

**WESTERN UNIVERSITY
DEPARTMENT OF HISTORY
History 1401E (001)
2015-2016**

**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 Instructor)

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

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Lectures: Monday and Wednesday, 11:30 - 12:20 SEB 1059

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

002	Tutorial 1816	Thursday 4:30-5:30 pm	STVH 1155
003	Tutorial 1817	Tuesday 4:30-5:30 pm	WL 257
004	Tutorial 1818	Monday 1:30-2:30 pm	STVH 1155
005	Tutorial 1553	Monday 12:30-1:30 pm	STVH 1119
007	Tutorial 1819	Monday 3:30-4:30 pm	WL 259
008	Tutorial 2039	Thursday 10:30-11:30 am	STVH 3166
010	Tutorial 1929	Wednesday 1:30-2:30 pm	WL 259
011	Tutorial 4571	Tuesday 2:30-3:30 pm	STVH 1155

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%
Research and Drafting Exercise on the subject of the abolition of the British slave trade. First draft due in tutorial during the week of 9 Nov.; optional revised draft due in lecture on Monday, 7 Dec.:	10%
First Term Test, in tutorial Week 11:	10%
Final Essay, due in lecture on Monday, 7 Mar. (Proposal of a topic for the Final Essay due in tutorial during the week of 25 Jan., Week 17):	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.

KOVALY, HEDA MARGOLIUS, *Under a Cruel Star. A Life in Prague 1941-1968* (New York: Holmes & Meier, 1997)

RAMPOLLA Mary Lynn, *A Pocket Guide to Writing in History* 8th ed.(Bedford/St. Martin's, Boston, 2015). Please note that the 5th , 6th and 7th editions may be purchased quite inexpensively on-line, and are entirely acceptable.

+A weekly selection of readings to be found on-line on course web-site

Notes on Assignments:

Several days before most tutorial meetings the Teaching Assistant (TA) of your tutorial will post on the tutorial website, which is part of the class website, a question or questions about the readings assigned for the week. Students will be required to post responses to these questions on the forum site for their tutorial. These postings help provide a basis for discussion in tutorials.

During the fall semester all students in History 1401E will compose an essay that answers the following question: “Why did the government of the United Kingdom (commonly called Great Britain) choose to ban British ships from engaging in the slave trade in 1806 and 1807?” The purpose of this exercise is to help students to learn, or to improve, the research and writing skills they will need successfully to complete the final essay assignment in the winter term. The subject chosen is one on which considerable attention has been focused over the past several

decades. Three tutorials will be devoted, in whole or in part, to discussing research methods and writing skills. To assist them in completing this exercise students will be assigned a set of documents, which will be posted on the course website, in the Resources section. These documents will form the basis for tutorial discussions, for the drafting of outlines and model paragraphs, and for the essay that students will submit in lecture on Monday, 9th November. Students will be given the chance to raise their grades on this essay, based on the comments they receive on the first draft. The revised essay, for those students who choose to submit a revised draft, will be due in lecture on Monday, 7th December.

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 their 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 the 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 each student's 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*, 8th ed. (Boston: Bedford / St Martin's, 2015). 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 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 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. 14 Sept. 2015 Introduction to History 1401 and the European Map
2. Wed. 16 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.

3. Mon. 21 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. 23 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 (21-25 Sept.): Introductions, review of syllabus, expectations, etc.

WEEK 3:

5. Mon. 28 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. 30 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.): Early-modern Political Reflections

Palmer et al., last part of ch. 6, pp. 260-266 (section 30) [Previous edition: 6, pp. 249-255].

Hobbes Thomas, *Leviathan* (A. Crooke, St. Paul's Churchyard, 1651; Available on-line from the Project Gutenberg, www.gutenberg.org): Part II: Of Common-Wealth, Chs. XVII and XIX.

Available on OWL Course site.

WEEK 4: First discussion of slave trade abolition documents in tutorial

7. Mon. 05 Oct. Enlightened Absolutism
Palmer et al., first part of ch. 8, pp. 309-324 (introduction and section 35) [Previous edition: pp. 297-311]

8. Wed. 07 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 (05 - 09 Oct.): Writing Workshop

Please read and be prepared to discuss the following selections related to the research and writing exercise on the abolition of the slave trade. All are found in the Resources section of the course OWL website: David Brion Davis, *The Problem of Slavery in the Age of Revolution, 1770-1823* (Ithaca: Cornell, 1975), 39-49; Adam Hochschild, *Bury the Chains. Prophets and Rebels in the Fight to Free an Empire's Slaves* (Boston: Houghton Mifflin, 2005), 1-8, 85-97, 106-21; Robin Blackburn, *The Overthrow of Colonial Slavery 1776-1848* (London: Verso: 1988), 133-45. Please also bring Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, with you to tutorial.

WEEK 5: Mon. 12 Oct.: Thanksgiving, no class on Monday and no tutorials this week.

9. Wed. 14 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]

WEEK 6: Slave trade abolition exercise: bring outline of essay and a typed draft body paragraph to tutorial (see instructions on course website)

10. Mon. 19 Oct. The "First Revolution"
Palmer et al., second part of ch. 9, pp. 369-385 (section 42) [Previous edition: pp. 355-370]

11. Wed. 21 Oct. The Constitutional Monarchy (1789-1791)
Declaration of the Rights of Man and Citizen (Approved by the National Assembly of

France, August 26, 1789). Available on OWL course web-site.

Tutorials (19-23 Oct.): Writing Workshop

Please read and be prepared to discuss the following selections related to the research and writing exercise on the abolition of the slave trade. All are found in the Resources section of the course OWL website:

Kenneth Morgan, *Slavery and the British Empire. From Africa to America* (Norfolk: Oxford, 2007), chapter 7, 148-71; the preface to Seymour Drescher, *Econocide British Slavery in the Era of Abolition*, 2nd ed. (Chapel Hill: University of North Carolina Press, 2010), xiii-xx; Roger Anstey, *The Atlantic Slave Trade and British Abolition, 1760-1810* (London: MacMillan, 1975), 343-79, 391-401. Please also bring Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, with you to tutorial.

WEEK 7:

12. Mon. 26 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. 28 Oct. The Terror

Palmer et al., fourth part of ch. 9, pp. 389-400 (section 44) [Previous edition: pp. 374-383]

Tutorials (26-30 Oct.): Enlightened Critiques of European Societies

Swift Jonathan, *Gulliver's Travels into several Remote Nations of the World* (first published in 1726-7; Available on-line from the Project Gutenberg, www.gutenberg.org), Part IV: A Voyage to the Country of the Houyhnhnms, Chs. I, IV, V, VI, and VII. Available on OWL Course site.

WEEK 8: Slave trade abolition exercise: bring a typed draft introductory paragraph and a typed draft conclusion to tutorial

14. Mon. 02 Nov. 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. 04 Nov. 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]

Tutorials (02-06 Nov.): Writing Workshop

Together with your typed paragraphs, please also bring Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, with you to tutorial.

WEEK 9: Slave Trade Abolition essay due in tutorial during the week of November 9th (inc. submission to Turnitin)

16. Mon. 09 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. 11 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 (09-13 Nov.): Revolution - Rights for All?

Wollstonecraft Mary, *A Vindication of the Rights of Woman* (1792; Available on-line from the Project Gutenberg, www.gutenberg.org), Ch. 13, Sections 1 to 6 included. Available on OWL course web-site.

WEEK 10: First-term Test in Tutorials next week

18. Mon. 16 Nov. The Industrial Revolution
Palmer et al., first part of ch. 11, pp. 451-460 (section 52) [Previous edition: pp. 433-443]

19. Wed. 18 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 (16-20 Nov.): Reactions to Revolution

Burke Edmund, *The Works of the Right Honourable Edmund Burke in Twelve Volumes* (London, John C. Nimmo, 1887; Available on-line from the Project Gutenberg, www.gutenberg.org), Vol. V: Three Letters Addressed to a Member of the Present Parliament, on the Proposals for Peace with the Regicide Directory of France - Letter II: On the Genius and Character of the French Revolution as it Regards other Nations. Available on the OWL course web-site.

WEEK 11: First-term Test in Tutorials this week

20. Mon. 23 Nov. 1830 Revolutions
Palmer et al., part of ch. 11, pp. 487-495 (section 56) [Previous edition: pp. 468-476]

21. Wed. 25 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 (23-27 Nov.): First-term Test

WEEK 12:

22. Mon. 30 Nov. East and West at mid-Century: In the Wake of the 1848 Revolutions
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. 02 Dec. 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 (30 Nov. - 04 Dec.): Industrial Tensions

Engels Frederick, *The Condition of the Working-Class in England in 1844* (George Allen & Unwin reprint of the 1892 edition by David Price, 1943; Available on-line from the Project Gutenberg, www.gutenberg.org): The Mining Proletariat and The Attitude of the Bourgeoisie Towards the Proletariat. Available on the OWL course web-site.

WEEK 13: No Tutorials this week; Revised Slave Trade Abolition essays due in lecture on Mon., 07 Dec. (please note that the submission of a revised essay is optional)

24. Mon. 07 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. 09 Dec. The Age of the Nation-State - Conclusions
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. 04 Jan. 2016** 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]
- 27. Wed. 06 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 (04-08 Jan.): John Stuart Mill, *The Subjection of Women* (New York: Henry Holt, 1898), 207-45; Friedrich Nietzsche, *Beyond Good and Evil*, trans. By Helen Zimmern (New York: Boni and Liveright, 1917), aphorisms 201, 203, 259, 260. (available on course OWL web-site)

WEEK 15:

- 28. Mon. 11. Jan.** Imperialism
Palmer et al., parts of ch. 16, pp. 643-687 (sections 75, 76, 77, 78, 79, 80) [Previous edition: pp. 629-638, 643-675]
- 29. Wed. 13 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 (11-15 Jan.): John Hobson, *Imperialism. A Study* (London: George Allen & Unwin, 1902), 196-222; Adam Hochschild, *King Leopold's Ghost. A Story of Greed, Terror, and Heroism in Colonial Africa* (Boston: Houghton Mifflin, 1998), 115-26. (available on course OWL web-site)

WEEK 16: Essay Proposals due next week

- 30. Mon. 18 Jan.** The First World War
Palmer et al., parts of ch. 17, pp. 699-723 (Sections 82, 83, 84, 85) [Previous edition: pp. 786-709]
- 31. Wed. 20 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 (18-22 Jan.): Immanuel Geiss, *July 1914. The Outbreak of the First World War: Selected Documents* (New York: Scribner's, 1967), 76-87, 110-1, 113, 122-4, 127-31, 142-6, 170-1, 183-7, 282-4, 292-5; Erich Maria Remarque, *All Quiet on the Western Front*, trans. By A.W. Wheen (Boston: Little, Brown, 1929), 268-81; Ernst Jünger, *The Storm of Steel. From the Diary of a German Storm-Troop Officer on the Western Front* (New York: Howard Fertig, 1975; first published in German in 1924), 302-19. (available on course OWL web-site)

WEEK 17 : Essay Proposal due in Tutorial this week

- 32. Mon. 25 Jan.** The Russian Revolution
Palmer et al., first part of ch. 18, pp. 735-758 (sections 87, 88) [Previous edition, pp. 719-742]
- 33. Wed. 27 Jan.** 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 (25-29 Jan.): Lenin, “The Proletarian Revolution and Kautsky the Renegade,” pp. 372-5, 377-8; Nikita Khrushchev, *Khrushchev Remembers* (Boston: Little Brown, 1970), 71-83; Diary of Andrei Stepanovich Arzhilovsky, from Veronique Garros, Natalia Korenevskaya, and Thomas Luhusen, *Intimacy and Terror. Soviet Diaries of the 1930s* (New York: New Press, 1995), 110-1, 128-33; Wolfgang Leonhard, *Child of the Revolution* (Chicago: Henry Regnery, 1958), 26-39. (available on course OWL web-site)

WEEK 18:

34. Mon. 01 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]

35. Mon. 03 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]

Tutorials (01-05 Feb.): Hitler, *Mein Kampf*, translated by Ralph Manheim (Boston: Houghton-Mifflin, 1943; first published in German in 1925-6), 36-65, 176-86; Hermann Rauschning, *The Voice of Destruction* (New York: Putnam, 1940), 47-57. (available on course OWL web-site)

WEEK 19:

36. Mon. 08 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]

37. Wed. 10 Feb. The Second World War
Palmer et al., parts of ch. 21, pp. 853-875 (sections 101, 102) [Previous edition, pp. 837-859]

Tutorials (08-12 Feb.): Alfons Heck, *A Child of Hitler. Germany in the Days when God wore a Swastika* (Frederick: Renaissance House, 1985), 8-31; Jost Hermand, *A Hitler Youth in Poland. The Nazis Program for Evacuating Children during World War II*, trans. By Margot Bettauer Dembo (Evanston: Northwestern University Press, 1997), 46-56; Hossbach Memorandum, Berlin, November 10, 1937 (German History in Documents and Images; http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1540, accessed July 1, 2015); Winston Churchill, *Churchill Speaks 1897-1963* (New York: Barnes & Noble), 653-62. (available on course OWL web-site)

READING WEEK: 15-19 February 2016 (**no classes, no tutorial meetings**)

WEEK 20:

38. Mon. 22 Feb. The Second World War
Palmer et al., parts of ch. 21, pp. 853-875 (sections 101, 102) [Previous edition, pp. 837-859]

39. Wed. 24 Feb. Nazi Rule in Europe; Genocide
Tutorials (22-26 Feb.): Juergen Forster, “Operation Barbarossa as a War of Conquest and Annihilation,” from *Germany and the Second World War*, Vol. 4, *The Attack on the Soviet Union* (Oxford: Clarendon Press, 1998), 481-5, 1140-7, 1172-7; Saul Friedlaender, *The Years of Extermination: Germany and the Jews, 1939-1945* (Harper Perennial, 2007), 197-215, 261-8, 479-83; Heda Margolius Kovaly, *Under a Cruel Star. A Life in Prague 1941-1968* (New York: Holmes & Meier, 1997), 1-66 (Forster and Friedlaender selections available on course OWL web-site; Kovaly memoir must be purchased)

WEEK 21: **Final Essay due next week**

40. Mon. 29 Feb. Resistance

41. Wed. 02 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 (29 Feb. - 04 Mar.): Extracts from the Diary of Captain Wilm Hosenfeld, from Wladyslaw Szpilman, *The Pianist, the Extraordinary Story of One Man's Survival in Warsaw, 1939-1945*, trans. by Anthea Bell (Toronto: McArthur and Co., 2003), 177-181, 193-208; Georg (Juergen) Wittenstein, Essay on the White Rose group, from John Michalczyk, *Confront. Resistance in Nazi Germany* (New York: Peter Lang, 2004), 196-207; Fliers of the White Rose group, from *Nazism, 1919-1945. A Documentary Reader*, ed. by J. Noakes and G. Pridham, Vol. 4, *The German Home Front in World War II* (Exeter, 1984, 457-9; Heda Margolius Kovaly, *Under a Cruel Star. A Life in Prague 1941-1968* (New York: Holmes & Meier, 1997), 67-153. (available on course OWL web-site, except for the Kovaly memoir)

WEEK 22: **Final Essay due in lecture on Monday, 7 March (+ Turnitin)**

42. Mon. 07 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]

43. Wed. 09 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 (07-11 Mar.): Alistair Horne, *A Savage War of Peace. Algeria 1954-1962* (London: MacMillan, 1977), 165-176, 198-207; Pierre Bourdieu, *Distinction. A Social Critique of the Judgement of Taste*, trans. by Richard Nice (Cambridge: 1986), 108, 110, 114-5, 177, 190, 214-5, 241, 243; Pierre Bourdieu, *Language and Symbolic Power*, trans. by Gino Raymond and Matthew Adamson (Cambridge, 1994), 97-8. (available on course OWL web-site)

WEEK 23:

44. Mon. 14 Mar. The Soviet Bloc and the Growth of Dissent

Palmer 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]

45. Wed. 16 Mar. The Collapse of the Soviet Union

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

Tutorials (14-18 Mar.): Nikita Khrushchev's "Secret Speech" to the XXth Congress of the Communist Party of the Soviet Union of February 25, 1956, from *Khrushchev Remembers*, 559, 572-5, 578-89; Milovan Djilas, *The New Class. An Analysis of the Communist System* (New York: Praeger, 1957), 37-39, 46-7, 59-62; Heda Margolius Kovaly, *Under a Cruel Star. A Life in Prague 1941-1968* (New York: Holmes & Meier, 1997), 154-92; Zhores Medvedev, "The Legacy of Andrei Sakharov," *Index on Censorship* 3 (1990) 13-14; Natalia Rubinstein, "A People's Artist: Vladimir Vysotsky," *Index on Censorship* 7 (1986), 20-23. (all available on course OWL web-site, except for the Kovaly's memoir)

WEEK 24:

46. Mon. 21 Mar. The Yugoslav Civil War
Palmer et al., part of ch. 25, pp. 1011-1018 (part of section 118) [Previous edition, pp. 1057-1062]

47. Wed. 23 Mar. A New Tsar? Vladimir Putin
Tutorials (21-25 Mar.): Masha Gessen, *The Man without a Face. The Unlikely Rise of Vladimir Putin* (New York: Riverhead (Penguin), 2012), 48-53, 22-7, 36-42; Karen Dawisha, *Putin's Kleptocracy. Who Owns Russia?* (New York: Simon & Schuster, 2014), 266-77, 285-91, 313-24, 340-50. (available on course OWL web-site)

WEEK 25:

48. Mon. 28 Mar. The European Union and Climate Change

49. Wed. 30 Mar. European Integration and New Challenges: Difficulties with the Euro, Immigration, and Minorities

Palmer et al., parts of ch. 22, 24, 26, pp. 914-916, 977-981, 1019-1024, 1028-1032, 1058-72 (parts of sections 107, 113, section 119, part of section 120, 122, 123) [Previous edition, pp. 898-900, 1019-1021, 1065-1074, 1099-1114]

Last Tutorials (28 Mar.- 01 Apr.): Encyclical of Pope Francis of May 24, 2015, *Laudato Si'*, 1, 7-22, 59-69; other materials to be assigned. (available on course OWL web-site)

WEEK 26:

50. Mon. 04 Apr. Review for the Final Examination; Discussion of Final Essays

51. Wed. 06 Apr. Open

FINAL EXAMINATION - APRIL 2016 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?