

History 1403G
Twentieth Century Europe
Winter 2025

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This is a **draft** outline. Please see the course site on OWL Brightspace for a final version.

Course Description

The course begins by examining the violent aftermath of the First World, with a special focus on the policies of the Communist Party in the Soviet Union under Stalin, the rise to power of the Nazi Party in Germany, and Nazi rule of the countries it conquered during the Second World War. In the second half of the term the course examines how the Soviet Union ruled the countries of Eastern Europe after 1945, 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 processes by which European colonies achieved independence. We examine the origins of the European Union. 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 Eastern Europe and then the Soviet Union itself came to an end between 1989 and 1991, and the consequences for the lives of all Europeans. One class focuses on the civil wars in Yugoslavia. The final weeks of the course examine more recent developments, including Vladimir Putin's rise to power and rule and the Russian invasion of Ukraine. We examine European responses to migration within and from outside of Europe; the rise of right-wing populist parties hostile to immigration and to the European Union; the exit of Britain from the European Union; the development of an illiberal regime in Hungary; and European responses to climate change.

Students are asked to read excerpts from memoirs, diaries, political manifestos, and selected secondary sources. Lecture notes are published in the course OWL Brightspace website, and for this reason no textbook is assigned. Excerpts from some of the fascinating documentaries about this period are shown and discussed during many of the lecture periods.

Antirequisite(s): History 1401E

Course Syllabus

Students are required to write an essay in response to one of the four questions listed on pages four through five of this syllabus, using the assigned sources; take an in-class quiz in week six based on one of the two questions found in the syllabus for that week of the class; take an in-person final examination in the format of the model final examination found at the end of the

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syllabus; complete the writing assignments due before tutorial each week, as well as the drafting of a model outline and body paragraph to help develop writing skills; and attend the bi-weekly lectures and weekly tutorials.

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 respond in clear and constructive ways to comments made and questions posed in a discussion of complex historical subjects.

Methods of Evaluation

The final grade will be determined as follows:

Weekly responses to questions on tutorial readings: 10%

Tutorial participation: 10%

Model essay outline and body paragraph due in tutorials in the first half of the course, on the dates indicated in the syllabus, 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 four 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 5th; it should be uploaded to the Assignments section of the course OWL website by the due date.

25%

One in-class quiz in Week Six. 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-person 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

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questions will be drawn. A model final exam is provided at the end of this syllabus.
40%

The Final Examination and Quiz:

Make-up tests, midterms, and exams can only be approved by Academic Counselling. Please see https://history.uwo.ca/undergraduate/program_module_information/policies.html for department procedures and requirements involving make-up tests and exams. **Final examinations always require supporting documentation as the basis for an accommodation request. An accommodation request made with respect to the quiz in Week Six will also require formal supporting documentation.**

Tutorials:

Weekly Responses to the question or questions posed about assigned readings for tutorials. Several days before most tutorials, 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 before the tutorial meets; the exact time will be set by the TA. These responses help provide a basis for discussion in tutorials. The lowest weekly grade for a response will not be considered in determining the grade for the weekly postings. 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 response to the assigned questions is posted will be assigned a zero, unless a request for an accommodation from an Academic Counselor is sent to the course director. No questions will be posed with respect to the tutorials that meet during the first week of the term.

Tutorial Participation. Except as noted in the syllabus, tutorials will meet during weeks in which lectures are held. In tutorials the TA will lead discussions that will focus primarily on the interpretation of the assigned sources, all listed in the syllabus. **All reading assignments except those from Kovaly's memoir can be accessed from the OWL Brightspace website of the lecture part of the class, History 1403G 001.** The links are accessed through the links to each week of the course, found in the toolbar on the left of the course website. **Please note that in tutorials discussions may focus both on the sources assigned for the tutorial and also those assigned for the lectures held prior to the time 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.

Students who must miss a meeting of their tutorial are encouraged to attend one of the other tutorials that week. Please notify Professor Nathans of your intent to do so (unless the alternate tutorial you attend is also led by your TA - that can be arranged with the TA without consulting Professor Nathans). Professor Nathans will send the TA of the tutorial you wish to attend notification that you will be attending the TA's tutorial.

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 of the weekly written responses without a penalty. All other absences from tutorials, or late responses to weekly questions, will be excused only on the basis of an accommodation request from the student's Academic Counseling Office.

Model Essay Outline and Body Paragraph: Late essay outlines and body paragraphs will be accepted, but the grade will be reduced by ten points on a hundred point scale for each day that the outline or body paragraph is late, unless Professor Nathans approves an accommodation request.

Essay due on Tuesday, March 4th:

Students are required to write an essay on one of the four questions described below. All of the assigned sources must be used, and the essay should reflect reliance on the entirety of each source. Students may, but need not, conduct further research to assist them in writing the essay.

Essays that are late will be penalized one point per day, including weekends, on a hundred point scale. Submission takes place when the essay is recorded as received in the Assignments section of the course OWL website. **However, no essays may be submitted after Friday, April 4th, without approval by the student's Academic Counseling Office.**

As the descriptions below indicate, for questions one and two the required sources can be found on-line through Western libraries and in the Resources section of the course website, in the folder entitled "Sources for the required essay." For this reason the number of students who may write on these two questions is not limited. Essays written in response to questions three and four require use of a book found on the reserve reading shelves on the first floor of Weldon (when you enter Weldon, walk to the back of the reading room on the first floor. The shelves with the books held on reserve is on the left.) There are approximately 25 copies of each book on reserve. Since writing the essay requires access to the required books, in this instance the number of books available will limit the number of students who can write on each subject.

Students are asked to inform Professor Nathans by 5:00 pm on Friday, January 24th, of the question on which they propose to write their essay (please send the choice by email to enathans@uwo.ca, with the subject heading "History 1403G essay choice"). Students who wish to write on questions three or four, for which available sources are limited, should indicate a second choice as well. If more students select either question three or four than the available

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sources will support, then Professor Nathans will determine who will be able to select these questions using a method that treats all students who submit by the deadline equally. He will then write to each of the students who selected either of these two questions to let them know whether they have been selected.

1. What explains the decision of the Soviet government, in the period between roughly 1935 and 1938, to kill or imprison hundreds of thousands of members and former members of the Communist Party, as well as the senior leadership of the Red Army, individuals labelled as “kulaks,” and people from a range of ethnic minorities? Please consider both the motives of Stalin and others involved in the process of selecting and executing the victims of the terror and their various possible motives with respect to different groups of victims; the institutions of the Soviet regime through which the terror was carried out; the historical legacies that may have facilitated the terror; as well as why there was not greater resistance.

Robert Service, *A History of Modern Russia: from Tsarism to the Twenty-First Century* (Cambridge: Harvard University Press, 2009 (3rd ed.)), 169-253. (available on-line through Western Libraries)

Robert Conquest, *The Great Terror. A Reassessment* (Oxford University Press, 1991 (2nd ed.)), 3-25, 53-57, 109-131 (available in the Resources section of the course OWL website, in the folder entitled “Sources for the required essay”)

Oleg Khlevniuk, *Master of the House. Stalin and his Inner Circle* (New Haven: Yale University Press, 2008), 166-202. (available in the Resources section of the course OWL website, in the folder entitled “Sources for the required essay”)

Nikita Khrushchev, *Khrushchev Remembers*, translated by Strobe Talbot (Boston: Little, Brown 1970), 71-89, 105-116. (available in the Resources section of the course OWL website, in the folder entitled “Sources for the required essay”)

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. Please also note that this question focuses on the period before the start of the Second World War, and on Germany, not on any other country.

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), 197-257, 313-332. (available in the Resources section of the course OWL website, in the folder entitled “Sources for the required essay”)

Marion Kaplan, *Between Dignity and Despair. Jewish Life in Nazi Germany* (New York: Oxford University Press, 1998), introduction, chapters one through five, pp. 1-144. (available on-line through Western Libraries) Please note that to find page numbers, to permit citation, you will need to download the pdf of the assigned sections of the book.

3. Why did the war in Algeria that took place between 1954-1962 lead to mutinies in the French army? Please focus on the mutinies that challenged the authority of the elected

governments of France, both before and after Charles de Gaulle became president. Note that there were arguably three distinct mutinies in the period in question, with varying actors and goals. The essay should examine all three.

Alistair Horne, *A Savage War of Peace* (New York: Viking Press, 1977), 1-111, 165-207, 273-298, 330-460. (available on the course reserves shelves)

4. 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? What were the most significant factors that inhibited the coming into being of greater equality?

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, in the folder entitled “Sources for the required essay”)

Abigail Gregory and Ursula Todd, eds., *Women in Contemporary France* (Oxford: Berg, 2000), 1-131, 153-190. (available on the course reserve shelves) Please note that English translations of quotations in French are given in the notes to each chapter.

Guidance in organizing and writing your essay, and regarding the proper citation of historical sources, is found in the *Guide to Researching and Writing a History Essay*, a document in the Resources section of the course website.

To submit the essay, please upload an electronic copy to the Assignments section of the course OWL Brightspace 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 in any university course. The penalty for late submission is described above, in the discussion that follows the description of the weighting of each course assignment in the final grade.

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), available through the toolbar on the left side of the website, by

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week of the course. These folders for each week also contain links to the Power Points for each lecture and to the readings that will be discussed in class and in tutorials. Other materials - for example, texts required for the essays and the guide to researching and writing a history essay - are found in the Resources section of the course website. A coursepack with the assigned documents may be purchased at the Western bookstore in the basement of UCC for \$44.00 plus tax. Students are strongly encouraged to purchase the coursepack, since this will permit easier reference to documents in lecture and during tutorial discussions, and will help in preparing for the quiz and final examination, both of which will test knowledge of the assigned sources.

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*, 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 physical and eBook form.

Communication policies: I regularly read my emails, and almost always respond to an email within 24 hours of receipt. If you have not received a response to an email within 24 hours, feel free to write me a second time. It has happened that emails slip off the screen before I see them, or, on rare occasions, are caught as spam. Please write using your UWO email account; that is less likely to get sent to spam. If my office hours do not fit your schedule, I am happy to try to arrange an alternative time to meet. I am also happy to schedule telephone and Zoom calls. If you wish to see me during my office hours and I am seeing another student, please knock on the door to let me know that you are waiting. It often is a good idea to schedule the time you wish to see me even during office hours, to reduce the likelihood that you will have to wait.

Classroom behavior: Please put phones away, and take out earbuds, during lectures and tutorials.

Use of electronic devices: No electronic devices, or books or notes, may be used during the quiz or the final examination.

Use of generative AI tools: The use of generative AI tools like ChatGPT is permitted in this course for activities such as brainstorming and refining your ideas, drafting an outline to organize your thoughts, or checking grammar and style. Any use of such tools should be properly documented and cited. If in doubt, please ask me for clarification. I should point out, however, that ChatGPT has not yet - although one day perhaps it will - learned how to correctly cite the sources I have assigned for the essays, and the result is that essays written with ChatGPT fail to incorporate a necessary element of the required essay. **Essays submitted without footnotes to the assigned sources will receive failing grades.**

Course Schedule and Readings

SCHEDULE of LECTURES, TUTORIALS, and READINGS

Please note that the course OWL website contains links to lecture notes for each class, as well as to the assigned readings for the class and the tutorials, and also

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copies of the Power Point presentations used in the class. See the links for each week of the course in the toolbar on the left of the OWL homepage for 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. **Introduction**
2. **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: Introductions to the tutorials; examples of how to respond on-line before the meeting of the tutorial to the questions posed each week about the assigned readings. Discussion of the close reading and writing skills the class aims to teach.

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. **The Soviet Union, 1920-1939**

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

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

4. **The Peace Treaties and Europe in the 1920s**

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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: 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?” This outline will be graded and the grade will worth two of the five points assigned to the exercises on writing history essays.

5. **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 to be completed before the lecture (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. **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]

Assigned Reading to be completed before the lecture (not optional): The Hossbach Memorandum of November 1937.

Tutorials: 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. Discussion of the essay outlines prepared on the question of how Hitler appealed to the youth of Germany.

WEEK 4: Bring to class a body paragraph that begins with the sentence: “One important attraction of the Hitler Youth for some boys was its disregard of certain of the status and class barriers of German society.” Discuss supporting evidence from the assigned excerpts from Heck and Hermand’s books and use a quotation from at least one of these books to support the development of the argument in the paragraph. Use correct footnote citation form, as described in the *Guide to Researching and Writing a History Essay* in the Resources section of the course OWL website. To create a footnote in a Word document, click on “References” in the toolbar and then “insert Footnote” at the place you want to place the number for the footnote in the text, which is usually following the period at the end of the sentence that included the relevant evidence or quotation. The body paragraph will be graded and the grade will worth three of the five points assigned to the exercises on writing history essays, two points for the substance of the paragraph and one point for correct footnote form.

7. **The Second World War**

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

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

Tutorials: 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.

WEEK 5:

9. **Genocide**

Assigned Reading to be completed before the lecture (not optional): Saul Friedlander, *Nazi Germany and the Jews, 1939-1945: The Years of Extermination* (Harper Perennial, 2007), 197-215, 261-8, 479-83.

10. **Resistance. Preparation for the quiz on Wednesday**

Tutorials: 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 during the lecture period

11. The Cold War and the Division of Europe; First steps towards West European integration; 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. 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. Please note that this is a closed book, closed notes examination. No electronic devices of any kind may be used during the examination. Grading of the quiz 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. Why did parliamentary forms of government in Europe prove vulnerable to authoritarian movements of the political Left and - mostly - of the Right in the interwar period (1918 to 1938)? Please consider at least two of the successor states of the Austro-Hungarian empire (Austria, Czechoslovakia, Hungary, Poland, Yugoslavia) and Russia (Lithuania, Latvia, Estonia, Poland, Finland) as well as Germany and Italy. You need not discuss all the successor states of Austria-Hungary and Russia, but should not limit your discussion to Germany and Italy.

2. To what extent was Lenin's attack on capitalist societies and governments in his response to Kautsky's criticism of the Bolshevik refusal to permit the elected Constituent Assembly to meet similar to the arguments made by Hitler in the assigned sections of *Mein Kampf*, and in what respects were they different? Please consider the ways in which each political figure attacked opponents for using illegitimate methods to gain and keep political power; disparaged the role of elections; and characterized those who disagreed with them. In considering the differences between the two men's arguments, compare the particular group or groups each criticized, the basis for each man's hostility to particular groups, and the methods each proposed to use in response to those they considered enemies.

No tutorials this week.

WEEK 7: 19-23 February Spring Reading Week (no classes, no tutorial meetings)**WEEK****13. 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. Foundation of the European Union; 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.

Tutorials: 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), 37-41, 46-7, 59-62; Heda Margolius 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 5th. Please also give a paper copy to your TA in the lecture on Wednesday, March 6th.

15. The Soviet Bloc and the Growth of Dissent, 1964-1986

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

16. 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]

Tutorials (4 Mar.-6 Mar.): Zhores Medvedev, "The Legacy of Andrei Sakharov," *Index on Censorship* 3 (1990) 13-14; Natalia Rubinstein, "A People's Artist: Vladimir Vysotsky," *Index on Censorship* 7 (1986), 20-23; Heda Margolius Kovaly, *Under a Cruel Star. A Life in Prague 1941-1968* (New York: Holmes & Meier, 1997), 169-92.

WEEK 10**17. The Yugoslav Civil Wars**

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

18. 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

Tutorials: Svetlana Alexievich, *Secondhand Time. The Last of the Soviets* (Random House, 2016), ix-xiv, 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. 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

20. The expansion of the European Union after 1990. The challenges created by rising levels of migration within the EU and the Middle East. and immigration from Africa, South Asia, 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]

Tutorials: 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.litvinenkoquiry.org/report>; Svetlana Alexievich, *Secondhand Time. The Last of the Soviets* (Random House, 2016), 454-61, 464-67.

WEEK 12:

21. 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).

22. **Open**

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

Tutorials: Paul Lendvai, “The Transformer. Orban’s Evolution and Hungary’s Demise,” *Foreign Affairs* 98:5 (September/October 2019), accessed at <https://web-s-ebshost-com.proxy1.lib.uwo.ca/ehost/detail/detail?vid=3&sid=3eb52830-2409-45a3-af89-0d35of31da71%40redis&bdata=JnNpdGU9ZWVhc3QtbGl2ZQ%3d%3d#AN=138044711&db=bth>

WEEK 13:

23. **The European Union and Climate Change.**

24. **The Russian invasion of Ukraine.**

Tutorials: Review for the final examination.

WEEK 14:

23. **Open.**

No tutorials meet this week.

FINAL EXAMINATION TO BE HELD IN-PERSON DURING THE TIME SCHEDULED BY THE REGISTRAR DURING THE FINAL EXAMINATION PERIOD, APRIL 7-30

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

This is a draft outline. Please see the course site on OWL Brightspace for a final version.

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 that 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 2023.

3. What lessons can one learn from Heda Kovaly's memoir, *Under A Cruel Star. A Life In Prague 1941-1968*? Discuss the lessons that Kovaly clearly wishes to teach. You may also discuss other reflections on the meaning of the book. Please note that Kovaly is not interested only in suggesting the importance of certain personal qualities; she 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 the Soviet variant of 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.”

Additional Statements

Communication policies: I am happy to speak with students after class, or during my weekly office hours. If these times are not convenient, I am happy to arrange alternative times to meet. I am in my office most days of the week. Please write me at enathans@uwo.ca to schedule a time to talk. I am also happy to talk by phone or via Zoom.

Classroom behavior: Please turn off cell phones and refrain from using any recording devices during the class. Please remove earbuds during the class.

Use of generative artificial intelligence (AI): Students may use artificial intelligence tools in studying for the class and in preparing essays. However, if you take language from an AI source, the words taken must be placed in quotation marks, and ideas footnoted, just as is the case with any other secondary source. I expect all essays for this class to be drawn from the assigned editions of texts. Essays with footnotes to sources other than the assigned sources will receive failing grades. Each essay must be primarily the student’s own work, as is the case now with respect to the use of more conventional secondary sources. It may in fact be advisable to avoid AI as a source primarily because it may impede independent reflection. Note that AI often makes very general claims, and is likely not to reflect the particular conversations on which this course focuses.

Please review the Department of History’s shared policies and statements for all undergraduate courses at: https://history.uwo.ca/undergraduate/program_module_information/policies.html for important information regarding accessibility options, make-up exams, medical accommodations, health and wellness, academic integrity, plagiarism, and more.