

**HISTORY 1401E**  
**Modern Europe, 1715 to the Present: Conflict and Transformation**  
**Fall/Winter 2021-22**  
**Monday and Wednesday, 11:30-12:20, SH-3345**  
**Course delivery: in-person, with synchronous delivery as back-up**

**Instructor: Professor Bill Acres**

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**Instructor: Professor Eli Nathans (course director)**

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**This is a draft syllabus. Please see your course OWL site for the final syllabus.**

**Course delivery with respect to the COVID-19 pandemic**

Although the intent was for this course to be delivered in-person, the changing COVID-19 landscape has necessitated that at least the first part of the course be delivered on-line synchronously (i.e., on Zoom at the times indicated in the timetable). The grading scheme will not change. Any assessments affected will be conducted on-line as determined by the course instructor. The course will return to an in-person mode of delivery when the University and local health authorities deem it safe to do so.

**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:

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

The principal secondary reading for the course consists of the lecture notes available on-line on the course website (owl.uwo.ca) in the weekly readings section labeled "Weekly Assignments." 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.

Because the lecture notes in themselves amount to a textbook, the instructors are not requiring the purchase of a separate textbook. However, some students may find it helpful to supplement the lecture notes with readings from R.R. Palmer's *A History of Europe in the Modern World*, 12<sup>th</sup> ed. (New York: McGraw-Hill, 2019). To help these students locate relevant readings, these are listed in the syllabus. Page numbers to the 11<sup>th</sup> edition are also given. *A History of Europe in the Modern World* is available in both a physical and eBook form.

## 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 nine weeks of the course by Monday, November 15<sup>th</sup>.**

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 18<sup>th</sup> ; an optional revised essay may be uploaded to the Assignments section of the course OWL website by midnight on Wednesday, December 8<sup>th</sup>: 10%

Two in-class quizzes, the first to be given on Wednesday, October 27<sup>th</sup>, the second on Wednesday, February 16<sup>th</sup>. 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%

Mid-term examination, to be held in the fall exam period (December 10-21). 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 9<sup>th</sup> (please also submit a copy to your TA as an attachment to an email). The proposal of a topic for the Final Essay is due before tutorial during the week of January 24<sup>th</sup>, Week 17. The Final Essay should be approximately 2500- 3000 words in length. 20%

Final examination, to be held in the winter exam period (April 10-30). 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. All absences from the mid-term or final examinations must be excused by an accommodation request from an Academic Counseling Office. Students who miss the mid-term or

final examination on the basis of an accommodation request from an Academic Counseling Office will be required to take a make-up examination to avoid receiving a grade of zero on the examination.

***On-line quizzes to be held on October 27<sup>th</sup> and February 16<sup>th</sup>.*** As indicated by the guidance at the end of this syllabus, these quizzes will be based on the material studied in the first half of each semester. The quizzes will help students learn the skills necessary to do well on the mid-term and final examinations. Absences from the quizzes must be excused by an accommodation request from an Academic Counseling Office, or through the submission of a Self Reported Absence, discussed below. Students who miss the fall or winter semester quiz for the reasons described above will be required to take a make-up quiz to avoid receiving a grade of zero.

***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 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, a Self Reported Absence is submitted, 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 most weeks 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.

Students who must miss the weekly meeting of their tutorial are encouraged to attend one of the other seven tutorials. Please obtain the prior permission of the course director, Mr. Nathans, to do so: there must be a compelling reason (unless the alternate tutorial you attend is also led by your TA - that can be arranged with the TA without consulting Mr. Nathans). Send your TA and the TA of the tutorial you will be attending advance notice by email of your intention to attend a different tutorial.

***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 should submit on-line on Monday, October 18th.

Slave trade abolition essays submitted to the Assignments section of the course website after the deadline of midnight on Monday, October 18<sup>th</sup>, will be subject to a penalty of one point per day (on a hundred point grading scale) for essays submitted late, starting at 12:01 am on Tuesday, October 19<sup>th</sup>. Weekend days are included in calculating this penalty. Please also submit a paper copy to your TA, in tutorial or in class on Wednesday, October 20th.

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 must be uploaded to the Assignments section of the course OWL website by the due date of midnight on Wednesday, December 8<sup>th</sup>. No late revised essays will be accepted without an accommodation request from an Academic Counseling Office, or the submission of a Self Reported Absence. 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. 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 24<sup>th</sup>. 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.

Guidance in organizing and writing your essay, and with respect to the proper citation of historical sources, is found in the *Guide to Researching and Writing a History Essay*, found in the Resources section of the course website. Also, please note that Jason Dyck is the Teaching & Learning Librarian for History. You can contact him for research help at [jdyck3@uwo.ca](mailto:jdyck3@uwo.ca).

**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 provide your TA with a paper copy of the essay. 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.

As with respect to the slave trade abolition essay, Final Essays submitted after the deadline of midnight on Wednesday, March 9<sup>th</sup>, will be subject to a penalty of one point per day (on a hundred point grading scale) for essays submitted late, starting at 12:01 am on Thursday, March 10<sup>th</sup>. Weekend days are included in calculating this penalty.

## **Accommodation for missed tests/midterms, including Self Reported Absences (SRA):**

Students with an approved absence from an in-class test will be required to write a makeup test.

Students should be aware that the make-up test will not necessarily be in the same format, be of the same duration, or cover the same material as the original test.

Online courses will have online makeup tests.

In person classes have scheduled makeup tests scheduled at the following times:

### **Fall Term**

- Tests scheduled before November 1 – the makeup will take place November 8 at 9:30am.
- Tests scheduled between November 2 and December 7 – the makeup will take place December 8 at 9:30pm.

### **Winter Term**

- Tests scheduled before February 19 – the makeup will take place February 28 at 9:30am.
- Tests scheduled between February 20 and April 7 – the makeup will take place April 8 at 12:30pm

IMPORTANT: In the event the University moves to online learning make-up tests will take place online via OWL. The date for the make-up may differ from the date listed above.

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.

Course professors may not be available to respond to questions during the makeup test slots.

Students should be aware that when they have submitted an SRA for one test, they are not permitted to write a test or complete an assignment for another course during the period covered by the SRA. Failure to observe this regulation will result in the cancellation of the SRA and the possible application of late penalties.

## **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.

## **Course Schedule and Readings:**

### **SCHEDULE of LECTURES, TUTORIALS, and READINGS**

#### **FALL TERM (instructor: Professor Acres)**

**Please note that the section of the course OWL website entitled “Weekly Assignments” contains links to lecture notes for each class, as well as to the assigned readings for the class and the tutorials, and also copies of the Power Point presentations used in the class. The lecture notes are required reading for the class; they take the place of a textbook. Please read the lecture notes before each class.**

Assignments from sources can also be found in the Resources section of the course 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.

Optional reading assignments for many classes are taken from the twelfth edition of the R.R. Palmer's *A History of Europe in the Modern World*. The page numbers of the eleventh edition of the Palmer textbook are also given in brackets. Please note that the section numbering is the same for both editions.

**WEEK 1:**

1. Wed. 8 Sept. **Introduction to History 1401E**

No tutorials meet this week.

**WEEK 2:**

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

**Optional reading:** Palmer et al., pp. 274-282 (section 31) [Eleventh edition, 268-275]

3. Wed. 15 Sept. **Britain and France at the start of the Eighteenth Century; Other European States**

Tutorials (13-17 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.

**WEEK 3:** **First discussion of slave trade abolition documents in tutorial**

4. Mon. 20 Sept. **The Legacies of the Reformation: Europe and Religion at the start of the Eighteenth Century**

**Optional reading:** Palmer et al., pp. 82-97 (section 9) [Eleventh edition, 77-85]

5. Wed. 22 Sept. **Revolutionary changes in methods of farming, the growth of commerce, and the start of the Industrial Revolution in England**

**Optional reading:** Palmer et al., pp. 459-469, 471 (skip the Historical Interpretations and Debates on p. 470) (section 52) [Eleventh edition, 449-460]

Tutorials (20-24 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 Weekly Assignments and Readings section of the course OWL website, 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 examine the discussion of drafting an outline of an essay and a body paragraph in the *Guide to Researching and Writing a History Essay*, found in the Resources section of the course website.**

**WEEK 4:** **Slave trade abolition exercise: bring to tutorial an outline of an essay answering the question posed for the exercise and a typed draft body paragraph (see the instructions for drafting an outline and writing a body paragraph in the *Guide to Researching and Writing a History Essay* in the Resources section of course OWL website).**

6. Mon. 27 Sept.           **The Global Contest between France and Britain, 1740-1783; Slavery and the Slave Trade**

**Optional reading:** Palmer et al., pp. 282-315 (sections 32, 33, and 34) [Eleventh edition, 275-308]

7. Wed. 29 Sept.           **The Enlightenment**

**Optional reading:** Palmer et al., pp. 251-266 (skip the Historical Interpretations and Debates on p. 252), 268-272, 318-325 (sections 28-30, and 35) [Eleventh edition, 245-259, 262-266, 309-316]

**Assigned reading (not optional):** 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 (27 Sept.-1 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 examine the discussion of researching an essay, and drafting an introductory paragraph and a concluding paragraph, in the *Guide to Researching and Writing a History Essay*, found in the Resources section of the course website.**

**WEEK 5:**           **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 writing each form of paragraph and on conducting research in the *Guide to Researching and Writing a History Essay* in the Resources section of the course OWL website).**

8. Mon. 4 Oct.           **The Enlightenment (continued), Enlightened Absolutism, Romanticism**

**Optional reading:** Palmer et al., pp. 325-330, 334-343, 472-473 (sections 35, 36, and 53) [Eleventh edition, 317-320, 324-333, 461-462]

**Assigned reading (not optional):** 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. 6 Oct.           **The French Revolution, 1789-1791**

**Optional reading:** Palmer et al., pp. 371-394 (sections 41 and 42) [Eleventh edition, 363-385]

**Assigned reading (not optional):** 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 (4-8 Oct.): Please also be prepared to discuss the Rousseau and Kant assignments for Monday's lecture in tutorial.

**WEEK 6:** Lecture cancelled on Monday, October 11; Thanksgiving holiday. No tutorials this week.

10. Wed. 13 Oct. **European reactions to the first years of the French Revolution**

Before the lecture 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. The lecture will be devoted to a discussion of Burke.

**WEEK 7:** Slave Trade Abolition essay due by midnight on Monday, October 18th (submission to the Assignments section of the course OWL website)

11. Mon. 18 Oct. **The French Revolution, 1792-1795; War, Terror, and Interregnum; Napoleon.**

**Optional reading:** Palmer et al., pp. 394-415 (skip the Historical Interpretations and Debates on p. 410) (sections 43-45) [Eleventh edition, 385-405].

**Assigned reading (not optional):** *La Marseillaise*.

12. Wed. 20 Oct. **Napoleonic Rule in France and Europe; Congress of Vienna; Review for the Quiz that will take place in class on Wednesday, October 27th**

**Optional Reading:** Palmer et al., pp. 416-420, 429-457 (sections 46, 48-51) [Eleventh edition, 405-410, 420-447]

Tutorials (18-22 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:** In-class quiz on Wednesday, October 27<sup>th</sup>, during the lecture period.

13. Mon. 25 Oct. **Reaction and Reform in Europe, 1815-1848**

**Optional reading:** Palmer et al., pp. 471, 473-478, 487-507 (sections 53-56) [Eleventh edition, 460-461, 463-467, 475-495].

**Assigned reading (not optional):** 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. 27 Oct. Quiz to be taken in-class, on one of the three questions indicated below (students will be asked to write on one of these questions, chosen by the instructor):

**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?**

**No tutorials this week.**

**WEEK 9: Fall Reading Week. Lectures and tutorials cancelled**

**WEEK 10:**

**15. Mon. 8 Nov.           Revolutions of 1848 and aftermath; The Crimean War and Italian and German Unification**

**Optional Reading:** Palmer et al., pp. 513-533, 537-542, 547-567 (sections 58-61, 63-65) [Eleventh edition, 501-520, 523-530, 535-555]

**16. Wed. 10 Nov.           Europe’s Economic and Political Ascendancy, 1871-1914**

**Optional Reading:** Palmer et al., pp. 583-597, 607-623 (sections 68, 69, 71) [Eleventh edition, 569-583, 593-612]

Tutorials (8-12 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. 15 Nov.           Attempts at Reform in Russia and the Ottoman Empire**

**Optional Reading:** Palmer et al., pp. 567-575, 667-676 (skip the historical interpretations and debates on pages 668-669) (sections 66 and 76) [Eleventh edition, 555-563, 653-662]

**18. Wed. 17 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 was first published in 1886.**

**Optional Reading:** Palmer et al., pp. 479-481, 625-656 (sections 53, 72-74) [Eleventh edition, 467-469, 611-642]

Tutorials (15-19 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. 22 Nov.        **Partial Emancipation of European Jews and the Revival of Anti-Semitism**

20. Wed. 24 Nov.        **European Imperialism: Africa and Central and South Asia**

**Assigned reading (not optional):** Adam Hochschild, *King Leopold's Ghost. A Story of Greed, Terror, and Heroism in Colonial Africa* (Boston: Houghton Mifflin, 1998), 115-26.

**Optional Reading:** Palmer et al., pp. 597-607, 657-667, 676-692 (sections 70, 75, 77, 78) [Eleventh edition, 583-593, 643-653, 602-678]

Tutorials (22-26 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. 29 Nov.        **European Imperialism: East Asia**

**Optional Reading:** Palmer et al., pp. 693-701 (section 79, 80) [Eleventh edition, 678-687]

22. Wed. 1 Dec.         **Origins of the First World War**

**Optional Reading:** Palmer et. al., pp. 703-713 (section 81) [Eleventh edition, 689-699]

Tutorials (29 Nov.-3 Dec.): **This tutorial will be devoted to review for the mid-term examination.**

**WEEK 14:**                **Revised Slave Trade Abolition essays due in the assignments section of the course OWL website by Wed., December 8th (please note that the submission of a revised essay is optional)**

23. Mon. 6 Dec.         **The First World War**

**Optional Reading:** Palmer et al., pp. 713-738 (skip the Historical Interpretations and Debates at p. 737) (sections 82-85) [Eleventh edition, 699-723]

24. Wed. 8 Dec.         **Review for the Mid-Term Examination**

**No tutorials this week; classes end on December 8th.**

**MID-TERM EXAMINATIONS TO BE DUE IN THE DECEMBER EXAM PERIOD, BASED ON THE DATE DETERMINED BY THE REGISTRAR (EXAM PERIOD: DECEMBER 10-21)**

**WINTER TERM (instructor: Professor Nathans)**

**WEEK 15:**

**25. Mon. 10 Jan. 2021 The Russian Revolution**

**Optional Reading:** Palmer et al., pp. 749-771 (sections 87-89) [Eleventh edition, 735-758].

**Assigned Reading (not optional):** Lenin, "The Proletarian Revolution and Kautsky the Renegade," pp. 372-5, 377-8.

**26. Wed. 12 Jan. The Soviet Union, 1920-1939**

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

Tutorials (10-13 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. 17 Jan. The Peace Treaties and Europe in the 1920s**

**Optional Reading:** 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. 19 Jan. Fascism in Italy and the early years of the Nazi Party. The Great Depression**

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

Tutorials (17-20 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. 24 Jan. Nazi Germany, 1933-1939. Domestic Policies**

**Optional Reading:** 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. 26 Jan. Nazi Germany, 1933-1939. Foreign Policies**

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

Tutorials (24-27 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. 31 Jan. The Second World War**

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

**32. Wed. 2 Feb. Nazi Occupation Policies and Relationships with Allies and Satellite Regimes**

**Assigned Reading (not optional):** 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 (31 Jan.- 3 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 or on-line).

**WEEK 19:**

**33. Mon. 7 Feb. Genocide**

**Assigned reading (not optional):** Saul Friedlaender, *The Years of Extermination: Germany and the Jews, 1939-1945* (HarperPerennial, 2007), 197-215, 261-8, 479-83.

**34. Wed. 9 Feb. Resistance. Preparation for quiz on Wednesday, February 16th**

Tutorials (7 Feb.- 10 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: In-class quiz on Wednesday, February 16<sup>th</sup>, during the lecture period**

**35. Mon. 14 Feb. The Cold War and the Division of Europe. The Soviet Union and Eastern Europe under Soviet Rule, 1945-1964**

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

**36. Wed. 16 Feb. Quiz to be taken in-class, on one of the three questions indicated below (students will be asked to write on one of these questions, chosen by the instructor):**

**What were the most important similarities and differences between the causes of the French and Russian revolutions?**

**To what extent does Hitler's belief (to the extent it is possible to judge) that Germans were victims explain the policies he adopted in the countries Germany conquered before and during the Second World War?**

**Please explain the forms Hitler believed this supposed victimization took on the basis of the assigned documents and the lecture notes.**

**Based on the assigned documents and lecture notes, why did some Germans choose to resist the Nazi regime?**

No tutorials this week.

**WEEK 21: 21-25 February Spring Reading Week (no classes, no tutorial meetings)**

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

**37. Mon. 28 Feb. Colonial Revolts against Britain, France, and the Netherlands in the Aftermath of World War II**

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

**38. Wed. 2 Mar. The Creation of West European Institutions and the Integration of West Germany into the Western Alliance**

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

Tutorials (28 Feb.- 3 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 9th. Please also give a paper copy to your TA.**

**39. Mon. 7 Mar. Social and Cultural Change in Postwar Western Europe**

**Assigned reading (not optional) :** 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. 9 Mar. The Soviet Bloc and the Growth of Dissent, 1964-1986**

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

Tutorials (7 Mar.-10 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. 14 Mar.                    **The Dissolution of the Soviet Empire in Eastern Europe and the Collapse of the Soviet Union**

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

42. Wed. 16 Mar.                    **The Yugoslav Civil Wars**

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

Tutorials (14-17 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. 21 Mar.                    **The Yeltsin Era and the Rise to Power of Vladimir Putin**

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

**Assigned Reading (not optional):** 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. 23 Mar.                    **Putin's Methods of Rule**

**Assigned Reading (not optional):** Karen Dawisha, *Putin's Kleptocracy. Who Owns Russia?* (New York: Simon & Schuster, 2014), 266-77, 285-91, 313-24, 340-50

Tutorials (21-24 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. 28 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.**

**Optional Reading:** 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. 30 Mar.                    **The growing attraction of the political right. Authoritarian methods of governments in Hungary and Poland.**

**Optional Reading:** Palmer et al., pp. 1034-1037 (part of section 119).

Tutorials (28-31 Mar.): Paul Lendvai, *Victor Orban* (Oxford University Press, 2017), 86-95, 101-7, 114-25.

**WEEK 27:**

47. Mon. 4 Apr.           **The European Union and Climate Change.**

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

48. Wed. 6 Apr.           **The European Union and COVID-19**

Tutorials (4 Apr. – 7 Apr.): Remembering the Nazi era in Germany.

[https://www.bundespraesident.de/SharedDocs/Downloads/DE/Reden/2015/02/150202-RvW-Rede-8-Mai-1985-englisch.pdf?\\_\\_blob=publicationFile](https://www.bundespraesident.de/SharedDocs/Downloads/DE/Reden/2015/02/150202-RvW-Rede-8-Mai-1985-englisch.pdf?__blob=publicationFile)

<https://www.bundestkanzlerin.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>

**Review session at a time to be announced**

**FINAL EXAMINATION TO BE HELD ON-LINE IN THE FINAL EXAM PERIOD, ON THE DATE DETERMINED BY THE REGISTRAR (EXAM PERIOD: APRIL 10-30)**

The quizzes will take place in-class, unless classes are being held on-line, in which case they will take place in a take-home format. In either case students will receive a list of three questions before the quiz, from which one will appear on the quiz. If given in-class, the quiz will be closed book and closed notes. No use of electronic devices will be permitted.

**Preparing for the quizzes to be held on October 27<sup>th</sup> and February 16<sup>th</sup>:**

**One of the following questions will appear on each quiz. The instructor will choose which question to assign.**

**October 27<sup>th</sup>:**

**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 16<sup>th</sup>:**

**What were the most important similarities and differences between the causes of the French and Russian revolutions?**

**To what extent did Hitler's belief (to the extent it is possible to judge) that Germans were victims explain the policies he adopted in the countries Germany conquered before and during the Second World War? Please explain what forms Hitler believed this supposed victimization of Germans took on the basis of the assigned documents and the lecture notes.**

**Based on the assigned documents and lecture notes, 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. If the exams are given in-class, they will be closed book and closed notes. No electronic devices of any kind may be used during the examinations.

**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. 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. 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 (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.

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. (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**

You will have three hours for the examination. 80% of the examination grade will be based on the essays from the first part of the examination, and 20% 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 (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. Please note that Kovaly is not interested only in suggesting the importance of certain personal qualities; she also wants to explain the various reasons why she and her husband and many idealists in her generation were attracted to Communism, and the reasons why Communism proved a bitter disappointment.
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)**

**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:**

No electronic devices of any kind, or notes or books or other sources, may be used during in-class examinations and quizzes.

### **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