HISTORY 1401E
Modern Europe, 1715 to the Present: Conflict and Transformation
Fall/Winter 2021-22
Monday and Wednesday, 11:30-12:20, Location TBA
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 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:


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 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.

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*, 12th ed. (New York: McGraw-Hill, 2019). To help these students locate relevant readings, these are listed in the syllabus. Page numbers to the 11th 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 15th.
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 18th; an optional revised essay may be uploaded to the Assignments section of the course OWL website by midnight on Wednesday, December 8th:

Two in-class quizzes, the first to be given on Wednesday, October 27th, the second on Wednesday, February 9th. If instruction is taking place via Zoom when either quiz is to be given, that quiz will take place on a take-home basis. If the quiz is taken on a take-home basis, it will be given to students on the day before the quiz was to take place in class, and will be due in the Assignments section of the course website at the end of the class period in which it was to be given. 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.

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. If Western is not holding in-person exams during the fall 2021 exam period, the exam will be given as a take-home exam given to students 48 hours before the time at which the exam is scheduled by the Registrar. The completed exam will be due at the end of the exam period scheduled by the Registrar, and should be submitted to the Assignments section of the course OWL website.

Final Essay, which should be uploaded to the Assignments section of the course OWL website by the due date of midnight on Wednesday, March 2nd (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 in tutorial during the week of January 17th, Week 17. The Final Essay should be approximately 2500-3000 words in length.

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 material 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 27th and February 9th.** 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 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, 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 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 seminar. 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 should submit on-line on Monday, October 18th. Please also send a copy of your slave trade abolition essay to your TA as an attachment to an email.

Slave trade abolition essays submitted after the deadline of midnight on Monday, October 18th, 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 19th. Weekend days are included in calculating this penalty.

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 8th; 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 17th. 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.

**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.

As with respect to the slave trade abolition essay, Final Essays submitted after the deadline of midnight on Wednesday, March 2nd, 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 3rd. 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 March 31 – the makeup will take place April 1 at 12:30pm.

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 and Readings, Lecture Notes and Power Point Presentations” 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


WEEK 3:

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:

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]


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: 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 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). If the tutorials are being conducted in person, please also bring physical copies of the paragraphs and the summary to tutorial.

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


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


**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]


WEEK 8: In-class quiz on Wednesday, October 27th, during the lecture period (if class is being conducted via Zoom at this time, the quiz will given to the class on Tuesday and submitted by the end of the lecture period on Wednesday: further instructions will be provided)


14. Wed. 27 Oct. Quiz to be taken in-class, on one of the three questions indicated below:

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]


**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]

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


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]


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


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 1:
25. Mon. 3 Jan. 2021  The Russian Revolution

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


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

Tutorials (3-7 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. 10 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. 12 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]


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


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]


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


WEEK 18:

31. Mon. 24 Jan. The Second World War

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


WEEK 19:

33. Mon. 31 Jan. Genocide


34. Wed. 2 Feb. Resistance. Preparation for quiz on Wednesday, February 9th


WEEK 20: On-line quiz on Wednesday, February 9th, during the lecture period

35. Mon. 7 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. 9 Feb. Quiz

No tutorials this week.
WEEK 21: Final Essay due next week

37. Mon. 14 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. 16 Feb. 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]


WEEK 22: 21-25 February Spring Reading Week (no classes, no tutorial meetings)

WEEK 23: Final Essay due in the Assignments section of the course website by midnight on Wednesday, March 2nd

39. Mon. 28 Feb. Social and Cultural Change in Postwar Western Europe


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


WEEK 24

41. Mon. 7 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. 9 Mar. The Yugoslav Civil Wars

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

Tutorials (7-11 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. 14 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]


44. Wed. 16 Mar. Putin’s Methods of Rule


WEEK 26:

45. Mon. 21 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. 23 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).


WEEK 27:

47. Mon. 28 Mar. The European Union and Climate Change.
Optional Reading: Palmer et al., pp. 1087-1090 (section 123) [Eleventh edition, 1069-1072]


Tutorials (28 Mar. – 1 Apr.): Remembering the Nazi era in Germany.


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 4-30)

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 27th and February 9th:

October 27th:

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 9th:

Based on the assigned selections from *Mein Kampf* and the Hossbach Memorandum, what were Hitler’s most important objectives as the ruler of Germany?
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. 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.

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