

**HISTORY 1403G**  
**Twentieth Century Europe**  
**Winter Term 2023**  
**Mondays and Wednesdays, 11:30-12:30, 3M-3250**  
**Course delivery: in-person**

**Instructor: Eli Nathans**

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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**

The intent is for this course to be delivered in-person but should the COVID-19 landscape shift, the course will be delivered on-line synchronously (ie., on Zoom at the times indicated in the timetable). The grading scheme will not change. 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 the Russian Revolution and Stalinism; Hitler's rise to power, goals, and methods of rule; the Second World War; the Cold War; decolonization; post-war social changes; European integration; the collapse of the Soviet empire; Vladimir Putin's rise and rule; and European responses to immigration, climate change, and other challenges.

**Antirequisite:** History 1401E

**Course Syllabus:**

History 1403G begins by examining the catastrophic experiences of European societies in the aftermath of the First World War, a period when hatred, fear, and often despair led to the development of violent political movements on the right and left of the political spectrum. On the basis of a range of original sources, including memoirs, diaries, political manifestos, and selected secondary sources, we examine Stalinism and the rise to power of the Nazi Party in Germany, and the German conquest of much of Europe. In the section of the course that focuses on the period after 1945 we analyze how the Soviet Union ruled the countries of Eastern Europe, why most West European nations managed to create stable parliamentary systems of government, in contrast to the experience of European countries after 1918, and the process of decolonization. We also explore the changing significance of class in European societies and the new opportunities afforded women, as well as the barriers women continued to experience. We analyze why the Soviet empire in Europe and then the Soviet Union came to an end between 1989 and 1991, and the consequences of these transformative series of events for the lives of all Europeans. The

final section of the class examines more recent developments, including European responses to migration within and from outside of Europe; the challenges posed to the European Union by the debt crises of several nations; the rise of right-wing populist parties hostile to immigration and the European Union; the exit of Britain from the European Union; the development of an illiberal regime in Hungary; the radicalization of a small percentage of Muslims living in European nations; European responses to climate change; and Vladimir Putin's rise to power and rule, including the Russian invasion of Ukraine and the Ukrainian and European responses to this invasion.

**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 twentieth century European history;

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 is based on a critical reading of assigned secondary sources and that correctly cites the sources used; and

Formulate concepts and ideas orally, and to respond in clear and constructive ways to comments made and questions posed in a discussion of complex historical subjects.

### **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 Assignments" section of the website. Other materials are found in the Resources section of the course website. A coursepack with these documents may be purchased at the Western bookstore in the basement of UCC. The assigned weekly readings will be discussed in tutorial and will be the basis for one part of the final examination.

Because the lecture notes in themselves amount to a textbook, the purchase of a separate textbook is not required. 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 physical and eBook form.

### **Methods of Evaluation:**

The final grade will be determined as follows:

Weekly postings on tutorial readings: 10%

Tutorial participation: 10%

**Tutorial leaders will provide students with grades for tutorial participation and weekly postings for the first six weeks of the course by Friday, February 17<sup>th</sup>.**

Model essay outline and body paragraph due in tutorials in the first half of the course, as part of a structured effort to teach essay-writing skills: 5%

An essay of roughly 2500-3000 words in length that answers one of three possible questions, given below in this syllabus, on the basis of assigned sources (as well as other sources students may find themselves). This essay is due at midnight on Tuesday, March 7<sup>th</sup>; it should be uploaded to the Assignments section of the course OWL website by the due date. Please also bring a paper copy of the essay to lecture on Wednesday, March 8<sup>th</sup>, for the teaching assistant.

25%

One in-class quiz on Wednesday, February 15<sup>th</sup>. Students will be given one essay question, drawn from the list of two questions provided in this syllabus.

10%

Final examination to be held in the winter exam period. Before the end of the semester students will be given a list of essay questions from which the exam essay questions will be drawn. A model final exam is provided at the end of this syllabus.

40%

Students must pass the required written work in order to achieve a passing grade in the course. What this means is that the weighted average of the grades for the essay, the weekly response papers, and the writing exercises due in tutorial must be 50 or higher.

The lowest of the participation and response paper grades will be dropped when calculating the grade for the semester. This means that each student may miss one tutorial and one response paper without a penalty. All other absences from tutorials will be excused only on the basis of an accommodation request from the student's Academic Counseling Office. Response papers submitted after the start of the student's tutorial will not receive any credit; the response papers are designed in part to promote discussion in tutorial.

Essays that are late will be penalized one point per day, including weekends, on a hundred point scale. An essay received on Wednesday, March 8<sup>th</sup>, will be penalized one point. Essays that are submitted on Thursday, March 9<sup>th</sup>, will be penalized two points, etc. Submission takes place when the essay is recorded as received in the Assignments section of the course OWL website.

***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 January.

***Tutorial Participation.*** Except as noted in the syllabus, tutorials will meet during 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 tutorials. Please obtain the prior permission of the instructor 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 the instructor). 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.

### ***The essay due on March 7th:***

Students are required to write an essay on one of the following questions, using the sources indicated. Students may, but need not, conduct further research to assist them in writing the essay.

1. Why did the war in Algeria that took place between 1954-1962 lead to mutinies in the French army?

Alistair Horne, *A Savage War of Peace* (New York: Viking Press, 1977), 1-111, 165-207, 273-291, 330-339, 349-460. (available at the Weldon Library reserve desk, and course reserves section of the stacks)

2. How did German Jews respond to persecution by the Nazi regime and by individual Germans between 1933 and 1939? Please consider the responses of both men and women, of children, and of the organized Jewish community.

Marion Kaplan, *Between Dignity and Despair. Jewish Life in Nazi Germany* (New York: Oxford University Press, 1998), 1-144. (available on-line through Western Libraries)

Michael Brenner, "Exclusion and Persecution," from Michael Meyer and Michael Brenner, *German-Jewish History in Modern Times, Volume 4, Renewal and Destruction* (New York: Columbia University Press, 1998), 197-230. (available in the Resources section of the course OWL website)

3 What were the most significant factors that from 1945 through the 1990s promoted the equality of French women with men in various spheres of life, including the family, the workplace, political institutions, and more generally in the perceptions and self-perceptions of the French themselves? What were the most significant factors that inhibited the coming into being of greater equality?

Abigail Gregory and Ursula Todd, eds., *Women in Contemporary France* (Oxford: Berg, 2000). (available at the Weldon Library reserve desk, and course reserves section of the stacks)

Susan Foley, *Women in France since 1789. The Meanings of Difference* (Basingstoke: Palgrave Macmillan, 2004), 235-249, 255-273, 290—293. (available in the Resources section of the course OWL website)

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*, accessible in the Resources section of the course website.

To submit the 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.

### **Accommodation for missed tests/midterms:**

Students who miss the quiz or the final examination must obtain a request for an accommodation from an Academic Counseling Office to be permitted to take a make-up quiz or exam.

Make-up tests will be written at one of the Department of History make-up sessions. Dates for the make-ups will be listed on the Department of History website under [Important Dates](#). There will be two make-up slots each term – students *must* write the make-up quiz or exam in one of these slots. Make-up tests may not be identical to the tests taken by other students in the class.

**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 unless further academic consideration is granted by Academic Counselling. Students who fail to write a make-up test in a designated time slot will receive a grade of zero on that assessment.

Course professors may not be available to respond to questions during the make-up test slots.

### **Course Schedule and Readings:**

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

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 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. Mon. 9 Jan. 2023      **Introduction: Europe at the start of the Twentieth Century**

2. Wed. 11 Jan.          **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.

Tutorials (9-13 Jan.): Introduction to the tutorials; examples of how to respond to the questions posed each week about the assigned readings. Discussion of the assigned selections from Lenin’s attack on Kautsky. Discussion of the principles of writing a history essay.

**WEEK 2:**      **Based on the assigned readings for tutorial and the excerpts from the documentary *Letters from Karelia* shown in class on Monday, each tutorial will construct an outline of an essay that answers the following the question: “How did Soviet citizens react to Stalin’s terror?”**

3. Mon. 16 Jan.          **The Soviet Union, 1920-1939**

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

4. Wed. 18 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]

Tutorials (16-20 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. Based on these

assigned readings and the excerpts from the documentary *Letters from Karelia* shown in class on Monday, each tutorial will construct an outline of an essay that answers the following the question: “How did Soviet citizens react to Stalin’s terror?”

**WEEK 3: Based on the assigned readings for lecture and for tutorial, students should bring to tutorial an outline of an essay that answers the following the question: “How did Hitler appeal to young Germans, and in particular boys, to support the Nazi government and him personally?”**

5. Mon. 23 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]

**Assigned Reading (not optional):** Hitler, *Mein Kampf*, translated by Ralph Manheim (Boston: Houghton-Mifflin, 1943; first published in German in 1925-6), 36-65, 176-86.

6. Wed. 25 Jan **Nazi Germany, 1933-1939.**

**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]

Tutorials (23-27 Jan.): Hermann Rauschnig, *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. Discussion of the essay outlines.

**WEEK 4: Bring a model body paragraph for an essay to tutorial: see instruction for the tutorial, given below, for details**

7. Mon. 30 Jan. **The Second World War**

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

8. Wed. 1 Feb. **Nazi Occupation Policies and Relationships with Allies and Satellite Regimes**

Tutorials (30 Jan.- 3 Feb.): Readings: 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; Rolf-Dieter Mueller, “The Failure of the Economic ‘Blitzkrieg Strategy,’” from *Germany and the Second World War*, Vol. 4, *The Attack on the Soviet Union* (Oxford: Clarendon Press, 1998), 1140-7, 1172-7. Write and bring to tutorial a body paragraph that might be part of an essay responding to the following question: “What role did the German army play in the starvation of millions of Soviet POWs and civilians following the German invasion?” The paragraph should begin with the following thesis sentence: “In the opening months of the attack on the Soviet Union the German army high command carried out Hitler’s orders to seize foodstuffs for Germany and for the advancing army while knowing that the result would be mass starvation.” Cite at least two

pieces of evidence from the assigned sources, and create footnotes in the form described in the *Guide to Researching and Writing a History Essay*, found in the Resources section of the course website.

## **WEEK 5:**

9. Mon. 6 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.

10. Wed. 8 Feb.                    **Resistance. Preparation for quiz on Wednesday, February 16th**

Tutorials (6 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; Flyers of the White Rose group, from *Nazism, 1919-1945. A Documentary Reader*, ed. by J. Noakes and G. Pridham, Vol. 4, *The German Home Front in World War II* (Exeter, 1984), 457-9; Heda Margolius Kovaly, *Under a Cruel Star. A Life in Prague 1941-1968* (New York: Holmes & Meier, 1997), 1-51 (note: the Kovaly memoir must be purchased from the Western bookstore or on-line).

## **WEEK 6:                    In-class quiz on Wednesday, February 15<sup>th</sup>, during the lecture period**

11. Mon. 13 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]

12. Wed. 15 Feb.                    Quiz to be taken in-class, on one of the two questions given below - the instructor will choose which question will appear on the quiz.

**Why did Germans who opposed the Nazi regime fail to change its policies or to overthrow Hitler? Support your response by reference to the assigned readings, the lecture notes, and the discussion in the lectures.**

**To what extent did Lenin's attack on Kautsky follow the principles suggested in Hitler's discussion of prothepeganda in the section of *Mein Kampf* assigned for the class, although his position on the political spectrum was very different?**

No tutorials this week.

## **WEEK 7: 20-24 February Spring Reading Week (no classes, no tutorial meetings)**

## WEEK 8:

13. Mon. 27 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]

14. Wed. 1 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 (27 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 Margolis Kovaly, *Under a Cruel Star. A Life in Prague 1941-1968* (New York: Holmes & Meier, 1997), 52-168.

- WEEK 9:**                   **Final Essay due in the Assignments section of the course website by midnight on Tuesday, March 7th. Please also give a paper copy to your TA in the lecture on Wednesday, March 8th.**

15. Mon. 6 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.

16. Wed. 8 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 (6 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 Margolis Kovaly, *Under a Cruel Star. A Life in Prague 1941-1968* (New York: Holmes & Meier, 1997), 169-92.

## WEEK 10

17. Mon. 13 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]

18. Wed. 15 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 11:**

**19. Mon. 20 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

**20. Wed. 22 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 (20-24 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 12:**

**21. Mon. 27 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]

**22. Wed. 29 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 (27-31 Mar.): Paul Lendvai, *Victor Orban* (Oxford University Press, 2017), 86-95, 101-7, 114-25.

### **WEEK 13:**

**23. Mon. 3 Apr.            The European Union and Climate Change.**

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

**24. Wed. 5 Apr.            Putin's war against Ukraine**

Tutorials (3 Apr. – 7 Apr.): Reading to be assigned.

## **WEEK 14:**

23. Mon. 10 Apr.      Open.

**No tutorials meet this week.**

## **FINAL EXAMINATION TO BE HELD ON-LINE IN THE FINAL EXAM PERIOD, ON THE DATE DETERMINED BY THE REGISTRAR**

**FINAL EXAMINATION** The model examination below gives students a sense of the format of the final examination 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 the exam. The exam will be closed book and closed notes. No electronic devices of any kind may be used during the examinations.

**The final examinations may contain some or none of the material found below:**

### **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.      Compare the authoritarian regimes created by Vladimir Putin since his election as president of Russia in 2000 and by Victor Orban in Hungary since 2010. What are the most significant similarities and differences in the goals and methods of the two leaders? To the extent these goals and methods are different, how might these differences be explained?
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. How can one explain the dissolution of the Soviet empire in Eastern Europe, and then of the Soviet Union, between 1989 and 1991? Please consider not only the immediate causes, but also the long-term sources of weakness of the government of the Soviet Union, including its relationships with the different nations of the Soviet Union and of the Warsaw Pact, and with the countries of Western Europe and North America.

- 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:**

The use of electronic devices during the quiz and final examination is not allowed.

### **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:

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