

HISTORY 1401E
Modern Europe, 1715 to the Present: Conflict and Transformation
Fall/Winter 2020-21
Monday and Wednesday, 11:30-12:20, Online

Instructor: Professor Bill Acres

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Instructor: Professor Eli Nathans (course director)

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This course will be taught on-line via Zoom, in synchronous mode. The entire class will meet twice a week on Zoom, on Mondays and Wednesdays. Each student is also assigned to a tutorial, a smaller group led by a Graduate Teaching Assistant that will discuss assigned sources.

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:

PALMER R. R., Joel COLTON, and Lloyd KRAMER, *A History of Europe in the Modern World*, 12th ed. (New York: McGraw-Hill, 2019). Students may use the paper edition of the book or the ebook. Please note that the 11th edition is also perfectly acceptable. While the page numbering differs, the numbering of the sections has not changed; the section numbers referred to in the syllabus are the same in the 11th and 12th editions of the book.

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

The weekly assignments from primary and secondary sources can be found on-line on the course website (owl.uwo.ca) in the weekly readings section labeled "Weekly assignments and readings, lecture notes and Power Point presentations." Other materials are found in the Resources section of the course website. 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 be available for purchase in December). 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.

The textbook for the class, *A History of Europe in the Modern World*, can be purchased at the bookstore for \$101.95 plus tax, a significant discount from the commercial price. We urge you to consider purchasing the hard copy. An ebook version of the textbook is also available, for \$99.00 plus tax. The instructions for purchasing the ebook version can be found on the bookstore website for the course and also in the Resources

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 16th.

Research and Drafting Exercise on the subject of the abolition of the British slave trade. The essay, which should be at least 2000 words in length, should be uploaded to the Assignments section of the course OWL website by the due date of midnight on Monday, October 19th ; an optional revised essay may be uploaded to the Assignments section of the course OWL website by midnight on Wednesday, December 9th: 10%

Two Take Home on-line quizzes, the first to be given to students on Tuesday, October 27th with a due date of the end of the usual lecture period on Wednesday, October 28th and the second to be given to students on Tuesday, February 23rd, with a due date of the end of the usual lecture period on Wednesday, February 24th. On each quiz students will be given one essay question, drawn from a list of three questions provided in this syllabus, after the descriptions of classes and reading assignments. 10%

Take Home Mid-Term Examination, to be given to students on-line 48 hours before the time scheduled by the Registrar for the class mid-term examination in the fall exam period (the fall exam period takes place from December 1st-22nd). The answers to the take home exam will be due at the end of the mid-term exam period set by the Registrar. Before the end of the semester students will be given a list of essay questions from which the exam questions will be drawn. A model mid-term exam is provided at the end of this syllabus. 20%

Final Essay, which should be uploaded to the Assignments section of the course OWL website by the due date of midnight on Wednesday, March 10th (please also submit a copy to your TA). The proposal of a topic for the Final Essay is due in tutorial during the week of January 25th, Week 17. The Final Essay should be at least 3000 words in length. 20%

Take Home Final Examination, to be given to students on-line 48 hours before the time scheduled by the Registrar for the class Final Examination in the winter term exam (the winter term exam period takes place from April 14th-30th). Before the end of the semester students will be given a list of essay questions from which the exam questions will be drawn. A model final exam is provided at the end of this syllabus. 20%

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. Each examination will be taken on-line, as a take home exam.

On-line quizzes to be held on October 28th and February 24th. As indicated by the questions found below in this syllabus, these quizzes will be based on the material studied in the first half of each semester. These quizzes will help students learn the skills necessary to do well on the mid-term and final examinations.

Weekly Postings on Tutorial Readings. Several days before most tutorial meetings the graduate student leading your tutorial, the Teaching Assistant (TA), 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 Forums 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 via Zoom every week in which lectures are held. In tutorial the TA will lead discussions that will focus primarily on the interpretation of the assigned sources, all listed 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 lowest weekly tutorial participation grade for each semester will not be considered in determining the grade for that semester. If a tutorial is missed during the semester the participation grade for 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 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 on-line on Monday, October 19th.

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 9th; 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.

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 ([see History 1401E Winter Term Essay Assignment - Guidelines and Proposed Questions in the Resources section of the course website](#)). 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 on-line during the week of January 25th. 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_listed_by_chapters.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).

Slave Trade Abolition Essay and Final Essay Requirements. For the Slave Trade Abolition Essay and the Final Essay, you must upload an electronic copy to the Assignments section of the course OWL website. Please also send a copy of your essay to your TA as an attachment to an email. Please use Word or pdf formats. Note that plagiarism detection software licensed to Western University is used for textual similarity review. 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.

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 in each term, to be determined by the History Department. No other make-up opportunities will be provided. Students who fail to write a makeup test in the designated time slots will receive a grade of zero. Students in online courses will write the make-up test through OWL over a 24-hour period beginning at the times set by the department. 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 48 hours after the SRA was submitted. For example, if you complete a SRA on March 19 at 3pm, your new due date will be March 21 at 3pm.

Course Schedule and Readings:

SCHEDULE of LECTURES, TUTORIALS, and READINGS

FALL TERM (instructor: Professor Acres)

Note that pages numbers reflect the page numbering found in the ebook version of the Palmer textbook. Please start reading at the beginning of the assigned section or subsection, and read through the end of discussion in the assigned section or subsection. The start and finish of the assigned reading will not always coincide with the page number given; some readings may start or end in the middle of a page.

WEEK 1:

1. Wed. 9 Sept. **Introduction to History 1401E**

No tutorials meet this week.

WEEK 2:

2. Mon. 14 Sept. **Geography, Demographic Realities, Social Structures, and Gender Roles**

Palmer et al., pp. 275-282 (section 31)

3. Wed. 16 Sept. **Britain and France at the start of the Eighteenth Century; Other European States**

Tutorials (14-18 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 3: First discussion of slave trade abolition documents in tutorial

4. Mon. 21 Sept. **The Legacies of the Reformation: Europe and Religion at the start of the Eighteenth Century**

Palmer et al., pp. 82-97 (section 9)

5. Wed. 23 Sept. **Revolutionary changes in methods of farming, the growth of commerce, and the start of the Industrial Revolution in England**

Palmer et al., pp. 461-469, 471 (skip the Historical Interpretations and Debates on p. 470) (section 52)

Tutorials (21-25 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 4: **Slave trade abolition exercise: on the day before the tutorial email your TA an outline of an essay answering the question posed for the exercise and a typed draft body paragraph (see instructions for the exercise in the Resources section of course website)**

6. Mon. 28 Sept. **The Global Contest between France and Britain, 1688-1763; Slavery and the Slave Trade**

Palmer et al., pp. 283-315 (sections 32, 33, and 34)

7. Wed. 30 Sept. **The Enlightenment**

Palmer et al., pp. 252-266 (skip the Historical Interpretations and Debates on p. 253), 269-273, 319-325 (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 (28 Sept.-2 Oct.): 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 5: **Slave trade abolition exercise: : on the day before the tutorial email your TA 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)**

8. Mon. 5 Oct. **The Enlightenment (continued), Enlightened Absolutism, Romanticism**

Palmer et al., pp. 326-330, 335-343, 472-473 (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.**

9. Wed. 7 Oct. **The French Revolution, 1789-1791**

Palmer et al., pp. 373-394 (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 (5-9 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 6: Lecture cancelled on Monday, October 12; Thanksgiving holiday. No tutorials this week.

10. Wed. 14 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*, pp. 3, 7-9, 14-22, 26-27, 75-77, 90-97, before the lecture; most of the lecture will be devoted to a discussion of Burke.

WEEK 7: Slave Trade Abolition essay due by midnight on Monday, October 19th (submission to the Assignments section of the course OWL website)

11. Mon. 19 Oct. **The French Revolution, 1792-1795; War, Terror, and Interregnum**

Palmer et al., pp. 394-415 (skip the Historical Interpretations and Debates on p. 410) (sections 43-45) *La Marseillaise*.

12. Wed. 21 Oct. **Napoleonic Rule in France and Europe; Congress of Vienna; Review for the Quiz on October 28**

Palmer et al., pp. 416-420, 430-457 (sections 46, 48-51)

Tutorials (19-23 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 8: On-line quiz due on Wednesday, October 28th, at 12:20, in the Assignments section of the course OWL website. Students will be given one question taken from the following three questions by an email sent to their Western email addresses on Tuesday, October 27th, at 5:00 pm:

In what respects did British social forms, and economic and political institutions and practices, serve as an alternative, a counter-model, to those of France in the period between 1688 and the French Revolution?

On what grounds did Rousseau attack existing societies in his *Discourse on the Origin and Foundations of Inequality among Men*?

What did Burke mean by the claim that society was a partnership "between those who are living, those who are dead, and those who are to be born"? (*Reflections on the Revolution in France*, p. 96) What political conclusions did he believe followed?

13. Mon. 26 Oct. **Reaction and Reform in Europe, 1815-1848**

Palmer et al., pp. 472, 474-478, 488-507 (sections 53-56); Alexis de Tocqueville, *Democracy in America*, Vol. 1 (Colonial Press, 1900), 3-16; Anatole Mazour, *The First Russian Revolution 1825. The Decembrist Movement* (University of California Press, 1937), 274-9.

14. Wed. 28 Oct. Online quiz, to start at 11:30 and end at 12:20. Essay questions will be made available through the Assignments section of the course OWL website at 11:30; a list of questions from which the questions on the quiz will be drawn will be given to students in advance. The answer should be uploaded by 12:20 as a Word document to the Assignments section of the course website.

No tutorials this week.

WEEK 9: Fall Reading Week. Lectures and tutorials cancelled

WEEK 10:

15. Mon. 9 Nov. Revolutions of 1848 and aftermath; The Crimean War and Italian and German Unification

Palmer et al., pp. 514-533, 537-542, 547-567 (sections 58-61, 63-65)

16. Wed. 11 Nov. Europe's Economic and Political Ascendancy, 1871-1914

Palmer et al., pp. 584-597, 606-623 (sections 68-71)

Tutorials (9-13 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 11: Sign up on-line to meet on-line with Professor Nathans to discuss your preferences regarding the subject of your Winter Term essay.

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

Palmer et al., pp. 568-575 (skip the Historical Interpretations and Debates at pl 568), 668-676 (sections 66 and 76)

18. Wed. 18 Nov. Religious and Cultural Changes in Europe; Responses to Darwin's discoveries; the start of movements advocating the emancipation of women; Friedrich Nietzsche, *Beyond Good and Evil*, trans. by Helen Zimmern (New York: Boni and Liveright, 1917), aphorisms 201, 203, 259, 260. Nietzsche's book appeared in 1886.

Palmer et al., pp. 479-481, 625-656 (sections 53, 72-74)

Tutorials (16-20 Nov.): John Stuart Mill, *The Subjection of Women* (New York: Henry Holt, 1898), 207-45. The essay was first published in 1869.

WEEK 12:

19. Mon. 23 Nov. **Partial Emancipation of European Jews and the Revival of Anti-Semitism**
20. Wed. 25 Nov. **European Imperialism: Africa and Central and South Asia; Adam Hochschild, *King Leopold's Ghost. A Story of Greed, Terror, and Heroism in Colonial Africa* (Boston: Houghton Mifflin, 1998), 115-26.**

Palmer et al., pp. 598-605, 657-667, 677-693 (sections 70, 75, 77-78)

Tutorials (23-27 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:

21. Mon. 30 Nov. **European Imperialism: East Asia**

Palmer et al., pp. 694-701 (section 79, 80)

22. Wed. 2 Dec. **Origins of the First World War**

Palmer et. al., pp. 703-713 (section 81)

Tutorials (30 Nov.-4 Dec.): 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 14:** **Revised Slave Trade Abolition essays due in the assignments section of the course OWL website by Wed., December 9th (please note that the submission of a revised essay is optional)**

23. Mon. 7 Dec. **The First World War**

Palmer et al., pp. 714-738 (skip the Historical Interpretations and Debates at p. 737) (sections 82-85)

24. Wed. 9 Dec. **Review for the Mid-Term Examination**

No tutorials this week; classes end on December 9.

MID-TERM EXAMINATION TO BE HELD ON-LINE IN THE DECEMBER EXAM PERIOD, BASED ON THE DATE DETERMINED BY THE REGISTRAR (EXAM PERIOD: DECEMBER 11-22)

WINTER TERM (instructor: Professor Nathans)

WEEK 15:

25. Mon. 11 Jan. 2020 **The Russian Revolution**

Palmer et al., pp. 749-771 (sections 87-89) [Eleventh edition, 735-758]; Lenin, "The Proletarian Revolution and Kautsky the Renegade," pp. 372-5, 377-8.

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

Palmer et al., pp. 771-790 (sections 90-92) [Eleventh edition, 758-778]

Tutorials (11-15 Jan.): Tutorials will not meet. Students will meet individually with TA's during the week, in person or on-line, to discuss their plans for the winter term essay.

WEEK 16: Essay Proposals due next week

27. Mon. 18 Jan. The Peace Treaties and Europe in the 1920s

Palmer et al., pp. 738-748, 791-802, 823-834 (sections 86, 93, 94, 97) [Eleventh edition, 724-733, 779-790, 812-821]

28. Wed. 20 Jan. Fascism in Italy and the early years of the Nazi Party. The Great Depression

Palmer et al., pp. 814-822, 834-844 (96, 98, part of 99) [Eleventh edition, 802-810, 821-831]

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 17: Essay Proposals to be emailed to TA before tutorial this week

29. Mon. 25 Jan. Nazi Germany, 1933-1939. Domestic Policies.

Palmer et al., pp. 844-854 (skip the historical interpretations and debates at p. 847) (part of section 99) [Eleventh edition, 831-841]

30. Wed. 27 Jan. Nazi Germany, 1933-1939. Foreign Policies

Palmer et al., pp. 855-865 (section 100) [Eleventh edition, 843-853]

Tutorials (25-29 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 18:

31. Mon. 1 Feb. The Second World War

Palmer et al., pp. 865-888 (sections 101, 102) [Eleventh edition, 853-875]

32. Wed. 3 Feb. Nazi Occupation Policies and Relationships with Allies and Satellite Regimes

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.

Tutorials (1-5 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 19:

33. Mon. 8 Feb. Genocide

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

34. Wed. 10 Feb. Resistance. Preparation for the quiz on Wednesday, February 24

Tutorials (8-12 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 20: 15-19 February (no classes, no tutorial meetings)

WEEK 21: On-line take-home quiz due on Wednesday, February 24th, due at the end of the lecture period. Students will be asked to answer one question drawn from the following three questions in an email sent students' Western email accounts on Tuesday, February 23rd, at 5:00 pm:

Based on the assigned readings from *Mein Kampf*, Herman Rauschning's recollections of his meetings with Hitler, and the memoirs of Alfons Heck and Jost Hermand, as well as the documentaries shown in class, how did Hitler appeal to Germans?

How can one explain Stalin's decision to collectivize Soviet agriculture, at the cost of millions of lives, and his murder of much of the leadership of the Communist Party and the Red Army?

Based on the assigned readings and lectures, why did some Germans choose to resist the Nazi regime?

35. Mon. 22 Feb. The Cold War and the Division of Europe. The Soviet Union and Eastern Europe under Soviet Rule, 1945-1964

Palmer et al., pp. 889-908, 931-937 (sections 103, 104, 108) [Eleventh edition, 876-895, 918-924]

36. Wed. 24 Feb. Online quiz, to start at 11:30 and end at 12:20. Essay questions will be made available through the Assignments section of the course OWL website at 11:30; a list of questions from which the questions on the quiz will be drawn will be given to students in advance. The answer should be uploaded by 12:20 as a Word document to the Assignments section of the course website.

Tutorials (22-26 Feb.): Tutorials cancelled.

WEEK 22: **Final Essay due next week**

37. Mon. 1 Mar. **Colonial Revolts against Britain, France, and the Netherlands in the Aftermath of World War II**

Palmer et al., pp. 802-814, 939-970 (sections 95, 109-111) [Eleventh edition, 790-801, 925-957]

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

38. Wed. 3 Mar. **The Creation of West European Institutions and the Integration of West Germany into the Western Alliance**

Palmer et al., pp. 910-937 (sections 105-107) [Eleventh edition, 897-918]

Tutorials (1-5 Mar.): 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 23: **Final Essay due in the Assignments section of the course website by midnight on Wednesday, March 10th**

39. Mon. 8 Mar. **Social and Cultural Change in Postwar Western Europe**

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.

40. Wed. 10 Mar. **The Soviet Bloc and the Growth of Dissent, 1964-1986**

Palmer et al., pp. 971-981 (section 112) [Eleventh edition, 959-970]

Tutorials (8-12 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 24

41. Mon. 15 Mar. The Dissolution of the Soviet Empire in Eastern Europe and the Collapse of the Soviet Union

Palmer et al., pp. 999-1017 (sections 115-117) [Eleventh edition, 987-1005]

42. Wed. 17 Mar. The Yugoslav Civil Wars

Palmer et al., pp. 1024-32 (section 118) [Eleventh edition, 1011-1018]

Tutorials (15-19 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 25:

43. Mon. 22 Mar. The Yeltsin Era and the Rise to Power of Vladimir Putin

Palmer et al., pp. 1018-1024 (part of section 118) [Eleventh edition, 1005-1011]

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

44. Wed. 24 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 (22-26 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.litvinenkoinquiry.org/report>

Svetlana Alexievich, *Secondhand Time. The Last of the Soviets* (Random House, 2016), 454-61, 464-67.

WEEK 26:

45. Mon. 29 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. 988-992, 1033-1040, 1045-1050 (parts of sections 113, 119, 120) [Eleventh edition, 977-981, 1019-1024, 1028-1032]

46. Wed. 31 Mar. The growing attraction of the political right. Authoritarian methods of governments in Hungary and Poland.

Palmer et al., pp. 1034-1037 (part of section 119)

Tutorials (29 Mar.- 2 Apr.): Paul Lendvai, *Victor Orban* (Oxford University Press, 2017), 86-95, 101-7, 114-25.

WEEK 27:

47. Mon. 5 Apr. The European Union and Climate Change.

Palmer et al., pp. 1087-1090 (section 123) [Eleventh edition, 1069-1072]

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

48. Wed. 9 Apr. The European Union, COVID-19, and other challenges.

Tutorials (29 Mar. – 2 Apr.): Remembering the Nazi era in Germany.

<https://www.bundeskanzlerin.de/bkin-en/news/speech-by-federal-chancellor-dr-angela-merkel-marking-the-10th-anniversary-of-the-auschwitz-birkenau-foundation-auschwitz-6-december-2019-1704954>

https://www.bundespraesident.de/SharedDocs/Downloads/DE/Reden/2015/02/150202-RvW-Rede-8-Mai-1985-englisch.pdf?__blob=publicationFile

WEEK 28:

49. Mon. 12 Apr. Review for the Final Examination

FINAL EXAMINATION TO BE HELD ON-LINE IN THE FINAL EXAM PERIOD. IT WILL BE DUE ON THE DATE DETERMINED BY THE REGISTRAR FOR THE EXAM (EXAM PERIOD: APRIL 14-30). THIS WILL BE A TAKE-HOME EXAM IN THE FORMAT GIVEN BELOW, IN THIS SYLLABUS. A COPY OF THE FINAL EXAM WILL BE SENT TO STUDENTS' WESTERN EMAIL ADDRESSES 48 HOURS BEFORE THE START-TIME OF THE EXAM AS SCHEDULED BY THE REGISTRAR.

Preparing for the quizzes to be held on October 28th and February 24th:

The quizzes will be administered on-line. The set question will be provided at 5:00 pm on the day before the quiz is due (in each case, at the end of the scheduled time for the Wednesday class, which will not meet). Answers must be uploaded to the Assignments section of the course website by 12:20. Each quiz will consist of a single essay question. Each of those questions will be drawn from the list of three questions

given below for each quiz. Students are encouraged to prepare answers to questions before each quiz. Students are permitted to make use of the assigned primary and secondary sources and their notes when writing their answers, both before and during the quiz. Formal footnote form is not required when citing or quoting from a source. While students are permitted to discuss with other students in the class how they propose to respond to each question, answers must be written independently. Please do not share copies of your answers with any other students, or read other students' answers. The Assignment feature of the course website, to which answers will be uploaded, checks responses for the use of identical phrases.

October 28th:

In what respects did British social forms, and economic and political institutions and practices, serve as an alternative, a counter-model, to those of France in the period between 1688 and the French Revolution?

On what grounds did Rousseau attack existing societies in his *Discourse on the Origin and Foundations of Inequality among Men*?

What did Burke mean by the claim that society was a partnership “between those who are living, those who are dead, and those who are to be born”? (*Reflections on the Revolution in France*, p. 96) What political conclusions did he believe followed?

February 24th:

Based on the assigned readings from *Mein Kampf*, Herman Rauschning's recollections of his meetings with Hitler, and the memoirs of Alfons Heck and Jost Hermand, as well as the documentaries shown in class, how did Hitler appeal to Germans?

How can one explain Stalin's decision to collectivize Soviet agriculture, at the cost of millions of lives, and his murder of much of the leadership of the Communist Party and the Red Army?

Based on the assigned readings and lectures, why did some Germans choose to resist the Nazi regime?

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. Students will be given a list of essay questions in advance of the exam from which the questions that appear on the exam will be drawn. Students are encouraged to prepare answers to questions before each exam. Students are permitted to make use of the assigned primary and secondary sources and their notes when writing their answers, both before and during the exams. Formal footnote form is not required when citing or quoting from a source. While students are permitted to discuss with other students in the class how they propose to respond to each question, answers must be written independently. Please do not share copies of your answers with any other students, or read other students' answers. The Assignment feature of the course website, to which answers will be uploaded, checks responses for the use of identical phrases.

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

80% of the examination grade will be based on the essay questions from the first part of the examination, and 20% will be based on the identifications.

Essay Questions. Answer any two of the following five questions (80% 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 1792 and 1794, so hostile to religion? Consider not only the immediate aims of the revolutionaries but also the influence of Enlightenment thinkers and the dynamics of the Revolution.
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.

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. (20% 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). In grading responses to quotations, correct responses to the first three subparts of the response will be assigned one point; correct responses to subpart four will be assigned two points; and correct responses to subpart five will be assigned two points.

With respect to the name of an individual, explain the person's historical influence and significance. With respect to a phrase that refers to events or institutions, explain the historical significance of the events or institutions to which the term refers.

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."

3. The Crimean War

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

1. Essay Questions. Answer any two of the following five questions (80% 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 2021.
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. (20% of the exam grade)**

2.

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). In grading responses to quotations, correct responses to the first three subparts of the response will be assigned one point; correct responses to subpart four will be assigned two points; and correct responses to subpart five will be assigned two points.

With respect to the name of an individual, explain the person's historical influence and significance. With respect to a phrase that refers to events or institutions, explain the historical significance of the events or institutions to which the term refers.

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. The coup attempt of July 20, 1944

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. "This new class, the bureaucracy, or more accurately, the political bureaucracy, has all the characteristics of earlier ones as well as some new characteristics of its own. Its origin had its special characteristics also, even though in essence it was similar to the beginnings of other classes.

Other classes, too, obtained their strength and power by the revolutionary path, destroying the political, social, and other orders they met in their way. However, almost without exception, these classes attained power *after*

new economic patterns had taken shape in the old society. The case was the reverse with new classes in the Communist systems. It did not come to power to *complete* a new economic order, but to *establish* its own and, in so doing, to establish its power over society.”

Use of Electronic Devices

Students may use computers and other electronic devices when taking quizzes and the mid-term and final examinations, but must formulate their own responses to questions themselves. Copying from the web is prohibited. Information available on the web is often incomplete and sometimes incorrect. Evaluation of answers will be based on materials assigned for the course

Additional Statements:

Please review the Department of History Course Must-Knows document, <https://www.history.uwo.ca/undergraduate/Docs/Department%20of%20History%20Course%20Must-Knows.pdf>, for additional information regarding:

- Academic Offences
- Accessibility Options
- Medical Issues
- Plagiarism
- Scholastic Offences
- Copyright
- Health and Wellness