

FINAL VERSION

**WESTERN UNIVERSITY
DEPARTMENT OF HISTORY**

History 1401E (001)

2016-2017

**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. Brock Millman (Fall term Instructor)

LH 2224 bmillman@uwo.ca

Office Hours: Monday and Wednesday, 1:00 to 2:00 pm

Prof. Eli Nathans (Course Director and Winter term Instructor)

Office Hours: Mondays 3:30 to 5:00 pm and by appointment
LH 2217 enathans@uwo.ca

Lectures: Monday and Wednesday, 11:30 - 12:20 TC-141

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

002	Tutorial 1746	Thursday 4:30-5:30 pm	WL 259
003	Tutorial 1747	Tuesday 4:30-5:30 pm	STVH 1155
004	Tutorial 1748	Monday 1:30-2:30 pm	STVH 3166
005	Tutorial 1513	Monday 12:30-1:30 pm	WL 257
007	Tutorial 1749	Monday 3:30-4:30 pm	WL 257
008	Tutorial 1944	Thursday 10:30-11:30 am	STVH 3166
009	Tutorial 20058	Tuesday 3:30-4:30 pm	STVH-2166
010	Tutorial 1845	Wednesday 1:30-2:30 pm	STVH 3166
011	Tutorial 4585	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 Director.

Evaluations and Assignments:

Weekly postings on tutorial readings (for the entire year):	10%
Tutorial participation (for the entire year):	10%
Research and Drafting Exercise on the subject of the abolition of the British slave trade. First draft due in lecture on Wednesday, November 2 nd ; optional revised draft due in lecture on Wednesday, December 7th:	10%
Mid-Term Examination, to be scheduled by the Registrar in the fall exam period, which takes place from December 10th-21st:	25%
Final Essay, due in lecture on Monday, March 6th (Proposal of a topic for the Final Essay due in tutorial during the week of January 23rd, Week 16):	20%
Final Examination (to be scheduled by the Registrar in the winter term exam period, which takes place from April 9th-30 th):	25%.

Note: The mid-term examination will be based on subjects examined during the fall term of the course. The final examination will be based on subjects examined during the winter term, although one or more of the essay questions may ask students to draw comparisons with events or institutions, or cultural or political subjects, studied during the fall term. On the final examination students may also be asked to examine subjects that relate to the periods covered in both terms. The identifications on each exam will be drawn only from materials studied in the semester covered by the exam. Model mid-term and final examinations can be found following the schedule of lectures and reading assignments.

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.

In addition, weekly selections of readings can be found on-line on the course web-site, in the section labeled "Resources." The website is found at owl.uwo.ca.

Notes on Assignments:

Several days before most tutorial meetings the Teaching Assistant (TA) of your tutorial will post on the tutorial 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 between 1805 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 Wednesday, November 2nd. 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 Wednesday, December 7th.

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. If no written proposal is submitted, 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. In starting your search for sources, please refer to the suggestions for further reading prepared by the authors of the Palmer textbook. These can be found at:

http://highered.mheducation.com/sites/0073385549/student_view0/suggestions_for_further_reading.html

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>).

No electronic devices or notes or sources of any kind are allowed in either the fall term examination or in the final examination.

For the Slave Trade Abolition Essay 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 Professor 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: student.uwo.ca 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. Brock Millman)

WEEK 1:

1. Mon. 12 Sept. 2016 **Introduction to History 1401 and the European Map**

2. Wed. 14 Sept. **Dynasties and Politics**

Palmer et al., first part of ch. 5, pp. 195-218 (sections 23, 24, and 25) [Previous edition: pp. 189-211]

Tutorials (12-16 Sept.): Introductions, review of syllabus, expectations, etc.

WEEK 2: **First discussion of slave trade abolition documents in tutorial**

3. Mon. 19 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. 21 Sept. **Old Regime Economic Structures**

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 (19-23 Sept.): 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: 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; Kenneth Morgan, *Slavery and the British Empire. From Africa to America* (Norfolk: Oxford, 2007), chapter 7, 148-71. Please also bring Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, with you to tutorial.

WEEK 3:

5. Mon. 26 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. 28 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 (26-30 Sept.):

Locke, Introduction to An Essay on Human Understanding (1690), pp 22-27 (available on line at <ftp://ftp.dca.fee.unicamp.br/pub/docs/ia005/humanund.pdf>); Immanuel Kant, 'What Is Enlightenment' (1784), available on line at <http://www.columbia.edu/acis/ets/CCREAD/etscc/kant.html>

WEEK 4: **Slave trade abolition exercise: bring outline of an essay and a typed draft body paragraph to tutorial (see instructions on course website)**

7. Mon. 03 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. 05 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 (03-07 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: Robin Blackburn, *The Overthrow of Colonial Slavery 1776-1848* (London: Verso: 1988), 133-45; 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 5: Mon. 10 Oct.: Thanksgiving, no class on Monday and no tutorials this week.

9. Wed. 12 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 to tutorial a typed draft introductory paragraph, a typed draft conclusion, and a typed one paragraph summary of what you learned from a source that you found in one of the Western libraries or a Western Library Database (see instructions on course website)

10. Mon. 17 Oct. The "First Revolution" (1789-1791)

Palmer et al., second part of ch. 9, pp. 369-385 (section 42) [Previous edition: pp. 355-370]; and, *Declaration of the Rights of Man and Citizen* (Approved by the National Assembly of France, August 26, 1789), found at http://avalon.law.yale.edu/18th_century/rightsof.asp

11. Wed. 19 Oct. Towards War, Civil War and Terror (1792-1893)

Palmer et al., third part of ch. 9, pp. 385-400 (sections 43 and 44) [Previous edition: pp. 370-383]

Tutorials (17-21 Oct.): 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 7: FALL STUDY BREAK OCT. 27-28: NO TUTORIALS THIS WEEK

12. Mon. 24 Oct. Reaction in France

13. Wed. 26 Oct. Reaction Outside France

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

WEEK 8: Slave Trade Abolition essay due in lecture on Wednesday, November 2nd (submission to Turnitin on the course OWL website also is required)

14. Mon. 31 Oct. The Napoleonic Settlement and the Napoleonic Empire

Palmer et al., last part of ch. 9 and first part of ch. 10, pp. 400-431 (sections 45 and 46, introduction and sections 47, 48 and 49) [Previous edition: pp. 383-414]

15. Wed. 02 Nov. The Fall of Napoleon

Palmer et al., second part of ch. 10, pp. 431-447 (sections 50 and 51) [Previous edition: pp. 414-431]

Tutorials (31 Oct.-04 Nov.): Benjamin Constant, Excerpt from the Spirit of Usurpation and Conquest (1814), available on line at <http://www.columbia.edu/~iw6/docs/constant.html>; and, Napoleon's Account of the Internal Situation in France (1804), available on line at <http://history.hanover.edu/texts/NAPOLEON.html>.

WEEK 9:

16. Mon. 07 Nov. **The Congress of Vienna**

Palmer et al., part of ch. 11, pp. 475-487 (sections 54 and 55) [Previous edition: pp. 457-468]

17. Wed. 09 Nov. **Restoration and Resistance, 1815-1826**

Tutorials (07-11 Nov.): Klemens von Metternich, *Political Confession of Faith* (1820), available on line at <http://history.hanover.edu/courses/excerpts/111metter.html>; Edmund Burke, extract from *Reflections on the Revolution in France* (1790), available on line at <http://www.historyguide.org/intellect/reflections.html>; and, Joseph Mazzini, “An Essay on the Duties of Man Addressed to Workingmen” (1858), available on line at <http://teachers.sduhsd.net/ltrupe/sources/nationalism/mazzini.htm>.

WEEK 10:

18. Mon. 14 Nov. **Revolution, Counter-Revolution or Reform, 1830-1848?**

Palmer et al., part of ch. 11, pp. 487-500 (section 56), first part of Ch. 12, pp. 501-520 (introduction and sections 58, 59, 60), (previous edition, pp. 468-476, 483-502).

19. Wed. 16 Nov. **The Advent of ‘Isms’.**

Palmer et al., part of ch. 11, pp. 460-475 and ch. Section 61, 520-530 (previous edition pp. 443-457, and 503-512).

Tutorials (14-18 Nov.): Karl Marx, “Bourgeois and Proletarians”, *The Communist Manifesto* (1848), available at http://avalon.law.yale.edu/19th_century/manone.asp; John Stuart Mill ‘On Liberty’ (1859), Chpt 1 (pp. 1-18), available on line at <http://socserv.mcmaster.ca/econ/ugcm/3ll3/mill/liberty.pdf>; and, Charles Baudelaire, ‘What is Romanticism?’, available on line at <http://web.archive.org/web/20000617070143/http://warwick.ac.uk/fac/arts/History/teaching/sem10/aud.html>, and, Ernst Moritz Arndt, “The German Fatherland”, available on line at <http://legacy.fordham.edu/halsall/mod/arndt-vaterland.asp>

WEEK 11:

20. Mon. 21 Nov. **The Congress System, International Relations**

Palmer et al., review section 51, pp. 437-447 pages and sections 54 and 55, pp. 475-487 (previous edition, 421-431, 461-468)

21. Wed. 23 Nov. **Europe Divided, International Relations 1826-1856**

Palmer et al., section 55, pp. 479-487, section 62, pp. 530-534, introduction to chp 13, pp 535-539, and, chpt 16, section 76, pp. 653-662) (previous edition, 469-476, 512-521, and 643-646).

Tutorials (21-25 Nov.): Carlsbad Decree (1819), available on line at <http://history.hanover.edu/texts/carlsbad.html>; Holy Alliance (1815), available on line at, http://www.napoleon-series.org/research/government/diplomatic/c_alliance.html; George Canning, “Address on the King’s Message Concerning Portugal” (1826), available on line at <http://www.historyhome.co.uk/polspeech/portugal.htm>; Lord Palmerston, ‘Palmerston’s Speech on the Affairs in Greece’ (1850), available on line at <http://www.historyhome.co.uk/polspeech/foreign.htm>.

WEEK 12:

22. Mon. 28 Nov. **The Industrial Revolution: Causes, and Course**

Palmer et al., chpt 11, introduction and section 52, pp. 449-460 (previous edition, pp. 433-443).

23. Wed. 30 Nov. **Industrialisation: Consequences**

Palmer et al., section 57, pp. 495-500 ; chp 14, introduction, and sections 69 and 70, pp. 569-593.

Tutorials (28 Nov. - 02 Dec.): Friedrich Engels, “Industrial Manchester“ (1844), available on line at <http://www.historyhome.co.uk/polspeech/foreign.htm>; Thomas Carlyle, “The Mechanical Age” available on line at: <https://legacy.fordham.edu/halsall/mod/carlyle-times.asp>; and, Andrew Carnegie, “The Gospel of Wealth” (1889), available on line at <https://legacy.fordham.edu/halsall/mod/1889carnegie.asp>.

WEEK 13: No Tutorials this week; Revised Slave Trade Abolition essays due in lecture on Wed., December 7th (please note that the submission of a revised essay is optional; if you submit a revised essay, please submit the first draft and the TA’s comments, with the grading rubric)

24. Mon. 05 Dec. **The Age of the Nation-State - Unification of Germany and Italy**

Palmer et al., second part of ch. 13, pp. 535-568.

25. Wed. 07 Dec. **The Age of the Nation-State – Conclusions and retrospective**

Mid-term examination in December exam period

WINTER TERM (Prof. Eli Nathans)

WEEK 14:

26. Mon. 09 Jan. 2017 **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. 11 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 (09-13 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 the course OWL web-site)

WEEK 15:

28. Mon. 16. Jan. **Imperialism: Essay Proposals due next week**

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. 18 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 (16-20 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 the course OWL web-site)

WEEK 16: Essay Proposal due in Tutorial this week

30. Mon. 23 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. 25 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 (23-27 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 the course OWL web-site)

WEEK 17 : The Soviet Union

32. Mon. 30 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. 01 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 (30 Jan.-3 Feb.): 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 the course OWL web-site)

WEEK 18:

34. Mon. 06 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. 08 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 (06-10 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 the course OWL web-site)

WEEK 19:

36. Mon. 13 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. 15 Feb. The Second World War

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

Tutorials (13-17 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 the course OWL web-site)

READING WEEK: 20-24 February 2017 (no classes, no tutorial meetings)

WEEK 20: Final Essay due next week

38. Mon. 27 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. 01 Mar. Nazi Rule in Europe; Genocide

Tutorials (27 Feb. – 3 Mar.): 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 in lecture on Monday, 6 March (+ Turnitin)

40. Mon. 06 Mar. Resistance

41. Wed. 08 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 (06 Mar. - 10 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 the course OWL web-site, except for the Kovaly memoir)

WEEK 22:

42. Mon. 13 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. 15 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 (13-17 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 the course OWL web-site)

WEEK 23:

44. Mon. 20 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. 22 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 (20-24 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; Svetlana Alexievich, *Secondhand Time. The Last of the Soviets*, trans. By Bela Shayevich (New York: Random House, 2016), 17-33. (all available on the course OWL web-site, except for the Kovaly's memoir)

WEEK 24:

46. Mon. 27 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. 29 Mar. A New Tsar? Vladimir Putin

Tutorials (27-31 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 the course OWL web-site)

WEEK 25:

48. Mon. 3 Apr. The European Union and New Challenges: Difficulties with the Euro, Brexit, Immigration, and Terrorism

49. Wed. 5 Apr. Review for the Final Examination

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 (03-07 Apr.): Encyclical of Pope Francis of May 24, 2015, *Laudato Si'*, 1, 7-22, 59-69 (available on the course OWL web-site)

FINAL EXAMINATION - APRIL 2017 EXAMINATION PERIOD (April 9-30)

MODEL MID-TERM EXAMINATION

In the mid-term examination you will be given seven to ten essay questions and asked to write an essay on two of them. Grading of the essays will be based on the clarity, breadth, and logical development of the answer, and the extent to which claims are supported by references to the materials assigned for the class. Model questions are provided below. **The grade on the essay part of the exam constitutes 60% of the grade for the exam.**

You will also be required to identify four of six quotations, names, terms, etc. All will be taken from assigned original sources discussed in tutorials and lectures. With respect to quotations you will be asked to indicate who made the statement, when, and to whom, and also to describe the meaning or meanings, historical context, and significance of the quotation. With respect to names, you must identify who the individual was, when he or she lived, and the historical significance of the individual as discussed in the readings and in class. With respect to a term you must explain the historical meanings and significance of the term. The sample identifications below will not be used on the examination, but they should give you a sense of what to expect. **The grade on the identifications constitutes 40% of the grade for the exam.**

Sample essay questions:

1. Did the Enlightenment succeed? If so, how? If not, why not?
2. What were the causes of the French Revolution? Should we understand the revolution primarily as the outcome of long term trends, or short term accidents?
3. The 'revolution' is often considered to have run its course by 1799. Were the ideals with which the revolution had commenced betrayed? If so, when, how and by whom?
4. In France, Napoleon I is remembered as a great conqueror. Other Europeans hoped that he would be a reformer and liberator. Some believed he was, even if a flawed hero. In the United Kingdom, he was denounced as a monster and tyrant and is still remembered as such. Which interpretation is most correct?
5. Which 19th Century 'ism' had the greatest, and longest lasting effect?
6. Do you consider that political, social, economic or cultural changes were most 'revolutionary' in 19th Century Europe?
7. What caused the industrial revolution?

Sample identifications:

1. "Laziness and cowardice are the reasons why such a large part of mankind gladly remain minors all their lives, long after nature has freed them from external guidance. They are the reasons why it is so easy for others to set themselves up as guardians. It is so comfortable to be a minor."

2. “To make a government requires no great prudence. Settle the seat of power; teach obedience and the work is done. To give freedom is still more easy. It is not necessary to guide; it only requires to let go the rein. But to form a *free government*; that is, to temper together these opposite elements of liberty and restraint in one consistent work, requires much thought, deep reflection, a sagacious, powerful, and combining mind. This I do not find in those who take the lead in the National Assembly.”

3. Romanticism

4. Congress of Vienna

5. “The bourgeoisie, wherever it has got the upper hand, has put an end to all feudal, patriarchal, idyllic relations. It has pitilessly torn asunder the motley feudal ties that bound man to his "natural superiors," and has left remaining no other nexus between man and man than naked self-interest, than callous "cash payment." It has drowned the most heavenly ecstasies of religious fervour, of chivalrous enthusiasm, of philistine sentimentalism, in the icy water of egotistical calculation. It has resolved personal worth into exchange value.”

6. “This, then, is held to be the duty of the man of Wealth: First, to set an example of modest, unostentatious living, shunning display or extravagance; to provide moderately for the legitimate wants of those dependent upon him; and after doing so to consider all surplus revenues which come to him simply as trust funds, which he is called upon to administer, and strictly bound as a matter of duty to administer in the manner which, in his judgment, is best calculated to produce the most beneficial result for the community-the man of wealth thus becoming the sole agent and trustee for his poorer brethren, bringing to their service his superior wisdom, experience, and ability to administer-doing for them better than they would or could do for themselves.”

MODEL FINAL EXAMINATION

In the final examination you will be given seven to ten essay questions and asked to write an essay on two of them. Grading of the essays will be based on the clarity, breadth, and logical development of the answer, and the extent to which claims are supported by references to the materials assigned for the class. Model questions are provided below.

You will also be required to identify four of six quotations, names, terms, etc. All will be taken from assigned original sources discussed in tutorials and lectures. With respect to quotations you will be asked to indicate who made the statement, when, and to whom, and also to describe the meaning or meanings, historical context, and significance of the quotation. With respect to names, you must identify who the individual was, when he or she lived, and the historical significance of the individual as discussed in the readings and in class. With respect to a term you must explain the historical meanings and significance of the term. The sample identifications below will not be used on the examination, but they should give you a sense of what to expect.

60% of the examination grade will be based on the answers to the two essay

questions you select, and 40% will be based on the identifications.

Sample essay questions:

1. Why did German nationalism prove to be so explosive a force in the period between the Napoleonic Era and the First World War?
2. 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?
3. Why were the Bolsheviks able to seize control of the government of Russia in 1917 and then retain their grip on power in the Civil War and the early 1920s?
4. Why had most of the parliamentary governments established in Europe after 1918 become some variety of authoritarian regime by the mid-1930s?
5. 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.
6. Why did most of the colonies governed by the United Kingdom and France gain independence in the period between 1945 and 1960?
7. Why was the European Union created?
8. What caused the Yugoslav civil wars?
9. 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?
10. Explain the rise to power of Vladimir Putin.

Sample identifications:

1. “The receptivity of the great masses is very limited, their intelligence is small, but their power of forgetting is enormous. In consequence of these facts, all effective propaganda must be directed to a very few points and must harp on these slogans until the last member of the public understands what you want him to understand by your slogan. As soon as you sacrifice this slogan and try to be many-sided, the effect will piddle away”

2. “In giving an objective, concentrated analysis of Stalin’s negative side, I must say something about the practice Stalin instituted of ruthlessly branding Party members as enemies of the people, then bringing them to trial and having them eliminated. Our Party is still scarred by the damage done during the purges. The attitudes which Stalin inculcated in the minds of many Party members left a kind of encrustation on the consciousness of many people, especially dull, limited people. Even today you’ll find those who think Stalin’s way was the only right way to build Socialism and to get things done in our country. As far as I am concerned, it reflects a fairly primitive, slavish mentality to say that people won’t work unless there’s someone standing

over them, cracking a whip above their heads. If you believe in the psychology of a slave society – that people have to be kept in line by force or else they’ll revolt – then maybe you’re one of those who thinks the repression inflicted on the Soviet people by Stalin was historically inevitable. But I think that claim is nonsense.”

3. “After lunch, when I again called attention to the seriousness of the situation, the Kaiser authorized me to inform our gracious Majesty that we might in this case, as in all others, rely upon Germany’s full support. He must, as he said before, first hear what the Imperial Chancellor has to say, but he did not doubt in the least that Herr von Bethmann Hollweg would agree with him. Especially as far as our action against Serbia was concerned. But it was his (Kaiser Wilhelm’s) opinion that this action must not be delayed. Russia’s attitude will no doubt be hostile, but for this he had been for years prepared, and should a war between Austria-Hungary and Russia be unavoidable, we might be convinced the Germany, our old faithful ally, would stand at our side.”

4. “Proletarian democracy is a million times more democratic than any bourgeois democracy; Soviet power is a million times more democratic than the most democratic bourgeois republic Is there a single country in the world, even among the most democratic bourgeois countries, in which the average rank and file worker, the average rank and file village labourer, or village semi-proletarian generally . . . enjoys anything approaching such liberty of holding meetings in the best buildings, such liberty to use the largest printing plants and biggest stocks of paper to express his ideas and to defend his interests, such liberty to promote men and women of his own class to administer and to ‘run’ the state, as in Soviet Russia?”

5. Andrei Sakharov

6. "In the case of women, each individual of the subject class is in a chronic state of bribery and intimidation combined."

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 to 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