

**WESTERN UNIVERSITY
DEPARTMENT OF HISTORY
History 1401E (001)
2014-2015**

**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 de France](#), <http://gallica.bnf.fr/ark:/12148/btv1b7743702v> (accessed June 1, 2011)

Course Director and Instructors:

Prof. P. C. REYNARD (Fall term Acting Director and Fall term Instructor)

LH 1221 preynard@uwo.ca

Prof. E. NATHANS (Course Director and Winter term Instructor)

LH 2217 enathans@uwo.ca

Lectures: Monday and Wednesday, 11:30 - 12:20 Room TBA

Tutorials: Please choose and register in a tutorial from the following list:

003	Tutorial 1812	Tuesday 4:30-5:30 pm	UC 213
004	Tutorial 1813	Monday 1:30-2:30 pm	UC 213
005	Tutorial 1495	Monday 12:30-1:30 pm	UC 213
006	Tutorial 1497	Thursday 1:30-2:30 pm	STVH 1155
007	Tutorial 1814	Monday 12:30-1:30 am	SH-3355
008	Tutorial 2045	Thursday 10:30-11:30 am	UC 213

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 this 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. 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.

. Evaluate primary sources, by showing 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, 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 on the interpretation of the original sources found in the source-book. She or he will assess your participation and grade all assignments, under the supervision of the course co-directors.

Evaluations and Assignments:

Weekly postings on tutorial readings (year):	15%
Tutorial participation (year):	15%
Book Analysis, due Mon. 3 rd Nov., Week 9:	10%
First Term Test, in tutorial Week 11:	10%
Final Essay, due Week 22 (inc. Proposal in Jan.):	25%
Final Exam (April, exact date TBA):	25%.

Required Readings (to be purchased, available at the Western Bookstore):

PALMER R. R., Joel COLTON, and Lloyd KRAMER, *A History of Europe in the Modern World*, 11th ed. (New York: McGraw-Hill, 2014). Note: you may use the 10th edition, which was assigned in this course in year 2013-2014. Used copies may be available. The pages for each reading are listed in brackets after the pages for the new, 11th edition.

PERRY Marvin, *Sources of the Western Tradition*, vol. 2 (*From the Renaissance to the Present*), 8th ed. (Boston: Wadsworth, 2012)

FARGE Arlette and Jacques REVEL, *The Vanishing Children of Paris. Rumor and Politics before the French Revolution* (Harvard U. P., Cambridge, Mass., 1993).

RAMPOLLA Mary Lynn, *A Pocket Guide to Writing in History* 7th ed. (Bedford/St. Martin's, Boston, 2012). Please note that the 5th and 6th editions may be purchased quite inexpensively on-line, and are entirely acceptable.

Notes on Assignments:

One week ahead of the due date of the Book-Analysis you will be given a question as well as the format that your answer should take. The book to be read and analyzed in this exercise is:

FARGE Arlette and Jacques REVEL, *The Vanishing Children of Paris. Rumor and Politics before the French Revolution* (Harvard U. P., Cambridge, Mass., 1993).

Detailed guidelines for the Final Essay will be given to students in the fall term. Students must submit an essay Proposal to be approved by your TA in January. Students who wish to submit this proposal early, during the fall term, may do so. Without a written proposal, a penalty of 10/100 points will be deducted from the grade of your Final Essay. A list of essay topics will be made available on the course website. Alternatively, students may craft their own question, but in all cases, the choice of topic and proposal must be approved by your TA.

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.

Guidance in organizing and writing your essay, as well as details concerning the proper citation of historical sources are found in Mary Lynn RAMPOLLA, *A Pocket Guide to Writing in History*, 7th ed. (Boston: Bedford / St Martin's, 2012). An on-line source available through the University of Chicago Writing Program provides detailed guidance regarding how to write an analytic University-level essay: J. M. Williams and L. McEnerney, *Writing in College: A Short Guide to College Writing* (<http://writing-program.uchicago.edu/resources/collegewriting>).

.. Examinations will call for answers in the form of short essays. A sample of a previous final examination is appended at the end of this syllabus. No electronic devices or notes or sources of any kind are allowed in either the first term test or in the final examination.

.. For the Book Analysis and the Final Essay, you must give a printed copy to your TA and submit an identical electronic copy to *Turnitin*, a plagiarism detection software licensed to Western University for textual similarity review. Both essays are submitted to Turnitin through the class OWL website. 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 Western University and Turnitin.com.

.. A late assignment must be delivered to your TA, or, failing that, to the office of the Department of History (after hours, use the Essay drop-off box). A late penalty will be applied starting from the end of the day when the assignment is due: 1/100 point will be deducted from your mark for every day that these essays are late. An electronic copy of the late assignment must also be submitted at the same time to *Turnitin*.

.. 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.

.. Should you wish to appeal a grade, please draft a written statement outlining the reasons for your appeal. Direct your appeal to your TA first, then, in the fall term to the Acting Director, Professor Reynard, and in the winter term to the Course Director, Professor Nathans. An appealed mark may be raised, lowered, or left unchanged. Should you wish to appeal the decision of either Professors Reynard or Nathans, you may do so as provided in the Academic Calendar.

Accommodation for students with disabilities: Please contact the Student Development Services staff. Information at <http://www.sdc.uwo.ca/ssd/>. Documentation must be provided to Student Development Services staff, not to the Course Director or other instructors.

Accommodation for illness: Western's Medical Accommodation Policy can be found at: <https://studentservices.uwo.ca/secure/index.cfm> Your physician must fill out a Western Student Medical Certificate. Academic accommodation may be granted on medical grounds with documentation indicating that the student was seriously affected by illness and could not

reasonably be expected to meet his or her academic responsibilities. The documentation should be submitted to the Academic Counselling Office of the student's home Faculty, with a Western Student Medical Certificate. Privacy policies prohibit the submission of medical documentation to TAs or faculty members.

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.”

Plagiarism:

Scholastic offences are taken seriously and students are directed to read the appropriate policy, including the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

SCHEDULE of LECTURES, TUTORIALS, and READINGS FALL TERM (Prof. P. C. REYNARD)

WEEK 1: Tutorial meetings will start next week

1. Mon. 08 Sept. 2014 Introduction to History 1401 and the European Map
2. Wed. 10 Sept. The European Dynastic Order
Palmer et al., first part of ch. 5, pp. 195-218 (sections 23, 24, and 25) [Previous edition: pp. 189-211]

WEEK 2: Tutorial meetings start this week (15-19 Sept.)

3. Mon. 15 Sept. Old Regime Social Structures – Key Principles
Palmer et al., part of ch. 3, pp. 117-124 (section 13), first part of ch. 7, pp. 267-275 (introduction and section 31), and first part of ch. 9, pp. 364-369 (first part of section 41) [Previous edition: pp. 114-120, pp. 257-265, and pp. 350-353]
4. Wed. 17 Sept. The Fundamental Economic Structures of Old Regime Europe
Palmer et al., part of ch. 3, pp. 108-117 (section 12), and second part of ch. 7, pp. 275-284 (section 32) [Previous edition: 106-114 and pp. 265-273]

Tutorials (15-19 Sept.): Introductions, review of syllabus, expectations, etc.

WEEK 3:

5. Mon. 22 Sept. The Enlightenment: Science and Reason
Palmer et al., first part of ch. 6, pp. 233-259 (introduction and sections 27, 28, and 29) [Previous edition: pp. 225-249]
6. Wed. 24 Sept. Peace and War in the Eighteenth Century
Palmer et al., last part of ch. 7, pp. 285-308 (sections 33 and 34) [Previous edition: pp. 274-296]

Tutorials (22-26 Sept.): Geography and History

Palmer et al., pp. 1-8 (both editions)

WEEK 4:

7. Mon. 29 Sept. Enlightened Absolutism
Palmer et al., first part of ch. 8, pp. 309-324 (introduction and section 35) [Previous edition:

pp. 297-311]

8. Wed. 1 Oct. The Enlightenment at Large
Palmer et al., second part of ch. 8, pp. 324-342 (sections 36, 37, and 38) [Previous edition:
pp. 311-329]

Tutorials (29 Sept. - 3 Oct.): Early-Modern Political Principles

- Palmer et al., last part of ch. 6, pp. 260-266 (section 30) [Previous edition: 6, pp. 249-255], and Perry
et al., pp. 20-22, 54-56 (Hobbes, *Leviathan*; Locke, *Second Treatise on Government*)

WEEK 5:

9. Mon. 6 Oct. Roots of the French Revolution
Palmer et al., last part of ch. 8, pp. 343-361 (sections 39 and 40), and first part of ch. 9,
pp. 363-369 (introduction and section 41 - including a few pages read earlier) [Previous
edition: pp. 329-348 and 349-355]

10. Wed. 8 Oct. The "First Revolution"
Palmer et al., second part of ch. 9, pp. 369-385 (section 42) [Previous edition: pp. 355-370]
Tutorials (6-10 Oct.): Enlightened Critiques of European Society
Perry et al., pp. 80-87 (Voltaire, *Candide*; Diderot, *Supplement to the Voyage of Bougainville*;
Montesquieu, *The Persian Letters*)

WEEK 6: Mon. 13 Oct.: Thanksgiving, no class on Monday and no tutorials this week.

11. Wed. 15 Oct. The Constitutional Monarchy (1789-1791)
Perry et al., pp. 92-102 (Introduction followed by: *Grievances of the Third Estate*; Sieyès,
What is the Third Estate; de Tocqueville, *Critique of the Old Regime*; *Declaration of the
Rights of Man ...*)

WEEK 7: Book-Analysis due Monday 3 Nov. - start reading book.

12. Mon. 20 Oct. Towards War and Civil War (1792-1793)
Palmer et al., third part of ch. 9, pp. 385-389 (section 43) [Previous edition: pp. 370-374]
13. Wed. 22 Oct. The Terror
Palmer et al., fourth part of ch. 9, pp. 389-400 (section 44) [Previous edition: pp. 374-383]
Tutorials (20-24 Oct.): Revolution - Rights for All?
Perry et al., pp. 102-109 (Wollstonecraft, *Vindication of the Rights of Women*; In Favor of the
Abolition of the Slave Trade; *Petition of the Jews of Paris, Alsace, and Lorraine*)

WEEK 8: No tutorials this week - Book-Analysis due in class next Monday 3 Nov.

14. Mon. 27 Oct. The Quest for Stability – Directory and Consulate
Palmer et al., last part of ch. 9, pp. 400-410 (sections 45 and 46) [Previous edition: pp. 383-
394]
15. Wed. 29 Oct. The Napoleonic Settlement and the Napoleonic Empire
Palmer et al., first part of ch. 10, pp. 411-431 (introduction and sections 47, 48, and 49)
[Previous edition: pp. 395-414]

WEEK 9: Book-Analysis due in class this Monday 3 Nov. (inc. submission to Turnitin)

16. Mon. 3 Nov. The Fall of the Napoleonic Empire
Palmer et al., second part of ch. 10, pp. 431-447 (sections 50 and 51) [Previous edition: pp.
414-431]

17. Wed. 5 Nov. The Congress of Vienna and the Age of Restoration
Palmer et al., part of ch. 11, pp. 475-487 (sections 54 and 55) [Previous edition: pp. 457-468]
Tutorials (3-7 Nov.): Reaction to Revolution
Perry, et al, pp. 153-157 (Burke, *Reflections on the Revolution in France*; Metternich, *The Odious Ideas of the Philosophes*; de Maistre, *Essay on the Generative Principle of Political Constitutions*)

WEEK 10: First-term Test in Tutorials next week

18. Mon. 10 Nov. The Industrial Revolution
Palmer et al., first part of ch. 11, pp. 451-460 (section 52) [Previous edition: pp. 433-443]

19. Wed. 12 Nov. The Rise of Liberalism
Palmer et al.: part of ch. 11, pp. 460-475 and 495-500 (sections 53 and 57) [Previous edition: pp. 443-457 and 476-482]

Tutorials (10-14 Nov.): Industrial Tensions

Perry et. al. pp. 132-146 (Report on Child Labour; J.P. Kay, *Moral and Physical Dissipation*; F. Engels, *The Condition of the Working Class in England*; Factory Rules; Samuel Smiles, *Self-Help and Thrift*; R. Owen, *A New View of Society*).

WEEK 11: First-term Test in Tutorials this week

20. Mon. 17 Nov. 1830 Revolutions
Palmer et al., part of ch. 11, pp. 487-495 (section 56) [Previous edition: pp. 468-476]

21. Wed. 19 Nov. 1848 Revolutions
Palmer et al., first part of ch. 12, pp. 501-520 (introduction and sections 58, 59, and 60) [Previous edition: pp. 483-502]

Tutorials (17-21 Nov.): First-term Test

WEEK 12:

22. Mon. 24 Nov. East and West at mid-nineteenth Century
Palmer et al., last part of ch. 12, pp. 530-534 (section 62), and part of ch. 13, pp. 555-563 (section 66) [Previous edition: pp. 512-516 and pp. 537-544]

23. Wed. 26 Nov. The Age of the Nation-State - Unification of Italy
Palmer et al., first part of ch. 13, pp. 536-544 (sections 63 and 64) [Previous edition: pp. 517-525]

Tutorials (24-28 Nov.): Marxism

Palmer et al., second part of ch. 12, pp. 520-530 (section 61) [Previous edition: pp. 503-512], and Perry et al., pp. 183-189 (K. Marx and F. Engels, *The Communist Manifesto*)

WEEK 13: No Tutorials this week.

24. Mon. 1 Dec. The Age of the Nation-State - Unification of Germany
Palmer et al., second part of ch. 13, pp. 544-555 (section 65) [Previous edition: pp. 525-536]

25. Wed. 3 Dec. Towards a new World Economy?
Palmer et al., first part of ch. 14, pp. 569-593 (introduction and sections 68, 69, and 70) [Previous edition: pp. 561-584 (introduction and sections 70, 71, and 72)]

WINTER TERM (Prof. E. NATHANS)

WEEK 14:

26. Mon. 5 Jan. New Political Rights for Men and the Beginning of the Movement for the Emancipation of Women

Palmer et al., last part of ch. 14, pp. 593-609 (section 71), and first part of ch. 15, pp. 611-620 (section 72) [Previous edition: pp. 584-609]

Perry et al., pp. 174-178, 203-209 (Henrik Ibsen, *A Doll's House*; John Stuart Mill, *The Subjection of Women*; Emmeline Pankhurst, "Why We Are Militant")

27. Wed. 7 Jan. Challenges to Paradigms of Progress

Palmer et al., last part of ch. 15, pp. 620-642 (section 73) [Previous edition: pp. 609-628]

Tutorials (5-9 Jan.): New Perspectives on Mankind and Modernity

Perry et. al. pp. 178-183, 255-267, 279-280 (Charles Darwin, *Natural Selection*; Fyodor Dostoyevsky, *Notes from Underground*; Friedrich Nietzsche, *The Will to Power and the Antichrist*; Sigmund Freud, *A Note on the Unconscious in Psychoanalysis and Civilization and its Discontents*; Henri Massis and Alfred de Tard, *The Young People of Today*)

WEEK 15:

28. Mon. 12. Jan. Imperialism: South Asia

Palmer et al., parts of ch. 16, pp. 643-653, 671-678 (sections 75, 78) [Previous edition: pp. 629-638, 659-666]

Perry et.al., pp. 251-253 (John Hobson, *An Early Critique of Imperialism*)

29. Wed. 14 Jan. Imperialism: Africa and East Asia

Palmer et.al., parts of ch. 16, pp. 662-671, 678-687 sections 77, 79, 80) [Previous edition: pp. 650-659, 666-675]

Tutorials (12-16 Jan.): Ambitious Dreams and Violent Realities

Perry et. al., pp. 228-234, 236-244 (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 the mineral rights of my whole country, "; Edmund Morel, *The Black Man's Burden*; and Richard Meinertzhagen, *An Embattled Colonial Officer in East Africa*)

WEEK 16: Essay Proposals due next week

30. Mon. 19 Jan. The Ottoman Empire and its Foes; Zionism

Palmer et al., parts of ch. 16, pp. 635-636, 653-662 (sections 73, 76) [Previous edition: pp. 621-2, 643-650]

Perry et al., pp. 224-226 (Theodor Herzl, *The Jewish State*)

31. Wed. 21 Jan. Origins of the First World War

Palmer et. al., first part of ch. 17, pp. 689-699 (Section 81) [Previous edition: pp. 677-687]

Tutorials (19-23 Jan.): German and Austro-Hungarian Responses to the Assassination of Archduke Ferdinand

Please read the selections from Imanuel Geiss, *July 1914* (Scribner's, 1967), posted in the Resources section of 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. Please also read Perry et al., pp. 281-288 (*The Black Hand*; Roland Deregeles, *Paris: "That Fabulous Day"*; Stefan Zweig, *Vienna: "The Rushing Feeling of Fraternity"*; Philipp Scheidemann, Berlin: "The Hour we yearned for"; Bertrand Russell, London: "Average Men and Women were delighted at the

prospect of war")

WEEK 17 : Essay Proposal due in Tutorial this week

32. Mon. 26 Jan. The First World War

Palmer et al., parts of ch. 17, pp. 687-709 (Sections 82, 83, 84, 85) [Previous edition: pp. 786-709]

33. Wed. 28 Jan. Peace Treaties and the Postwar Order

Palmer et al., last part of ch. 17, pp. 724-733 (Section 86) [Previous edition: pp. 709-718]

Tutorials (26-30 Jan.): War and a Brief Peace

Perry et. al., pp. 289-301 (Erich Maria Remarque, *All Quiet on the Western Front*; Siegfried Sassoon, "*Base Details*"; Wilfred Owen, "*Disabled*"; Naomi Loughnan, *Genteel Women in the Factories*; Magda Trott, *Opposition to Female Employment*; Woodrow Wilson, *The Idealistic View*; George Clemenceau, *French Demands for Security and Revenge*)

WEEK 18:

34. Mon. 2 Feb. The Russian Revolution

Palmer et al., first part of ch. 18, pp. 735-758 (sections 87, 88) [Previous edition, pp. 719-742]

35. Mon. 4 Feb. The Soviet Union, 1920-1939

Palmer et al., second part of ch. 18, pp. 758-778 (sections 89, 90, 91, 92) [Previous edition, pp. 742-762]

Tutorials (2 Feb.- 6 Feb.): The Russian Revolution and Stalinism

Perry et al., pp. 302-304, 312-329 (*The Breakdown of Military Discipline*; Lenin, *The Call to Power*; Stalin, *The Hard Line*; Lev Kopelev, *Terror in the Countryside*; Miron Dolot, *Execution by Hunger*; A.O. Avdienko, *The Cult of Stalin*; Yevgeny Yevtushenko, *Literature as Propaganda*; Nikita Khrushchev, *Secret Speech*)

WEEK 19:

36. Mon. 9 Feb. European Empires Overseas

Palmer et al., part of ch. 19, pp. 790-801 (section 95) [Previous edition, pp. 773-785]

37. Wed. 11 Feb. Interwar Europe; The Great Depression

Palmer et al., parts of ch. 19 and ch. 20, pp. 779-784, 802-810, 811-821 (sections 93, 96, 97) [Previous edition, pp. 763-767, 785-793, pp. 799-808]

Tutorials (9-13 Feb.):

Discussion of the Exhibit "Dictatorship and Democracy in the Age of Extremes: Spotlights on the History of Europe in the Twentieth Century" being held at the Spencer Gallery in Weldon Library.

READING WEEK: 16-20 February 2015 (no classes, no tutorial meetings)

WEEK 20:

38. Mon. 23 Feb. Fascism and Nazism

Palmer et al., parts of ch. 19 and ch. 20, pp. 784-790, 821-831 (sections 94, 98, part of 99) [Previous edition, pp. 768-773, 808-817]

Perry et al., pp. 335-7, 344-348 (Mussolini, *Fascist Doctrine*; Hitler, *Mein Kampf*)

39. Wed. 25 Feb. Nazi Germany, 1933-1939

Palmer et al., last part of ch. 20 and first part of ch. 21, pp. 831-853 (part of section 99, section 100) [Previous edition, pp. 817-837]

Tutorials (23-27 Feb.): Fascism and Nazism

Perry et al., pp. 335-350, 356-363, 369-375, 378-382 (Mussolini, *Fascist Doctrine*; Max Cohen, *I was one of the unemployed*; Heinrich Hauser, "With Germany's Unemployed"; Hitler, *Mein Kampf*; Kurt Ludecke, *The Demagogic Orator*; Thomas Mann, *An Appeal to Reason*; Hertha Nathorff, *A German-Jewish Doctor's Diary*; Marta Appel, *Memoirs of a German- Jewish Woman*; David Buffum, *Night of the Broken Glass (Kristallnacht)*; Horace Rumbold, *Pacifism is the Deadliest of Sins*; George Messersmith, *The Nazis were after ...*; William Shirer, *Berlin Diary*; Neville Chamberlain, *In Defense of Appeasement*; Winston Churchill, *A Disaster of the First Magnitude*)

WEEK 21: Final Essay due next week

40. Mon. 2 Mar. The Second World War

Palmer et al., parts of ch. 21, pp. 853-875 (sections 101, 102) [Previous edition, pp. 837-859]

41. Wed. 4 Mar. Nazi Rule in Europe; Genocide

Tutorials (2-6 Mar.):

Perry et al., pp. 383-397, 400-402 (Hitler, *Poland will be depopulated and settled with Germans*; Heinz Guderian, *French Leadership ...*; Winston Churchill, *Blood, Toil; Tears, and Sweat*; *The Indoctrination of the German Soldier*; William Hoffman, *Diary of a German Soldier*; Hermann Graebe, *Slaughter of Jews in Ukraine*)

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

42. Mon. 9 Mar. Resistance

43. Wed. 11 Mar. The Cold War and the Division of Europe

Palmer et al., last part of ch. 21, first part of ch. 22, pp. 876-897 (sections 103, 104)

[Previous edition, pp. 859-882]

Tutorials (9-13 Mar.): Resistance

Perry et al., pp., 410-416, 439-441, 443-444 (Hans and Sophie Scholl, *The White Rose*; Marek Edelman, *The Ghetto fights*; Theodore White, *Germany: Spring in the Ruins*; Gerold Frank, *The Tragedy of the DPs*"; "Germans were driven out of their Homeland like Dogs") Additional readings are posted on the History 1401E OWL website.

WEEK 23:

44. Mon. 16 Mar. The End of European Empires

Palmer et al., ch. 23, pp. 925-953 (sections 109, 110, 111) [Previous edition, pp. 915-933, pp. 969-981]

45. Wed. 18 Mar. Western European Societies, 1950-2000

Palmer et al., parts of ch. 22 and first part of ch. 24, part of ch. 26, pp. 897-912, 959-970, 1048-1058 (sections 105, 106, 112, part of section 121) [Previous edition, pp. 882-896, pp. 996-1006, 1091-1099]

Tutorials (16-20 Mar.): Postwar West Germany

Perry et al., pp. 460-467 (Theodore White, "Germany is alive and vigorous again"; Vogt, *The Burden of Guilt*; Richard von Weizsäcker, "We seek reconciliation") The full text of Richard von Weizsäcker's May 8, 1985 speech to the West German Bundestag, part of which is excerpted in the Perry sourcebook, is posted on the History 1401E OWL website.

WEEK 24:

46. Mon. 23 Mar. The Soviet Bloc and the Growth of Dissent

Perry et al., last part of ch. 22, parts of ch. 24, pp 918-924, 959-970, 981-986 (sections 108, 112, 114) [Previous edition, pp. 902-908, 996-1002, 1007-1010, 1021-1027]

47. Wed. 25 Mar. The Collapse of the Soviet Union

Perry et al., first parts of ch. 25, pp. 987-1011 (sections 115, 116, 117, part of section 118) [Previous edition, pp. 1033-1057]

Tutorials (23-27 Mar.): The Soviet Bloc: The Cold War, Dissent, and the Dissolution of the Soviet Empire and the Soviet Union

Perry et al, pp. 445-459, 468-470, 472-475 (Winston Churchill, *The Iron Curtain*; Nikita Khrushchev, *Report to the Twentieth Party Congress*; Roy Medvedev, *Stalin's Last Years*; Milovan Djilas, *The New Class*; Andor Heller, *The Hungarian Revolution, 1956*; Mikhail Gorbachev, *Perestroika*; Vaclav Havel, *The Failure of Communism*)

WEEK 25:

48. Mon. 30 Mar. The Yugoslav Civil War

Perry et al., part of ch. 25, pp. 1011-1018 (part of section 118) [Previous edition, pp. 1057-1062]

49. Wed. 1 Apr. European Integration

Perry et al., parts of ch. 22, 24, 26, pp. 914-916, 977-981, 1019-1024, 1028-1032 (parts of sections 107, 113, section 119, part of section 120) [Previous edition, pp. 898-900, 1019-1021, 1065-1074]

Last Tutorials (30 Mar.-3 Apr.): Europe after the Cold War and Preparing for the Final Exam

Perry et al., pp. 476-482. (C.J. Chivers, *Vladimir Putin*)

WEEK 26:

50. Mon. 6 Apr. Current Challenges

Perry et al., last part of ch. 26, pp. 1058-1072 (sections 122, 123) [Previous edition, pp. 1099-1114]

51. Wed. 8 Apr. Review for the Examination

**FINAL EXAMINATION - APRIL EXAMINATION PERIOD
(Date TBA)**

SAMPLE FINAL EXAMINATION:

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?

ADDITIONAL STATEMENTS

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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 Issues:

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. This site provides links the necessary forms. 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 should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

SUPPORT SERVICES:

Students who are in emotional/mental distress should refer to Mental Health@Western, <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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.

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