they notify the tutorial leader. There is no need in this case to contact the Academic Counseling Office or to furnish a Student Medical Certificate. Accommodation for more than two absences from tutorials will require consultation with the Academic Counseling Office and the Course Director. A Student Medical Certificate and consultation with the Academic Counselling Office is required if a Text Analysis is submitted late, and accommodation is sought.

ACCOMMODATION FOR REASONS OTHER THAN DISABILITY OR ILLNESS: All requests for accommodation not due to disability or illness must be directed first to the Academic Counselling Office of your Faculty (with all necessary evidence), and then to the Course Director. This is to be done as early as possible. The Course Director will make a decision after having received a recommendation from your Academic Counselling Office. This requirement applies to all text analyses, to the Book Analysis, and to the Final Essay. The only exception to this policy is that students may miss up to two tutorials during the year for illness or other reasons without penalty if they notify the tutorial leader. There is no need in this case to contact the Academic Counseling Office. Consultation with the Academic Counselling Office and Prof. Nathans is required if a Text Analysis is submitted late, and accommodation is sought. Accommodation for more than two absences from tutorials will require consultation with the Academic Counselling Office and with the Course Director.

PLAGIARISM AND OTHER SCHOLASTIC OFFENSES: Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:
http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf
Please also see the exercise on citation in history essays, which can be found in the "Resources" section of the Course website.

APPEALS: Should you wish to appeal a grade, first draft a written statement outlining the reasons for your request. Direct your appeal to your TA first, then to the Course Director. An appealed mark may be raised, lowered, or left unchanged. Should you wish to appeal the decision of the Course Director, you may do so, as provided in the Academic Calendar.

LECTURE SCHEDULE

Note: Students unfamiliar with European history will find it profitable to read the first chapters of the textbook (Palmer et al.), to become familiar with the trends that shaped Europe up to the eighteenth century. The assigned readings given below are mandatory, and should be done before each lecture. Lecturers assume knowledge of the assigned materials.

EUROPE 1789-1870

Prof. B.A. Millman

WEEK 1:

1. Mon. 10 Sept. **Introduction to History 020E - The European Map**
2. Wed. 12 Sept. **Old Regime Social Structures – Key Principles**
Palmer et al., pp. 114-120, 257-265, 350-353.
Tutorial meetings will start NEXT week

WEEK 2:

3. Mon. 17 Sept. **Old Regime Economics**
Palmer et al., pp. 106-114, 265-273
4. Wed. 19 Sept. **The Enlightenment**
Palmer et al., first part of ch. 6, pp. 225-249, and first part of chapter 8, pp. 298-310. Also, Perry et. al, pp. 39-40 (*Attack on Authority and Advocacy of Experimental Method*), pp. 43-49 (*Discourse on Method*, and *Principia Mathematica*) and, pp. 52-53 (*What is Enlightenment?*)
Tutorial meetings start this week (17-21 Sept.):
Introductions, review of syllabus, discussion of Text Analyses and fall semester historical essay assignments, Citation Exercise,

WEEK 3:

5. Mon. 24 Sept. **Old Regime Politics: Absolutism**
Palmer et al., first part of ch. 8, pp. 297-324
6. Wed. 26 Sept. **War in the Age of Reason**
Palmer et al., last part of ch. 7, pp. 274-296
Tutorials (24-28 Sept.): Discussion of assigned excerpts from David Brion Davis, *The Problem of Slavery in the Age of Revolution 1770-1823* (Ithaca: Cornell University, 1975), 11-16, 23-49; Adam Hochschild, *Bury the Chains. Prophets and Rebels in the Fight to Free an Empire's Slaves* (Boston: Houghton Mifflin, 2005), 1-53; Kenneth Morgan, *Slavery and the British Empire. From Africa to America* (Oxford: Oxford University Press, 2007), vii-ix, 148-71. and David Brion Davis' review of Robin Blackburn, *The Overthrow of Colonial Slavery 1776-1848* (London: Verso: 1988), published as David Brion Davis, "The Ends of Slavery," *The New York Review of Books* 36, no. 5 (March 30, 1989). (all to be found in the coursepack available for purchase from the Western bookstore and on the course website)

WEEK 4:

7. Mon. 1 Oct. **'The Second Hundred Years War': Europe in the World**

Palmer et al., first part of ch. 7, pp 265-281

8. Wed. 3 Oct. **Criticisms and Stresses**

Palmer et al., second part of ch. 8, pp 329-348, and chapter 9, 354-355.

Tutorials (1-5 Oct.): Criticism and Subversive Example

Perry et al., pp. 20-25 (*Leviathan*, and *the English Declaration of Rights*) and, pp. 54-57 (*Second Treatise on Government*, and *Declaration of Independence*), pp. 57-62 (*A Plea for Tolerance and Reason*, and *The Age of Reason*), pp. 70-74 (*The Social Contract*), pp. 80-82 (*Candide*), and pp. 98-100 (*Critique of the Old Regime*)

Text analysis I: Hobbes, *Leviathan*

WEEK 5: Monday 8 Oct. 2011: Thanksgiving - no lecture, no tutorial meetings
Draft Essay Outlines due in tutorial

9. Wed. 10 Oct. **Why Revolution?**

Palmer et al., ch. 9, pp. 350-369

Tutorials (9-12 Oct.): Discussion of assigned excerpts from Robin Blackburn, *The Overthrow of Colonial Slavery 1776-1848* (London: Verso: 1988); from Seymour Drescher, *Econocide British Slavery in the Era of Abolition*, 2nd ed. (Chapel Hill: University of North Carolina Press, 2010); and from Roger Anstey, *The Atlantic Slave Trade and British Abolition, 1760-1810* (London: MacMillan, 1975). The tutorial will also discuss Seymour Drescher, "History's Engines: British Mobilization in the Age of Revolution," *The William and Mary Quarterly* 66, no. 4 (October 2009), 737-756. Drescher's article is not included in the materials in the coursepack or posted on the course website. Please locate this article through a search in the JSTOR or Historical Abstracts databases, both offered through the Weldon library.

Please bring to class an outline of an answer to the question posed that sketches an essay with at least five body paragraphs, as well as one model body paragraph. The outline will be critiqued by another student in class, and the critique and the outline will then submitted to the tutorial leader at the end of class. Students in Monday tutorials will turn in the outline in tutorials on Monday, October 15. These students will discuss the assigned texts regarding the abolition of the slave trade on October 15th.

WEEK 6:

10. Mon. 15 Oct. **Revolution!**

Palmer et al., ch. 9, pp. 350-369

11. Wed. 17 Oct. **War, Civil War and Terror**

Palmer et al., ch. 9, pp. 370-374 ; and Perry et al., pp. 92-97, 100-102 (Introduction followed by: *Grievances of the Third Estate; What is the Third Estate; Declaration of the Rights of Man . . .*) and p. 109-113 (*Republic of Virtue, Uprising in the Vendee*)

Tutorials (15-19 Oct.): Rights for Everybody? Perry et. al, pp. 102-109
(*A Vindication of the Rights of Women; Address to the National Assembly of France in Favour of the Abolition of the Slave Trade; Petition of the Jews of Paris . . .*)

WEEK 7: MODEL PARAGRAPHS DUE IN TUTORIAL

12. Mon. 22 Oct. **Reaction in France**

Palmer et al., ch. 9, pp. 383-394

13. Wed. 24 Oct. **Reaction outside France**

Perry et. al., pp. 153-157 (*Reflections on the Revolution in France; The Odious Ideas of the Philosophes; Essay on the Generative Principles of Constitution*), and pp. 160-161 (*The War of Liberation*)

Tutorials (22-26 Oct.): Please write an introductory paragraph and one concluding paragraph for an essay on the slave trade abolition question. These should be typed. These materials will be peer edited by a fellow student, discussed during the tutorial, and then submitted to the tutorial leader at the end of class. In constructing your paragraphs, please consult the guidance provided in Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 6th ed. (Boston: Bedford/St. Martin's, 2010), 49-55. The introductory paragraph should reflect the outline of your essay.

WEEK 8: Mid-Term Examination to be written in tutorial meetings

14. Mon. 29 Oct. **The Napoleonic Settlement and the Napoleonic Empire**

Palmer et al., first part of ch. 10, pp. 395-414, and Perry et. all, pp 116-121 (*Leader, General, Tyrant, Reformer*)

15. Wed. 31 Oct. **The Congress of Vienna**

Palmer et al., second part of ch. 10, pp. 414-431

Tutorials (29 Oct.-2 Nov.): Mid-Term Examination, written in tutorials

WEEK 9: DRAFTS OF ESSAYS DUE

16. Mon. 5 Nov. **Restoration and Resistance**

Palmer et al., part of ch. 11, pp. 443-449 and 457-468 (part of section 53 and sections 54 and 55)

17. Wed. 7 Nov. **Romanticism and Realism**

Perry, et al., pp. 148-151 (*Tables Turned, Milton*), and pp. 174-178 (*A Doll's House*)

Tutorials (5-9 Nov.): Romanticism and Realism

Perry, et al., pp. 148-151 (*Tables Turned, Milton*), and pp. 174-178 (*Hard Times* and *A Doll's House*)

WEEK 10:

18. Mon. 12 Nov. **The Congress System, International Relations 1815-1826**

Palmer et al., review pages 421-431, and 461-468

19. Wed. 14 Nov. **Europe Divided, International Relations 1826-1856**

Palmer et al., pp. 469-476, 512-521, and 643-646

Tutorials (12-16 Nov.): Radicalism & Liberalism; Conservatism and Reaction

Perry et al., pp. 158-159, 163-164, 168-170 (John Stuart Mill, *On Liberty*; *Karlsbad Decrees*; Tocqueville, *The June Days*)

WEEK 11: DRAFTS OF ESSAYS RETURNED IN TUTORIALS

20. Mon. 19 Nov. **The Industrial Revolution: Causes, and Course**

Palmer et al., pp. 433-443

21. Wed. 21 Nov. **Industrialisation: Consequences**

Palmer et al., pp. 443-460, and 476-482

Tutorials (19- 23 Nov.): Industrial Revolution

Perry et. al. pp. 123-126, 129-130, 132-136, 138-140 (*Britain's Industrial Advantages and the Factory System*; *The Wealth of Nations*; *Report on Child Labour*; *Moral and Physical Dissipation*; and, *Factory Rules*)

WEEK 12:

22. Mon. 26 Nov. **Revolution? Reaction? Reform?, 1815-1871**

Palmer et al., pp. 483-489, and 503-516

23. Wed. 28 Nov. **Nationalisms**

Palmer et al., pp. 451-457, 490-502

Tutorials (26 Nov. – 30 Nov.): Which Way Forward?

Perry et al., pp. 143-146 (*A New View of Society*, and *The Rotten House of Commons*) pp. 161-163 (*Young Italy*), pp. 164-168 (*Workers, Your Condition . . . is Miserable and Distressing, and Revolution Spreads to the German States*), pp. 183-189 (*The Communist Manifesto*), pp. 198-200 (*In Darkest England*).

Text analysis II: Karl Marx and Friedrich Engels, *The Communist Manifesto*

WEEK 13: REVISED ESSAYS TO BE GIVEN TO PROFESSOR MILLMAN IN LECTURE (Note that you must also hand in the earlier draft and the tutor's comments on the draft with your revised essay)

24. Mon. 3 Dec. **The Unification of Italy and Germany, 1848-1870**

Palmer et al., pp.517-544

25. Wed. 5 Dec. **Pax Bismarckica and Pax Britannica: European Apogee**

Palmer et al., pp. 561-601

No Tutorials this week.

EUROPE SINCE 1870

WEEK 14:

26. Mon. 7 Jan. **Imperialism, 1870-1914. Reasons for Renewed European Expansion**

Palmer et al., pp. 629-638, 646-675

27. Wed. 9 Jan. **Imperialism, 1870-1914. Methods of Domination and Experiences of the Colonized**

Tutorials (7-11 Jan.): Imperialism.

Perry et al., pp. 228-234, 236-247, 251-3 (Cecil Rhodes, *Confession of Faith*; Joseph Chamberlain, *The British Empire: Colonial Commerce and the "White Man's Burden"*; Cecil Rhodes and Lo Bengula, "I had signed away"; Edmund Morel, *The Black Man's Burden*; Richard Meinertzhagen, *An Embattled Colonial Officer in East Africa*; German Brutality in Southwest Africa; John Hobson, *An Early Critique of Imperialism*)

Text analysis III: John Hobson, *An Early Critique of Imperialism*

WEEK 15:

28. Mon. 14 Jan. **Marx, Darwin, Nietzsche and Freud**

Palmer et al., pp. 609-22; Please read the assigned documents by Marx, Darwin, Nietzsche and Freud that are in the Perry sourcebook and bring the sourcebook to class, since these documents will be discussed in lecture and questions posed to the class regarding the assigned texts.

29. Wed. 16 Jan. **Advocates for Progress**

Palmer et al p. 601-609, 622-628.

Tutorials (14-18 Jan.):

Perry et al, pp. 178-189, 203-209, 260-267, 271-274 (Charles Darwin, *Natural Selection*; Marx and Engels, *The Communist Manifesto*; John Stuart Mill, *The Subjection of Women*; Emmeline Pankhurst, "Why we are militant"; Friedrich Nietzsche, *The Will to Power and The Antichrist*; Sigmund Freud, *A Note on the Unconscious . . .*)

WEEK 16: **Essay Proposal Due in Tutorial**

30. Mon. 21 Jan. **Preservation and Transformation of Traditions: Honor Codes and National Symbols**

31. Wed. 23 Jan. **The Road to the First World War**

Palmer et al., pp. 677-687

Tutorials (21-25 Jan.): Please read the selections from Imanuel Geiss, *July 1914* (Scribner's, 1967), posted on the course website. These are selected diplomatic exchanges and documents from July 1914 that cast light on German and Austro-Hungarian goals and conduct in the weeks that immediately preceded the start of the First World War.

WEEK 17:

32. Mon. 28 Jan. **The First World War: Military Strategies**

Palmer et al., p. 687-700

33. Wed. 30 Jan. **The First World War: Home Fronts**

Palmer et al., p. 701-709

Tutorials (28 Jan.-1 Feb.): The First World War

Perry et al., pp. 288-296, (Remarque, *All Quiet on the Western Front*; Sassoon, *Base Details*; Owen, *Disabled*; Loughnan, *Genteel Women in the Factories*; Trott, *Opposition to Female Employment*)

WEEK 18:

34. Mon. 4 Feb. **Peace Treaties and the Postwar Order**

Palmer et al., p. 709-718

35. Wed. 6 Feb. **The Russian Revolution**

Palmer et al., pp. 719-742

Tutorials (4 Feb.-8 Feb.): The First World War

Perry et al., pp. 297-310 (Wilson, *The Idealistic View*; Clémenceau, *French Demands for Security and Revenge*; *The Breakdown of Military Discipline*; Lenin, *The Call to Power*; Valery, *Disillusionment*, Remarque, *The Lost Generation*, Salomon, *Brutalization of the Individual*, Freud, *A Legacy of Embitterment*)

WEEK 19:

36. Mon. 11 Feb. **The Soviet Union, 1920-1939**

Palmer et al., pp. 742-762

37. Wed. 13 Feb. **Europe in the 1920s**

Palmer et al., pp. 763-771, 785-793, pp. 799-813

Tutorials (11-15 Feb.): Communism and Fascism

Perry et al., pp. 312-329, 335-337 (Stalin, *The Hard Line*; Kopelev, *Terror in the Countryside*; Dolot, *Execution by Hunger*; Avdienko, *The Cult of Stalin*; Yevtushenko, *Literature as Propaganda*; Khrushchev, *Secret Speech*; Mussolini, *Fascist Doctrine*)

Text Analysis IV: Nikita Khrushchev, Secret Speech
(Perry et al., pp. 327-329)

READING WEEK: 18-22 February 2012 (no classes, no tutorial meetings)

WEEK 20:

38. Mon. 25 Feb. **European Empires Overseas**

Palmer et al. pp. 773-785

39. Wed. 27 Feb. **Hitler and Nazism**

Palmer et al., pp. 813-817

Tutorials (25 Feb.-1 Mar.): Hitler and Nazism

Perry et al., pp. 337-350, 370-373 (Cohen, *I was one of the unemployed*; Hauser, *“With Germany’s Unemployed”*; Hitler, *Mein Kampf*; Ludecke, *The Demagogic Orator*; Mann, *An Appeal to Reason*; Rumbold, *Pacifism*)

is the Deadliest of Sins; Messersmith; The Nazis were after ...)

Text Analysis V: Hitler, Mein Kampf

WEEK 21:

40. Mon. 4 Mar. **The Third Reich**

Palmer et al., pp. 817-825, pp. 827-837

41. Wed. 6 Mar. **The Second World War**

Palmer et al., pp. 837-859

Tutorials (4-8 Mar.): Toward the War: British and French Responses
Perry et al., pp. 373-375, 378-382; 385-390 (Shirer, *Berlin Diary*;
Chamberlain, *In Defense of Appeasement*; Churchill, *A Disaster of the
First Magnitude*; Guderian, *French Leadership ...*; Churchill, *Blood, Toil;
Tears, and Sweat*)

WEEK 22: Final Essay due in tutorial (+ Turnitin)

42. Mon. 11 Mar. **Nazi Rule, Genocide, and Resistance**

43. Wed. 13 Mar. **The Cold War and the Division of Europe**

Palmer et al., pp. 859-864, pp. 865-882

Tutorials (11-15 Mar.): The Second World War and its Aftermath
Perry et al., pp. 390-397, 410-412, 440-441, 443-444 (*The Indoctrination
of the German Soldier*; Hoffman, *Diary of a German Soldier*; Hans and
Sophie Scholl, *The White Rose*; White, *Germany: Spring in the Ruins*;
Germans were driven out of their Homeland like Dogs)

WEEK 23:

44. Mon. 18 Mar. **The End of European Empires**

Palmer et al., pp. 915-933, pp. 969-981

45. Wed. 20 Mar. **Western Europe, 1950-1990**

Palmer et al., pp. 882-896, pp. 996-1006

Tutorials (18-22 Mar.): Mass Murder and Its Memory
Perry et al., pp. 356-363, 383-384, 400-402, 412-416, 463-467 (Nathorff,
A German-Jewish Doctor's Diary; Appel, *Memoirs of a German- Jewish
Woman*; Buffum, *Night of the Broken Glass*; Hitler, *Poland will be
depopulated and settled with Germans*; Graebe, *Slaughter of the Jews in
Ukraine*; Edelman, *The Ghetto fights*; Vogt, *The Burden of Guilt*; von
Weizsäcker, *We seek Reconciliation*)

WEEK 24:

46. Mon. 25 Mar. **The Soviet Bloc and the Growth of Dissident Movements**

Palmer et al., pp. 902-908, pp. 1007-1010

47. Wed. 27 Mar. **The Collapse of the Soviet Union**

Palmer et al., pp. 1033-1050

Tutorials (25-29 Mar.): The Soviet Bloc: The Cold War and Dissent
Perry et al, pp. 445-459 (Churchill, *The "Iron Curtain"*; Khrushchev,
Report to the Twentieth Party Congress; Medvedev, *Stalin's Last Years*;

Djilas, *The New Class*; Heller, *The Hungarian Revolution, 1956*)

WEEK 25:

48. Mon. 1 Apr. **The Yugoslav Civil War**

Palmer et al., last part of ch. 26, pp. 1050-1062 (section 128)

49. Wed. 3 Apr. **European Integration**

Palmer et al., parts of chs. 22, 25, and 27, pp. 898-900, 1019-1021, 1072-1074 (parts of sections 111, 122, and 130)

Last Tutorials (1-5 Apr.): **The End of the Soviet Empire**

Perry et al., pp. 468-70, 473-482. (Gorbachev, *Perestroika*; Havel, *The Failure of Communism*; Chivers, *Vladimir Putin*)

WEEK 26:

50. Mon. 8 Apr. **Current Challenges**

Palmer et al., pp. 1065-1071, 1091-1099, 1111-1114

51. Wed. 10 Apr. **Review for the Examination**

End of Classes - Final Exam (30% of class grade) - Exam period, 14-30 April 2013

SAMPLE FROM THE FINAL EXAMINATION GIVEN IN APRIL 2012:

Please answer **one** question from **Section A** and **two** from **Section B** (each answer should take the form of a short essay, and each answer will count for 1/3 of this exam's mark.):

Section A:

1. In July 1789, Parisian crowds and people in other parts of France intervened in decisive ways in the course of events that became known as the French Revolution. What events and trends over the previous two to three years had prepared this popular upsurge that transformed what had been a political process dominated by elites into a popular revolt against the Old Regime?
2. Until late in 1791, the French revolution was arguably a largely successful and positive transformation of a nation in need of reform. By 1793-4, France was at war, both internally against counter-revolutionary forces and externally against a coalition of European powers. What explains this negative turn of events?
3. What can explain the sustained popularity of Napoleon Bonaparte in France, both at the end of the 18th century and through the first decade of the nineteenth century?
4. Where did Napoleon I fail?

Section B

1. The first half of the nineteenth century has often been considered an age of revolution. Is that an accurate assessment? Could one make an argument that it is more accurately characterized as an era of reaction?
2. By the end of the nineteenth century a large number of "isms" competed for the allegiance of Europeans. Why were there so many?
3. Why did German nationalism prove to be so explosive a force in the period between the Napoleonic Era and the First World War?
4. Between 1870 and 1914 the great European powers displayed a remarkable interest in acquiring empires. By the beginning of the First World War most of the world had become part of a European Empire, formally or informally. How can one account for the interest in acquiring empires that many European powers displayed in this period?
5. In 1815, the Congress of Vienna established a system that encouraged a general peace for a century. In 1919, at Paris, the Allied statesmen concluded what was called at the time a "twenty year armistice." Account for the difference.
6. What were the most significant similarities and differences in the methods and goals of Nazi Germany and the Soviet Union during the 1930s? Please analyze the domestic and foreign policy objectives of each regime and how they sought to achieve them, including the ways in which each state dealt with domestic opposition and dissent; the methods employed to promote obedience and enthusiasm in the larger population; the role of institutions and elites that existed before each regime came to power; and the relations of each state with other countries.
7. Why did most of the empires governed by the United Kingdom and France gain independence in the period between 1945 and 1960?
8. To what extent was the collapse of the Soviet Empire and the Soviet Union a product of the dynamic created by Mikhail Gorbachev's policies of perestroika (rebuilding or restructuring) and glasnost (openness), and to what extent was it a result of other forces or factors?
9. What factors have promoted the stability of parliamentary governments in Western Europe after 1945?

If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

THE UNIVERSITY OF WESTERN ONTARIO
FACULTY OF SOCIAL SCIENCE

PLAGIARISM

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca