



The University of Western Ontario

HISTORY 1401E

Modern Europe, 1715 to the Present: Conflict and Transformation

Fall/Winter 2018-19

Monday and Wednesday, 11:30-12:20, HSB240

Instructor: Eli Nathans (Course Director and Fall Term Instructor)

Office Hours: Wednesdays, 1:30-3:30 pm
Department of History, Office: Lawson Hall 2217
Email: enathans@uwo.ca

Karen Priestman (Winter Term Instructor)

Office Hours: Mondays, 2:30-5:30pm
Department of History, Office: Lawson Hall 2233
Email: kpriest2@uwo.ca



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 Description:

Examines central events and themes of modern European history, including: origins and impact of the French and industrial revolutions; Napoleonic wars; liberalism and reaction; socialism; nationalism; women's emancipation movements; imperialism, national rivalries and world wars; the Russian Revolution, Communist rule, and the collapse of the Soviet Union; Nazism; European integration.

Course Syllabus:

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 made and questions posed by the leader of the tutorial and by other students.

Course Materials:

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.

Most of the weekly selections of readings can be found on-line on the course web-site, in the section labeled "Resources." The course website is found at owl.uwo.ca Each student is permitted (and encouraged) to print one copy of these documents for his or her own use. The copy shop located in the Creative Services Centre in UCC 265/267, on the second floor of UCC, is prepared to copy the assigned readings from the secure class website. For an additional fee the copy shop will also bind this document.

Methods of Evaluation:

The final grade will be determined as follows:

Weekly postings on tutorial readings (for the entire year): 10%

Tutorial participation (for the entire year): 10%

Tutorial leaders will provide students with grades for tutorial participation and weekly postings for the first ten weeks of the course by Monday, November 19th.

Research and Drafting Exercise on the subject of the abolition of the British slave trade. First draft due in lecture on Monday, October 29th; optional revised draft due in lecture on Wednesday, December 5th: 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 4th (Proposal of a topic for the Final Essay due in tutorial during the week of January 21st, Week 16): 20%

Final Examination (to be scheduled by the Registrar in the winter term exam period, which takes place from April 11th-30th): 25%.

Mid-Term and Final Examinations. 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 developments, 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. No electronic devices or notes or sources of any kind are allowed in either the fall term examination or in the final examination.

Weekly Postings on Tutorial Readings. Several days before most tutorial meetings the graduate student leading 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. The lowest weekly posting grade for each semester will not be considered in determining the grade for the weekly postings for the semester. If no response was received for a week, this week will, under this provision, not be included in the determination of the semester grade. All other weeks in which no posting was made will be assigned a zero, unless a request for an accommodation from an Academic Counselor is sent to the course director or an accommodation is provided for other reasons by the course director.

Tutorial Participation. Except as noted in the syllabus, tutorials will meet every week of the class. In tutorial the Teaching Assistant (TA) will lead discussions that will focus primarily on the interpretation of the assigned original sources, all noted in the syllabus. She or he will assess your participation and grade all assignments, under the supervision of the course director. A passing grade for each meeting of the tutorial will require active participation in the tutorial; mere physical presence at a tutorial is not sufficient for a passing grade. The lowest weekly tutorial participation grade for each semester will not be considered in determining the grade for each semester. If one meeting of the tutorial is missed during the semester, this session will, under this provision, not be included in the determination of the semester grade. All other weeks in which a student is absent from a meeting of his or her tutorial will be assigned a zero, unless a request for an accommodation from an Academic Counselor was sent to the course director or an accommodation is granted for other reasons by the course director.

Research and Drafting Exercise on the subject of the abolition of the British slave trade. During the fall semester all students in History 1401E will compose an essay that answers the following question: “Why in the period between 1805 and 1807 did the government of the United Kingdom (commonly called Great Britain) choose to ban British ships from engaging in the slave trade?” 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 are assigned a set of documents, which are 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 29th. As with other documents assigned for the course, each student may make one paper copy of these documents for his or her own use. The copy shop located in the Creative Services Centre in UCC 265/267, on the second floor of UCC, is prepared to copy the assigned slave trade abolition readings from the secure class website.

Students will be given the chance to raise their grades on the slave trade abolition essay, based on the comments they receive on the first draft. The revised essay is due in lecture on Wednesday, December 5th; no late revised essays will be accepted without an accommodation. While revised essays

often receive higher grades, if they have significantly been improved based on comments received from the TA, it is possible for students to receive a lower grade than the initial grade on the revised draft. Revised essays should be submitted only if the student has made improvements to the first draft.

Final Essay. Detailed guidelines for the Final Essay will be given to students in the fall term, after the submission of the slave trade abolition essay. Students should choose a topic from the list of questions found in these guidelines, or, alternatively, may craft their own question. In all cases, the choice of topic must be approved by each student's TA. Students must submit an Essay Proposal to TAs in January. Students who wish to submit this proposal early, either in January or 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.

In starting your search for sources for your essay, 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

Guidance in organizing and writing your essay, and with respect to the proper citation of historical sources, is 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/undergrads/wic0intro>).

Slave Trade Abolition Essay and Final Essay Requirements. 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.

Absences, illnesses, and tardy submissions of assignments. Absences from the mid-term and final examinations can only be based on a request for an accommodation from an Academic Counselor to the Course Director, Professor Nathans.

A late assignment should be delivered to your TA, or, failing that, to the office of the History Department in Lawson Hall (after hours, use the Essay drop-off box). A late penalty will be applied starting from the end of class on the day the assignment is due. One point on a hundred point scale will be deducted from your mark for every day that an essay is late, except that no late essays will be accepted with respect to the rewritten slave trade abolition essays submitted in the last lecture of the fall semester, unless an accommodation has been obtained.

No paper will be graded unless both paper and electronic copies are received. Keep all preparatory notes and early drafts. The Course Director may ask for these materials.

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

Accommodation for illness. Western's Medical Accommodation Policy can be found at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf 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."

Scholastic Offenses. Scholastic offences are taken seriously. What these are is discussed at: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Course Schedule and Readings:

SCHEDULE of LECTURES, TUTORIALS, and READINGS

FALL TERM (Prof. Eli Nathans)

WEEK 1:

1. Mon. 10 Sept. 2018 **Introduction to History 1401**
2. Wed. 12 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 (10-14 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, 15-8, 25-8. (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. 17 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. 19 Sept. France at the start of the 18th century

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

Tutorials (17-21 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 answering the question posed for the exercise and a typed draft body paragraph to tutorial (see instructions on course website)

5. Mon. 24 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. 26 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 (24-28 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. 01 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. 03 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 (01-05 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. 15 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. 17 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 (15-19 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. 22 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. 24 Oct. The French Revolution, 1792-1795; Interregnum

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

Tutorials (22-26 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 29th (submission to Turnitin on the course OWL website also is required)

13. Mon. 29 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. 31 Oct. 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 (29 Oct.-02 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. 05 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. 07 Nov. Italian and German unification

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

Tutorials (05-9 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. 12 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. 14 Nov. Democratization and its Effects in France and Britain

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

Tutorials (12-16 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. 19 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. 21 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 (19-23 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. 26 Nov. Partial Emancipation of European Jews and the revival of Anti-Semitism

22. Wed. 28 Nov. European Imperialism: Central and South Asia

Palmer et al., pp. 583-93, 671-78 (section 78) [Previous edition: pp. 659-66]

Tutorials (26 Nov. – 30 Nov.):

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 5th (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. 03 Dec. European Imperialism: East Asia

Palmer et al., pp. 678-87 (section 79) [Previous edition: pp. 666-75]

24. Wed. 05 Dec. Review for the Mid-Term Examination

Tutorials (03 Dec. - 07 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. 07 Jan. 2019 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. 9 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 (07-11 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. 14. 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. 16 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 (14-18 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. 21 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. 23 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 (21-25 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: Meet with TA regarding your essay proposal

31. Mon. 28 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. 30 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 (28 Jan.-1 Feb.): No tutorials this week. Instead, you are required to meet with your TA to discuss your essay proposal. This meeting is required to complete your proposal assignment, therefore, failure to attend this meeting will result in a deduction of 10/100 points from the grade of the Final Essay.

WEEK 18:

33. Mon. 04 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. 06 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 (04-08 Feb.): 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; 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. 11 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. 13 Feb. The Second World War

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

Tutorials (11-15 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). (available on the course OWL web-site)

READING WEEK: 18-22 February 2019 (no classes, no tutorial meetings)

WEEK 20: Final Essay due next week

37. Mon. 25 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. 27 Feb. Nazi Rule in Europe; Genocide

Tutorials (25 Feb. – 1 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, 4 March (+ Turnitin)

39. Mon. 04 Mar. Resistance, Disintegration, and the End of War

40. Wed. 06 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 (04 Mar. - 08 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. 11 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. 13 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 (11-15 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. 18 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. 20 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 (18-22 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. 25 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. 27 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 (25-29 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 26:

49. Mon. 8 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] Optional: 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 2019 EXAMINATION PERIOD

(April 11-30)

MODEL MID-TERM AND FINAL EXAMINATIONS (these are the examinations given in the 2017-18 academic year). Last year's examinations 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 this class may contain some or none of the material found below:

Fall Term 2017 Mid-Term Examination

You will have three hours for the examination. 60% of the examination grade will be based on the essay questions 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 (60% of the exam grade)**

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 texts assigned for the class.

1. Why was the French Revolution, especially in the phases between 1789 and 1794, so hostile to religion? Consider not only the immediate aims of the revolutionaries but also the influence of Enlightenment thinkers.
2. Based on the assigned selections from their works, what would Edmund Burke have thought about the philosophy of Immanuel Kant?
3. Based on the documents assigned for the class, including the Communist Manifesto and the memoirs by Adelheid Popp and Max Lotz, as well as the lectures and assignments from the Palmer textbook, what were the most significant forms of oppression from which members of the European working classes suffered in the second half of the nineteenth and in the early twentieth centuries?
4. How did the emancipation of Jews from previously existing barriers, as well as the development of new variants of anti-Jewish feeling and actions, help bring about changes in the economic and social position, and the religious and political beliefs, of European Jews in the course of the nineteenth century?
5. What were the most important institutions and practices of the Old Regime challenged by Enlightenment thinkers? The answer may consider political, economic, religious, legal, penal, and/or social institutions and practices. Please refer if possible to particular philosophers and writers in your answer.

- 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. (40% of the exam grade)**

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

1. "After the fabric of society seems on the whole established and secured against external dangers, it is this fear of our neighbor which again creates new perspectives of moral valuation. Certain strong and dangerous instincts, such as the love of enterprise, foolhardiness, revengefulness, astuteness, rapacity, and love of power, which up till then had not only to be honoured from the point of view of general utility – under other names, of course, than those here given – but had to be fostered and cultivated (because they were perpetually required in the common danger against the common enemies), are now felt in their dangerousness to be doubly strong – when the outlets for them are lacking – and are gradually branded as immoral and given over to calumny."

2. "Take a view of the *Royal-Exchange* in *London*, a place more venerable than many courts of justice, where the representatives of all nations meet for the benefit of mankind. There the Jew, the Mahometan, and the Christian transact together as tho' they all profess'd the same religion, and give the name of Infidel to none but bankrupts If only one religion were allowed in *England*, the government would very possibly become arbitrary; if there were but two the people wou'd cut one another's throats; but as there are such a multitude, they all live happy and in peace."

3. "I shall beg leave, before I go any further, to take notice of some paltry artifices, which the abettors of election as the only lawful title to the crown, are ready to employ, in order to render the support of the just principles of our constitution a task somewhat invidious It is common with them to dispute as if they were in a conflict with some of those exploded fanatics of slavery, who formerly maintained, what I believe no creature now maintains, 'that the crown is held by divine, hereditary, and indefeasible right.' – These old fanatics of single arbitrary power dogmatized as if hereditary royalty was the only lawful government in the world, just as our new fanatics of popular arbitrary power, maintain that a popular election is the sole lawful source of authority But an absurd opinion concerning the king's hereditary right to the crown does not prejudice one that is rational, and bottomed upon solid principles of law and policy."

4. "In Austria, France, Russia, we shall not easily find the conditions again so favorable for allowing us an improvement of our position in Germany, and our allies of the Bund are on the best road to afford us a perfectly just occasion for it *I see in our relation with the Bund an error of Prussia's, which, sooner or later, we shall have to repair ferro et igni* [with iron and fire, i.e., by war], unless we take advantage betimes of a favorable season to employ a healing remedy against it. If the Bund were simply abolished today, without putting anything in its stead, I believe that by virtue of this negative acquisition better and more natural relations than heretofore would be formed between Prussia and her German neighbors."

5. "I saw among my coworkers – the despised factory women – examples of the most extraordinary sacrifices for others. If there was a special emergency in one family, then they chipped in their kreuzers to help. Even though they had worked twelve hours in the factory and many still had an hour's walk home, they mended their own clothes, without ever having been taught how And despite their diligence and thrift, every one of them was poor and trembled at the thought of losing her job. They all humbled themselves to put up with the worst injustices from their superiors, lest they lose their good jobs and go hungry."

6. Montesquieu

Winter Term 2018 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.

Part A: Essay Questions (Worth 60% of your exam grade)

Answer any two (2) of the following five (5) 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. When Lenin died in 1924, a power struggle ensued which Joseph Stalin ultimately won. Did Stalin fulfill or betray the revolution that Lenin began?
2. The characteristics of war were significantly different on the Western and Eastern fronts. What conditions on the Eastern front contributed to the emergence of the Holocaust there?
3. 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.
4. The relationship between Europe and Africa changed dramatically throughout the 19th and 20th centuries. Discuss the nature of this relationship, both positive and negative, and the way it has changed over time using specific examples.
5. The Cold War ended with the dissolution of the Soviet Union. What economic, social, and political factors contributed to this collapse?

Part B: Identifications (Worth 40% of your exam grade)

Please respond to four (4) of the following six (6) 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. "What I find unendurable is the sense of our country falling into the power, into the orbit and influence of Nazi Germany, and of our existence becoming dependent upon their good will or pleasure. It is to prevent that that I have tried my best to urge the maintenance of every bulwark of defence...in order to gather together forces at any rate to restrain the onward movement of this Power."

2. The Hossbach Memorandum, 5 November 1937

3. "What is now called the nature of women is an eminently artificial thing – the result of forced repression in some directions, unnatural stimulation in others. It may be asserted without scruple, that no other class of dependents have had their characters so entirely distorted from its natural proportions by their relation with their masters..."

4. "Hardened as scarcely another generation ever was in fire and flame, we could go into life as though from the anvil; into friendship, love, politics, professions, into all that destiny had in store. It is not every generation that is so favoured."

5. The Treaty of Versailles, 28 June 1919

6. "Only because our party has at its disposal such great moral-political strength was it possible for it to survive the difficult events in 1937-1938 and to educate new cadres. There is, however, no doubt that our march forward toward socialism and toward the preparation of the country's defense would have been much more successful were it not for the tremendous loss in the cadres suffered as a result of the baseless and false mass repressions in 1937-1938."

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

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 for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism

of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Accessibility Options:

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 519 661-2111 x 82147 for any specific question regarding an accommodation.

Information regarding accommodation of exams is available on the Registrar's website:

www.registrar.uwo.ca/examinations/accommodated_exams.html

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.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation: http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html

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.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:

www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Support Services

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

Use of Electronic Devices

Electronic devices may not be used in examinations.

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 e-mail vangalen@uwo.ca.