

**WESTERN UNIVERSITY
DEPARTMENT OF HISTORY
History 1401E (001) 2017-2018
Mondays and Wednesdays 11:30-12:20, SEB-2200
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. Eli Nathans (Course Director and Fall Term Instructor)

Office Hours: Tuesdays 1:30 to 3:30 and by appointment

LWH 2217 enathans@uwo.ca

Prof. Karen Priestman (Winter Term Instructor)

Office Hours: To be determined

LWH 2233

Lectures: Monday and Wednesday, 11:30 - 12:20 SEB-2200

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

002	Tutorial 1700	Thursday 4:30-5:30 pm	WL 257
003	Tutorial 1701	Tuesday 4:30-5:30 pm	STVH 2166
004	Tutorial 1702	Monday 1:30-2:30 pm	STVH 1119
005	Tutorial 1490	Monday 12:30-1:30 pm	STVH 3166
007	Tutorial 1703	Wednesday 1:30-2:30 pm	STVH 2166
008	Tutorial 1882	Thursday 10:30-11:30 am	STVH 1155
009	Tutorial 7448	Tuesday 3:30-4:30 pm	UCC 54B
011	Tutorial 3902	Tuesday 2:30-3:30 pm	UCC 54A

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 Monday, October 30th; optional revised draft due in lecture on Wednesday, December 6th:	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 5th (Proposal of a topic for the Final Essay due in tutorial during the week of January 22nd, Week 16):	20%
Final Examination (to be scheduled by the Registrar in the winter term exam period, which takes place from April 14th-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 Monday, October 30th. 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 6th.

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. Eli Nathans)

WEEK 1:

1. Mon. 11 Sept. 2017 **Introduction to History 1401**

2. Wed. 13 Sept. **Geography, Demographic Realities, Social Structures, and Gender Roles**

Palmer et al., pp. 117-24, 268-75, 364-68 (sections 13, 31, and 41) [Previous edition: pp. 114-20, 258-65, 350-53]

Tutorials (11-15 Sept.): Introductions; Excerpts from the Prussian census of 1817; "The Day Laborer in Brittany," from *European Society in the Eighteenth Century*, eds. Robert and Elborg Forster (Harper Torchbooks, 1969), 133-6; Emilie Carles, *A Life of Her Own*, trans. by A. Goldberger (New York: Penguin, 1992), 5-12, 15-18, 25-28. (all sources found in the Resources section of the course OWL website – note that this is the main site for the class, not the site for each student's tutorial)

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

3. Mon. 18 Sept. **Britain at the start of the 18th century: legacies of the Civil War and the Glorious Revolution**

Palmer et al., pp. 158-73 (sections 19, 20) [Previous edition: pp. 155-69]

4. Wed. 20 Sept. **France at the start of the 18th century**

Palmer et al., pp. 176-93 (sections 21, 22) [Previous edition: pp. 172-88]

Tutorials (18-22 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: **Slave trade abolition exercise: bring outline of an essay and a typed draft body paragraph to tutorial (see instructions on course website)**

5. Mon. 25 Sept. **The Global Contest between France and Britain, 1740-1763; Slavery and the Slave Trade**

Palmer et al., pp. 275-308 (sections 32, 33, and 34) [Previous edition: pp. 265-96]

6. Wed. 27 Sept. **Declining and Expanding European Powers**

Palmer et al., pp. 195-231, 339-42 (sections 27-30 and 38) [Previous edition: pp. 189-224, 325-9]

Tutorials (25-29 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: 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 4:

7. Mon. 02 Oct. Revolutionary changes in methods of farming, the growth of commerce, and the start of the Industrial Revolution in England

Palmer et al., pp. 449-55 (section 52) [Previous edition: pp. 433-39]

8. Wed. 04 Oct. Origins of the Enlightenment

Palmer et al., pp. 241-66, 309-24 (sections 28-30, and 35) [Previous edition: pp. 232-65, 297-311]

Tutorials (02-06 Oct.):

Voltaire, *Letters concerning the English Nation* (New York: Oxford University Press, 1994), originally published in 1733, 17-30; and Montesquieu, *The Spirit of the Laws* (New York: Cambridge University Press, 1989), originally published in 1748, xli-xlv, 21-30, 246-53. (available on the course OWL web-site)

WEEK 5:

No classes – fall reading week.

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)

9. Mon. 16 Oct. Enlightened Absolutism; Romanticism

Palmer et al., pp. 324-39, 461-3 (sections 36, 37, and 53) [Previous edition: pp. 311-25, 443-5]

10. Wed. 18 Oct. The French Revolution, 1789-1791

Palmer et al., pp. 343-52, 363-85 (sections 39, 41, and 42) [Previous edition: pp. 329-37, 349-70]

Grievances described in cahiers de doléance, 1789, from John Boyer and Julius Kirshner, *The Old Regime and the French Revolution*, vol. 7 (Chicago, 1987), 208-17; "Declaration of the Rights of Man and Citizen," in *A Documentary History of the French Revolution*, edited by J. Stewart (Macmillan, 1965), 113-5. (available on the course OWL web-site)

Tutorials (16-20 Oct.):

Together with your typed paragraphs, please also bring Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, with you to tutorial. Please also read Immanuel Kant, *What is Enlightenment?* (available on the course OWL web-site)

WEEK 7:

11. Mon. 23 Oct. European reactions to the first years of the French Revolution

Please read the assigned excerpts from Edmund Burke's *Reflections on the Revolution in France* before the lecture; there will be a response paper in lecture on the Burke assignment, and part of the lecture will be devoted to a discussion of Burke. Burke's extended essay was published in

1790.

12. Wed. 25 Oct. The French Revolution, 1792-1795; Interregnum

Palmer et al., pp. 385-405 (sections 43-45) [Previous edition: pp. 370-88]. . *La Marseillaise*.

Tutorials (23-27 Oct.):

Edmund Burke, *Reflections on the Revolution in France* (New York: Oxford University Press, 1993), originally published in November 1790, 3, 7-9, 14-22, 26-27, 75-77, 90-97. (available on the course OWL web-site)

WEEK 8: Slave Trade Abolition essay due in lecture on Monday, October 30th
(submission to Turnitin on the course OWL website also is required)

13. Mon. 30 Oct. Napoleonic Rule in France and Europe; European Responses

Palmer et al., pp. 405-37 (section 46-51) [Previous edition: pp. 389-423]

14. Wed. 01 Nov. Congress of Vienna, Reaction and Reform in Europe, 1815-1848

Palmer et al., pp. 437-48, 463-4; 470-95 (sections 51, 53-57) [Previous edition: pp. 423-31, 445-7, 451-76]

Tutorials (30 Oct.-03 Nov.):

Anatole Mazour, *The First Russian Revolution 1825. The Decembrist Movement* (University of California Press, 1937), 274-9; Alexis de Tocqueville, *Democracy in America*, Vol. 1 (Colonial Press, 1900), 3-16

WEEK 9:

15. Mon. 06 Nov. Revolutions of 1848 and aftermath; The Crimean War

Palmer et al., pp. 501-23 (sections 58-60) [Previous edition: pp. 483-505]

16. Wed. 08 Nov. Italian and German unification

Palmer et al., pp. 535-55 (sections 63-65) [Previous edition: pp. 517-36]

Tutorials (06-10 Nov.):

Mack Walker, *Plombieres: Secret Diplomacy and the Rebirth of Italy* (Oxford University Press, 1968), 27-37; Bismarck's views of Austria and the German federation, from Theodore Hamerow, *The Age of Bismarck*, 43-52.

WEEK 10:

17. Mon. 13 Nov. Social and Political Consequences of the Industrial Revolution; Emigration

Palmer et al., pp. 455-8, 460, 464-7, 495-500, 523-30, 569-83 (sections 53, 57, 61, 70, and 71) [Previous edition: pp. 439-43, 447-9, 476-82, 505-12, 561-74]

18. Wed. 15 Nov. Democratization and its Effects in France and Britain

Palmer et al., pp. 593-604 (section 71) [Previous edition: pp. 584-95]

Tutorials (13-17 Nov.):

Karl Marx, *The Communist Manifesto* (1848); Memoirs of Adelheid Popp and Max Lotz, from Alfred Kelly, *The German Worker: Working Class Autobiographies from the Age of Industrialization* (University of California, 1987), 121-34, 320-37.

WEEK 11:

- 19. Mon. 20 Nov. Attempts at Reform in Russia and the Ottoman Empire**
Palmer et al., pp. 555-63, 653-62 (sections 66 and 76) [Previous edition: pp. 537-44, 643-50]
- 20. Wed. 22 Nov. Religious and Cultural Changes in Europe. Responses to Darwin's discoveries.**
Palmer et al., pp. 620-42 (sections 73 and 74) [Previous edition: pp. 608-28]

Tutorials (20-24 Nov.):

Friedrich Nietzsche, *Beyond Good and Evil*, trans. By Helen Zimmern (New York: Boni and Liveright, 1917), aphorisms 201, 203, 259, 260.

WEEK 12:

- 21. Mon. 27 Nov. Partial Emancipation of European Jews and the revival of Anti-Semitism**
- 22. Wed. 29 Nov. European Imperialism: Central and South Asia**
Palmer et al., pp. 583-93, 671-78 (section 78) [Previous edition: pp. 659-66]

Tutorials (27 Nov. - 01 Dec.):

Werner Mosse, "From 'Schutzjuden' to 'deutsche Staatsbuerger juedischen Glaubens': The Long and Bumpy Road of Jewish Emancipation in Germany," in *Paths of Emancipation. Jews, States, and Citizenship*, Pierre Birnbaum and Ira Katznelson, eds. (Princeton: Princeton University Press, 1995), 59-85.

WEEK 13: Revised Slave Trade Abolition essays due in lecture on Wed., December 6th (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)

- 23. Mon. 04 Dec. European Imperialism: East Asia**
Palmer et al., pp. 678-87 (section 79) [Previous edition: pp. 666-75]
- 24. Wed. 06 Dec. Review for the Mid-Term Examination**

Tutorials (04 Dec. - 08 Dec.):

Review for the Mid-Term Examination

**MID-TERM EXAMINATION IN THE DECEMBER EXAM PERIOD
(December 10-21)**

WINTER TERM (Prof. Karen Priestman)

WEEK 14:

25. Mon. 08 Jan. 2018 **The Dawn of the Twentieth Century in Europe**
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]
26. Wed. 10 Jan. **European Imperialism: Africa**
Palmer et al., parts of ch. 16, pp. 643-671 (sections 75, 76, 77) [Previous edition: pp. 629-638, 643-659]

Tutorials (08-12 Jan.): John Stuart Mill, *The Subjection of Women* (New York: Henry Holt, 1898), 207-45; Excerpts from Margaret Oliphant “Mill’s *Subjection of Women*,” in Susan Bell and Karen Offen, eds. *Women, the Family, and Freedom*, vol. 1 (Stanford: Stanford University Press, 1983): 399-404; Excerpts from Charles Darwin, *The Descent of Man and Selection in Relation to Sex*, in Bell and Offen, vol. 1, pp. 409-411. (available on the course OWL web-site)

WEEK 15: Essay Proposals due next week

27. Mon. 15. 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]
28. Wed. 17 Jan. **The First World War: Battlefield**
Palmer et al., parts of ch. 17, pp. 699-716 (Sections 82, 83, 84) [Previous edition: pp. 686-703]

Tutorials (15-19 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

29. Mon. 22 Jan. **The First World War: Homefront and Social Consequences**
Palmer et al., parts of ch. 17, pp. 716-723 (Section 85) [Previous edition: pp. 703-709]
30. Wed. 24 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 (22-26 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:

31. Mon. 29 Jan. **The Russian Revolution**
Palmer et al., first part of ch. 18, pp. 735-758 (sections 87, 88) [Previous edition, pp. 719-742]
32. Wed. 31 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 (29 Jan.-2 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:

33. Mon. 05 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]

34. Mon. 07 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 (05-09 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:

35. Mon. 12 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]

36. Wed. 14 Feb. The Second World War

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

Tutorials (12-16 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: 19-23 February 2018 (no classes, no tutorial meetings)

WEEK 20: Final Essay due next week

37. Mon. 26 Feb. The Second World War

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

38. Wed. 28 Feb. Nazi Rule in Europe; Genocide

Tutorials (26 Feb. – 2 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, 5 March (+ Turnitin)

39. Mon. 05 Mar. Resistance, Disintegration, and the End of War

40. Wed. 07 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 (05 Mar. - 09 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:

41. Mon. 12 Mar. The Cold War and Western European Societies

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]

42. Wed. 14 Mar. The Cold War and Eastern European Societies

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

Tutorials (12-16 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. (all available on the course OWL web-site, except for the Kovaly memoir)

WEEK 23:

43. Mon. 19 Mar. The End of European Empires in South Asia and Southeast Asia

Palmer et al., ch. 23, pp. 925-936 (section 109) [Previous edition, pp. 915-933]

44. Wed. 21 Mar. Decolonization in Africa; the Emergence of the Modern Middle East

Palmer et al., ch. 23, pp. 936-953 (sections 110, 111) [Previous edition, pp. 945-981]

Tutorials (19-23 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 24:

45. Mon. 26 Mar. The Soviet Bloc and the Growth of Dissent

Palmer et al., parts of ch. 24, pp 981-986 (section 114) [Previous edition, pp. 1007-1010, 1021-1027]

46. Wed. 28 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 (26-30 Mar.): 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)

WEEK 25:

47. Mon. 1 Apr. The Yugoslav Civil War

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

48. Wed. 3 Apr. A New Tsar? Vladimir Putin

Last Tutorials (01-05 Apr.): 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:

40. Mon. 9 Apr. The European Union and New Challenges: Difficulties with the Euro, Brexit, Immigration, and Terrorism

Encyclical of Pope Francis of May 24, 2015, *Laudato Si’*, 1, 7-22, 59-69 (available on the course OWL web-site)

50. Wed. 11 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]

**FINAL EXAMINATION - APRIL 2018 EXAMINATION PERIOD
(April 14-30)**

MODEL MID-TERM AND FINAL EXAMINATIONS (based in part on the examinations given in the 2016-17 academic year). The purpose of these models is to give students a sense of the format of the mid-term and final examinations and examples of the kinds of essay questions and identifications they should expect. The mid-term and final examinations that will be set in the class may contain some or none of the examples found below:

Model Mid-Term Examination

You will have three hours for the examination. 60% of the examination grade will be based on the essays from the first part of the examination, and 40% will be based on the identifications. This is a closed book, closed notes examination. No electronic devices of any kind may be used during the examination.

1. Essay Questions. Answer any two of the following five questions.

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.

1. What changes to common beliefs and practices did Enlightenment thinkers propose? Please be as specific as possible in discussing the ideas of particular thinkers and the beliefs and practices Enlightenment figures opposed.
2. Frederick the Great of Prussia, Joseph II of Austria, and Catherine the Great of Russia have sometimes been celebrated as enlightened rulers. Were they?
3. How did a financial crisis in 1785 become a revolution in 1789, resulting in the creation of a Republic in 1792?
4. What were the causes of the Industrial Revolution?
5. Why did Germany emerge in the form that it did in 1870?

2. Identifications. Please respond to four of the following six identifications. If there are responses to more than four identifications, the four responses with the lowest grades will count.

With respect to quotations describe: 1) who made the statement quoted; 2) when; 3) to whom; 4) the meaning or meanings of the statement; and 5) the historical context and significance (there may be multiple reasons for significance) of the quotation. With respect to a term please explain the historical meanings and significance of the term. With respect to the name of an individual, explain the person's historical significance.

1. Napoleon Bonaparte

2. "It's well known that, among miners especially, the level of both external and internal culture is regrettably extremely low. This fact is probably largely a result of the isolation of the miner's underground occupation as well as the accompanying brutality and servility of his work. Almost all the miners are heavy and rough, but they're honest types. Due to the outstanding cultural work of the union and the party, this condition is slowly but noticeably changing; and gradually a self-aware, basically sound group of men is arising. Happily, the miners are retaining their upright character. One of the main evils that the miners suffer from is the excessive tendency to alcoholism. Of course it's understandable if one of these chain-dragging slaves of capitalism comes out of the mine into the light of day, gets his starvation wages, and converts a part of them (frequently a large part) into the stupefying haze of alcoholic poisoning. This is his chief means of forgetting his misery, a misery that sees its material powerlessness as the basic evil."

3. "The age of chivalry is gone. -- That of sophisters, economists, and calculators, has succeeded; and the glory of Europe is extinguished forever. . . All the pleasing illusions, which made power gentle, and obedience liberal, which harmonized the different shades of life, and which, by a bland simulation, incorporated into politics the sentiments which beautify and soften private society, are to be dissolved by this new conquering empire of light and reason".

4. "The history of all hitherto existing societies is the history of class struggles."

5. "Just as there must be *virtue* in a republic and *honor* in a monarchy, there must be FEAR in a despotic government. Virtue is not at all necessary to it and honor would be dangerous."

6. "Whoever examines the conscience of the present-day European, will always elicit the same imperative from its thousand moral folds and hidden recesses, the imperative of the timidity of the herd: 'we wish that some time or other there may be nothing more to fear!' Some time or other – the will and the way thereto is nowadays called 'progress' all over Europe."

Model Final Examination

You will have three hours for the examination. 60% of the examination grade will be based on the essays from the first part of the examination, and 40% will be based on the identifications. This is a closed book, closed notes examination. No electronic devices of any kind may be used during the examination.

1. Essay Questions. Answer any two of the following six questions.

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.

1. What forces have held together the European Union and the institutions that preceded the EU (the European Economic Community and the European Community), and what interests, ideologies, and events have threatened their existence? Please consider the entire period between 1957 and 2017.
2. What lessons can one learn from Heda Kovaly's memoir, *Under A Cruel Star. A Life In Prague 1941-1968*? You may consider both the lessons that Kovaly clearly wishes to teach, and others that reflect your own thoughts about the book.
3. What are the most important similarities and differences between the goals and methods of the leaders of Nazi Germany and of the Soviet Union under Stalin (so, roughly from 1927 to 1953)? Please examine the ideology of each regime; the extent to which each government sought to remake the society it governed; the extent to which each relied on or tolerated existing institutions; as well as the role of terror and coercion in each state, which groups each regime identified as enemies, and the foreign policy objectives and policies of each regime.
4. How can one explain the increasing emancipation of women in Europe since the 1860s, the gaining of rights ranging from access to education to greater equality in marriage and greater equality with men in numerous other spheres of life?
5. What are the most important similarities and differences between the causes of the Russian Revolution of 1917 and the causes of the French Revolution?
6. What role did Germany play in causing the First World War? Please consider both the events of the weeks preceding the war, as well as the longer term causes of the war.

1. Identifications. Please respond to four of the following six identifications. If there are responses to more than four identifications, the four responses with the lowest grades will count.

With respect to quotations describe: 1) who made the statement quoted; 2) when; 3) to whom; 4) the meaning or meanings of the statement; and 5) the historical context and significance (there may be multiple reasons for significance) of the quotation. With respect to a term please explain the historical meanings and significance of the term. With respect to the name of an individual, explain the person's historical significance.

1. "We are in the presence of a disaster of the first magnitude which has befallen Great Britain and France. Do not let us blind ourselves to that. It must now be accepted that all the countries of Central and Eastern Europe will make the best terms they can with the triumphant Nazi Power. The system of alliances in Central Europe upon which France relied for her safety has been swept away, and I can see no means by which it can be reconstituted."
2. "It is hardly possible for people to live for so many years as slaves in everyday contact with fascists and fascism without becoming somewhat twisted, without contracting a trace of that dry rot unwittingly and unwillingly. Usually, the reasoning went something like this: if, for the purpose of building a new society, it is necessary to give up my freedom for a time, to subsume

something I cherish to a cause in which I strongly believe, that is a sacrifice I am willing to make Since we did survive, we want to dedicate what is left of our lives to the future.”

3. “A comparison of other characteristics of the new class with those of other ownership classes reveals many similarities and many differences. The new class is voracious and insatiable, just as the bourgeoisie was. But it does not have the virtues of frugality and economy that the bourgeoisie had. The new class is as exclusive as the aristocracy but without the aristocracy’s refinement and proud chivalry.”

4. Austro-Hungarian ultimatum of July 23, 1914

5. “At present, in the more improved countries, the disabilities of women are the only case, save one, in which laws and institutions take persons at their birth, and ordain that they shall never in all their lives be allowed to compete for certain things. The one exception is that of royalty.”

6. “Ironic as it may seem, a youth movement spawned by one of the most intolerant ideologies the world has ever known, was surprisingly democratic in the treatment of its members, in that most had an equal chance to succeed regardless of family background. One of my first leaders was the son of day laborers. Had it not been for our common duty in the Hitler Youth, I wouldn’t have dreamed of associating with him. Many of our parents did not like the idea of that all-encompassing camaraderie with social inferiors; but that only heightened our sense of alienation from our elders”

ADDITIONAL STATEMENTS

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, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or vangalen@uwo.ca