



The University of Western Ontario

Western
UNIVERSITY · CANADA

Modern Europe, 1715 to the Present: Conflict and Transformation
Fall/Winter 2019-20

Monday and Wednesday, 11:30-12:20, NS-7

Instructor: Eli Nathans

Office Hours: Thursday, 2:30-4:30

Department of History, Office: Lawson Hall 2217

Email: enathans@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 to remake political and social structures through the use of force, 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 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; and

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* 9th ed.(Bedford/St. Martin's, Boston, 2017). Please note that earlier editions may be purchased quite inexpensively on-line, and are entirely acceptable.

The weekly assignments from primary and secondary sources can be found on-line on the course website, in the section labeled "Resources." The course website is found at owl.uwo.ca Two coursepacks with these documents, one with the fall term documents and, at the end of the coursepack, the documents for the slave trade abolition essay exercise, and a second with the winter term documents, may be purchased at the Western bookstore in the basement of UCC (the winter term coursepack will probably be available for purchase in December; the instructor will notify the class when it is in the bookstore). Students are strongly encouraged to purchase these coursepacks. The sources they contain will be discussed in tutorial and will be the basis for a significant part of the mid-term and final examinations. Experience suggests that having paper copies of the documents helps students participate in tutorials and study for examinations. If pre-printed copies of the coursepack have sold out, please fill out a voucher requesting a further copy (an envelope with vouchers should be on the shelf with the coursepacks) and hand it in at the bookstore customer service desk. The coursepack should be ready after 4:00 pm on the following day, and can be picked up at the customer service desk.

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 18th.

Research and Drafting Exercise on the subject of the abolition of the British slave trade. First draft due in lecture on Monday, October 21st; optional revised draft due in lecture on

Wednesday, December 4th: 10%

Mid-Term Examination, to be scheduled by the Registrar in the fall exam period, which takes place from December 8th-19th 20%

Final Essay, due in lecture on Wednesday, March 4th (Proposal of a topic for the Final Essay due in tutorial during the week of January 20th, Week 16): 20%

Final Examination (to be scheduled by the Registrar in the winter term exam period, which takes place from April 6th-26th): 30%.

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 winter term essay questions may ask students to

draw comparisons with events or institutions, or cultural or political developments, studied during the fall term, or 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 are reproduced following the schedule of lectures and reading assignments in this syllabus. No electronic devices or notes or sources of any kind are allowed in either the mid-term or final examinations.

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 are required to post responses to these questions in the Tests & Quizzes section of the OWL website 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 one week, that week's grade 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. No questions will be posted with respect to the materials assigned in the first week of tutorials in September.

Tutorial Participation. Except as noted in the syllabus, tutorials will meet every week in which lectures are held, including the week of September 9th. In tutorial the Teaching Assistant (TA) will lead discussions that will focus primarily on the interpretation of the assigned sources, all noted in the syllabus. **Please note that in tutorials discussions may focus both on the sources assigned for the tutorial and also those assigned for the lecture during the week during which the tutorial meets.** The TA will assess your participation and grade all written assignments. 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 two lowest weekly tutorial participation grades for each semester will not be considered in determining the grade for each semester. If two meetings of the tutorial are missed during the semester, these sessions 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 the tutorial will be assigned a zero, unless a request for an accommodation from an Academic Counselor was sent to the course instructor or an accommodation is granted for other reasons by the course instructor.

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 selections from four secondary sources. These documents are posted on the course website, in the Resources section, and are also found in the fall term coursepack. These documents will form the basis for tutorial discussions, as indicated in the syllabus,

for the drafting of outlines and model paragraphs, and for the essay that students will submit in lecture on Monday, October 21st.

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 4th; 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 improvements were made to the first draft. **Please submit the first draft, with your TA's comments, as well as the completed grading rubric for the first draft, with the revised essay.**

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 tutorial during the week of January 20th. 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*, 9th ed. (Boston: Bedford / St Martin's, 2018). 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*, plagiarism detection software licensed to Western University for textual similarity review. Both essays should be submitted to *Turnitin* through the Assignments section of 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.

Absences, illnesses, and tardy submissions of assignments. Absences from the mid-term and final examinations can only be based on a request for accommodation from an Academic Counselor to the instructor. (but see also the discussion below of the possibility of a "Self-Reported Absence" with respect to the mid-term)

A late essay 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 essay 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. **Late submissions of responses to questions posed by the TAs before tutorials based on the assigned tutorial reading, or of the various tutorial**

assignments connected with the slave trade abolition essay assignment and other written materials, will not be accepted without an accommodation request approved by the instructor.

No paper will be graded unless both paper and electronic copies are received. Keep all preparatory notes and early drafts. The instructor 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 instructor or TA.

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 may submit a Self-Reported Absence (SRA) to their Academic Counselling Office for a maximum of two times (in total, not per course) between September and April. Submission of this form will have the same effect as an academic accommodation from Academic Counselling. SRAs will not be allowed for final examinations. The duration of the excused absence will be for a maximum of 48 hours. Students must be in touch with their instructor no later than 24 hours after the end of the period covered by the SRA.

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

No tutorials will meet during the week of September 2nd.

WEEK 1:

1. Mon. 9 Sept. **Introduction to History 1401E**
2. Wed. 11 Sept. **Geography, Demographic Realities, Social Structures, and Gender Roles**
Palmer et al., pp. 117-24, 268-75, 364-68 (sections 13, 31, and 41)

Tutorials (9-13 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, 15-17, 25-28. **All sources can be found in the Resources section of the course**

OWL website. Please note that this is the main OWL website for the class. There is a separate OWL website for each student's tutorial. All tutorial readings are also found in the coursepack available for purchase at the Western bookstore.

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

3. Mon. 16 Sept. **Britain and France at the start of the 18th century; Declining and Expanding European States**
4. Mon. 18 Sept. **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)

Tutorials (16-20 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. **These readings are found in the Resources section of the course OWL website, under "Slave Trade Abolition Essay Documents" and at the end of the coursepack that may be purchased at the Western bookstore.** 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 an outline of an essay answering the question posed for the exercise and a typed draft body paragraph to tutorial (see instructions for the exercise in the Resources section of course website)

5. Mon. 23 Sept. **The Global Contest between France and Britain, 1688-1763; Slavery and the Slave Trade**

Palmer et al., pp. 275-308 (sections 32, 33, and 34)

6. Wed. 25 Sept. **The Enlightenment**

Palmer et al., pp. 241-45, 247-66, 309-21, 323-24 (sections 28-30, and 35)

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 website. **Please read the Montesquieu assignment before the lecture.**

Tutorials (23-27 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. Both 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: 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)

7. Mon. 30 Sept. **The Enlightenment (continued), Enlightened Absolutism, Romanticism**

Palmer et al., pp. 324-39, 461-3 (sections 36, 37, and 53)

Rousseau, *Discourse on the Origin and Foundations of Inequality among Men*, from Rousseau, *The Discourses and other early political writings* (Cambridge University Press, 1997), 156-88, 197-204; Immanuel Kant, "An Answer to the Question: What is Enlightenment?" **Please read the Rousseau and Kant assignments before the lecture.**

8. Wed. 2 Oct. The French Revolution, 1789-1791

Palmer et al., pp. 363-85 (sections 41 and 42)

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.

Tutorials (30 Sept.- 4 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 be prepared to discuss the Rousseau and Kant assignments for Monday's lecture in tutorial.

WEEK 5:

9. Mon. 7 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; most of the lecture will be devoted to a discussion of Burke.

Burke's extended essay was first published in 1790.

10. Wed. 9 Oct. The French Revolution, 1792-1795; War, Terror, and Interregnum

Palmer et al., pp. 385-98, 400-405 (sections 43-45) *La Marseillaise*.

Tutorials (7-9 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.

WEEK 6: Lecture cancelled on Monday, October 14; Thanksgiving holiday. No tutorials this week.

11. Wed. 16 Oct. Napoleonic Rule in France and Europe; Congress of Vienna

Palmer et al., pp. 405-47 (sections 46-51)

WEEK 7: Slave Trade Abolition essay due in lecture on Monday, October 21st (submission to Turnitin on the course OWL website also is required)

12. Mon. 21 Oct. Reaction and Reform in Europe, 1815-1848

Palmer et al., pp. 463-4; 470-95 (sections 51, 53-57) Alexis de Tocqueville, *Democracy in America*, Vol. 1 (Colonial Press, 1900), 3-16.

13. Wed. 23 Oct. Revolutions of 1848 and aftermath; The Crimean War and Italian and German Unification

Palmer et al., pp. 501-23, 535-39, 541-55 (sections 58-60, 63-65)

Tutorials (21 Oct.-25 Oct.):

Anatole Mazour, *The First Russian Revolution 1825. The Decembrist Movement* (University of California Press, 1937), 274-9; Bismarck's views of Austria and the German Federation, from Theodore Hamerow, *The Age of Bismarck*, 43-52.

WEEK 8:

14. Mon. 28 Oct. Social and Political Consequences of the Industrial Revolution

Palmer et al., pp. 455-8, 460, 464-7, 495-500, 523-30, 569-83 (sections 52-3, 57, 61, 68-9)

15. Wed. 30 Oct. Political Change in France, Britain, and Germany, 1870-1914

Palmer et al., pp. 593-609 (section 71)

Tutorials (28 Oct.- 1 Nov.):

Karl Marx and Friedrich Engels, *The Communist Manifesto* (1848), from Robert Tucker, *The Marx-Engels Reader* (Norton, 1978), 473-83; 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 9: Fall Reading Week. Lectures and tutorials cancelled

WEEK 10: Sign up on-line to meet with Professor Nathans to discuss your preferences regarding the subject of your Winter Term essay.

16. Mon. 11 Nov. Attempts at Reform in Russia and the Ottoman Empire

Palmer et al., pp. 555-63, 653, 655-62 (sections 66 and 76)

17. Wed. 13 Nov. Religious and Cultural Changes in Europe; Responses to Darwin's discoveries; the start of movements advocating the emancipation of women

Palmer et al., pp. 467-9, 618-42 (sections 53, 72-74)

Tutorials (11-15 Nov.):

John Stuart Mill, *The Subjection of Women* (New York: Henry Holt, 1898), 207-45; Friedrich Nietzsche, *Beyond Good and Evil*, trans. by Helen Zimmern (New York: Boni and Liveright, 1917), aphorisms 201, 203, 259, 260. Mill's book was first published in 1869, while the book by Nietzsche appeared in 1886.

WEEK 11:

18. Mon. 18 Nov. Partial Emancipation of European Jews and the Revival of Anti-Semitism

19. Wed. 20 Nov. European Imperialism: Africa and Central and South Asia

Palmer et al., pp. 583-93, 643-53, 662-78 (sections 70, 75, 77-78)

Tutorials (18-22 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. Adam Hochschild, *King Leopold's Ghost. A Story of Greed, Terror, and Heroism in Colonial Africa* (Boston: Houghton Mifflin, 1998), 115-26.

WEEK 12:

20. Mon. 25 Nov. European Imperialism: East Asia

Palmer et al., pp. 678-87 (section 79)

21. Wed. 27 Nov. Origins of the First World War

Palmer et al., pp. 689-699 (section 81)

Tutorials (25-29 Nov.):

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.

WEEK 13: Revised Slave Trade Abolition essays due in lecture on Wed., December 4th (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)

22. Mon. 2 Dec. The First World War
Palmer et al., pp. 699-721, 723. (sections 82-85)

23. Wed. 4 Dec. Review for the Mid-Term Examination

Tutorials (2 Dec. - 6 Dec.):

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.

Review for the Mid-Term Examination

**MID-TERM EXAMINATION TO BE HELD IN THE DECEMBER EXAM PERIOD
(December 8-19)**

WINTER TERM

WEEK 14:

24. Mon. 6 Jan. 2020 The Russian Revolution

Palmer et al., pp. 735-758 (sections 87-89)

25. Wed. 8 Jan. The Peace Treaties and Europe in the 1920s

Palmer et al., pp. 724-33, 779-790, 811-817 (sections 86, 93, 94, part of 97)

Tutorials (6-10 Jan.): Tutorials will not meet. Students will meet individually with TA's during the week to discuss their plans for the winter term essay.

WEEK 15: Essay Proposals due next week

26. Mon. 13 Jan. The Soviet Union, 1920-1939

Palmer et al., pp. 758-778 (sections 90-92)

27. Wed. 15 Jan. Fascism in Italy and the early years of the Nazi Party. The Great Depression

Palmer et al., pp. 802-810, 818-831 (sections 96, part of 97, 98, part of 99)

Tutorials (13-17 Jan.): 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), 111-13, 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.

WEEK 16: Essay Proposal due in tutorial this week

28. Mon. 20 Jan. Nazi Germany, 1933-1939. Domestic Policies.

Palmer et al., pp. 831-41 (part of section 99)

29. Wed. 22 Jan. Nazi Germany, 1933-1939. Foreign Policies

Palmer et al., pp. 843-853 (section 100)

Tutorials (20-24 Jan.): Hermann Rauschning, *The Voice of Destruction* (New York: Putnam, 1940), 47-57; 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 Dembo (Evanston: Northwestern University Press, 1997), 46-56; Hossbach Memorandum, November 10, 1937.

WEEK 17:

30. Mon. 27 Jan. The Second World War

Palmer et al., pp. 853-875 (sections 101, 102)

31. Wed. 29 Jan. Nazi Occupation Policies and Relationships with Allies and Satellite Regimes
Tutorials (27-31 Jan.): 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.

WEEK 18:

32. Mon. 3 Feb. Genocide

Saul Friedlaender, *The Years of Extermination: Germany and the Jews, 1939-1945* (HarperPerennial, 2007), 197-215, 261-8, 479-83.

33. Wed. 5 Feb. Resistance

Tutorials (3-7 Feb.): 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.

WEEK 19:

34. Mon. 10 Feb. The Cold War and the Division of Europe. Trials of Nazi War Criminals

Palmer et al., pp. 876-897 (sections 103, 104)

35. Wed. 12 Feb. Colonial Revolts against Britain, France, and the Netherlands in the Aftermath of World War II

Palmer et al., pp. 790-801, 925-953 (sections 95, 109-111)

Alistair Horne, *A Savage War of Peace. Algeria 1954-1962* (London: MacMillan, 1977), 165-176, 198-207.

Tutorials (10-14 Feb.): Heda Margolius Kovaly, *Under a Cruel Star. A Life in Prague 1941-1968* (New York: Holmes & Meier, 1997), 1-66 (note: the Kovaly memoir must be purchased from the Western bookstore).

WEEK 20: 17-21 February (no classes, no tutorial meetings)

WEEK 21: Final Essay due next week

36. Mon. 24 Feb. The Soviet Union and Eastern Europe under Soviet Rule, 1945-1964

Palmer et al., pp. 918-24, 959-65 (sections 108, 112)

37. Wed. 26 Feb. The Creation of West European Institutions and the Integration of West Germany into the Western Alliance

Palmer et al., pp. 897-918 (sections 105-108)

Tutorials (24-28 Feb.): Nikita Khrushchev's "Secret Speech" of February 25, 1956 to the XXth Congress of the Communist Party of the Soviet Union, 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), 67-168.

WEEK 22: Final Essay due in lecture on Wednesday, 4 March (+ Turnitin)

38. Mon. 2 Mar. Social and Cultural Change in Postwar Western Europe

Palmer et al., pp. 1048-1058 (section 122)

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.

39. Wed. 4 Mar. The Soviet Bloc and the Growth of Dissent, 1964-1986

Palmer et al., pp. 966-970 (section 112)

Tutorials (2-6 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; Heda Margolius Kovaly, *Under a Cruel Star. A Life in Prague 1941-1968* (New York: Holmes & Meier, 1997), 169-92.

WEEK 23:

40. Mon. 9 Mar. The Dissolution of the Soviet Empire in Eastern Europe and the Collapse of the Soviet Union

Palmer et al., pp. 987-1011 (sections 115-118)

41. Wed. 11 Mar. The Yugoslav Civil Wars

Palmer et al., pp. 1011-18 (section 118)

Tutorials (9-13 Mar.): Svetlana Alexievich, *Secondhand Time. The Last of the Soviets* (Random House, 2016), 18-27; Jana Hensel, *After the Wall. Confessions from an East German Childhood and the Life that Came Next* (Public Affairs, 2008), 63-79.

WEEK 24:

42. Mon. 16 Mar. The Yeltsin Era and the Rise to Power of Vladimir Putin

Masha Gessen, *The Man without a Face. The Unlikely Rise of Vladimir Putin* (New York: Riverhead (Penguin), 2012), 48-53, 22-7, 36-42

43. Wed. 18 Mar. Putin's Methods of Rule

Karen Dawisha, *Putin's Kleptocracy. Who Owns Russia?* (New York: Simon & Schuster, 2014), 266-77, 285-91, 313-24, 340-50

Tutorials (16-20 Mar.): The Litvinenko Inquiry. Report into the Death of Alexander Litvinenko," January 2016, Chairman Robert Owen, 9-10, 13-25, 51-58, 227-44. The Report can be found at <https://webarchive.nationalarchives.gov.uk/20160613090324/https://www.litvinenkoenquiry.org/report;> Svetlana Alexievich, *Secondhand Time. The Last of the Soviets* (Random House, 2016), 454-61, 464-67.

WEEK 25:

44. Mon. 23 Mar. The expansion of the European Union after 1990 and the challenges created by EU economic policies, rising levels of immigration from Africa, South Asia, and the Middle East, and Brexit.

Palmer et al., pp. 977-981, 1019-1032, 1058-67 (sections 107, 113, 119, 120, 122)

45. Wed. 25 Mar. The growing attraction of the political right. Authoritarian methods of governments in Hungary and Poland.

Tutorials (23-27 Mar.): Paul Lendvai, *Victor Orban* (Oxford University Press, 2017), 86-95, 101-7, 114-25.

WEEK 25:

- 46.** Mon. 30 Mar. **The European Union and Climate Change; Other topics to be determined.**
Palmer et al., pp. 1067-72 (section 123).
Encyclical of Pope Francis of May 24, 2015, *Laudato Si'*, 1, 7-22, 59-69 (available on the course OWL web-site)
- 49.** Wed. 1 Apr. **Review for the Final Examination**

Tutorials (30 Mar. – 3 Apr.) Review for the final examination.

**FINAL EXAMINATION – TO BE HELD IN THE APRIL 2020 EXAMINATION PERIOD
(April 6-26)**

MODEL MID-TERM AND FINAL EXAMINATIONS The model 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:

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

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

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 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 materials assigned for the class.

1. Explain the rise to power of Vladimir Putin and his ability to consolidate his power in the decade following his election as president of Russia.
2. 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.
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 on the book.
4. 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.
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?

- 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. (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. With respect to a term, please explain the historical meanings and significance of the term.

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

2. "In giving an objective, concentrated analysis of Stalin's negative side, I must say something about the practice Stalin instituted of ruthlessly branding Party members as enemies of the people, then bringing them to trial and having them eliminated. Our Party is still scarred by the damage done during the purges. The attitudes which Stalin inculcated in the minds of many Party members left a kind of encrustation on the consciousness of many people, especially dull, limited people. Even today you'll find those who think Stalin's way was the only right way to build Socialism and to get things done in our country. As far as I am concerned, it reflects a fairly primitive, slavish mentality to say that people won't work unless there's someone standing over them, cracking a whip above their heads. If you believe in the psychology of a slave society – that people have to be kept in line by force or else they'll revolt – then maybe you're one of those who thinks the repression inflicted on the Soviet people by Stalin was historically inevitable. But I think that claim is nonsense."

3. "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. In any case, we are a lost generation. We all might have died uselessly in the camps. Since we did survive, we want to dedicate what is left of our lives to the future."

4. "And that's why none of us ever even dreamed of inviting West German friends to go out with us and our parents. Our family bonds were too tenuous – they consisted of some sympathy and a large quantity of pity. We didn't attack our parents. We didn't ask what they had done in the past. We tried to defend them, the way you do when your little brother is teased by bullies at school."

5. Andrei Sakharov

6. "I remember a letter," I responded, "containing only one line. Why was it written that way?"

"He smiled again, remembering. "Never was I more intensely alive than the day I was sentenced to death," he said."

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://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

to read about the University's policy on medical accommodation. 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.

Please note: Please visit https://www.uwo.ca/univsec/academic_policies/index.html to view all updated academic policies regarding medical accommodations.

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>).

Students are expected to retain all research notes, rough drafts, essay outlines, and other materials used in preparing assignments. In the unlikely event of concerns being raised about the authenticity of any assignment, your instructor may ask you to produce these materials; an inability to do so may weigh heavily against you.

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

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Accommodation for missed midterms with a Self Reported Absence:

Students with an approved absence from an in-class test will be required to write a makeup test on one of the two time slots available.

Tests scheduled before February 14th – the makeup will take place Monday, February 24th at 9am.

Tests scheduled between February 25th and March 25th – the makeup will take place Friday, March 27th at 1pm.

Students who fail to write a makeup test in one of these two time slots will receive a grade of zero.

Students should be aware that course professors may not be available to respond to questions during the makeup test slots.

Accommodation for missed assignment deadlines with a Self Reported Absence:

If a student reports a SRA for an assignment (i.e. an essay) the new due date will be 72 hours after the SRA has been completed. For example, if you complete a SRA on March 19th at 3pm, your new due date will be March 22nd at 3pm.

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.

