

History 1403G
Twentieth Century Europe
Winter 2027

Note that tutorials meet during the first week of the term

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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 War, 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 its recent repudiation by Hungarians; 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 on the course OWL Bright space website, in the weekly assignment sections of the site. 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: History 1401E

Course Syllabus

Students are expected to attend bi-weekly lectures and weekly tutorials; complete the brief writing assignments in most tutorials; draft a model body paragraph to help develop writing skills; learn the possibilities and pitfalls of the AI program notebooklm.google.com in composing history essays; take an in-class quiz in week six based on one of the two questions found in the syllabus; write an essay in response to one of four possible questions, listed on pages six and seven of this syllabus, using the assigned sources; and take an in-person final examination requiring responses to two of five broad essay questions and brief discussions of quotations drawn from assigned original sources, as well as key terms and names.

Learning Objectives 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 circumstances 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:

Responses to questions based on the weekly reading assigned for the tutorials or for one of the lectures held in the same week as the tutorial (questions based on assigned reading for the lectures will be based on documents - not lecture notes). The responses will be written each week in tutorials. Students will be permitted to consult paper or on-line copies of the assigned documents while writing the response papers, but may not consult AI. Please note that responses may not be submitted after the tutorial meets unless a request for an accommodation has been submitted to the student's Academic Advising Office or to Professor Nathans. However, students who must miss a tutorial may attend a different tutorial and write the response paper in that class. Please write Professor Nathans in advance of the alternative tutorial if it is not one led by the TA of your regular tutorial, so that Professor Nathans can inform the tutorial leader of the tutorial you will be attending. Meeting times and locations of tutorials will be added to page four of this syllabus before the start of the winter term. Students who know in advance that they must miss a tutorial because of a conflict of some kind are expected to

arrange to attend an alternative tutorial that meets at a different time.

10%

Tutorial participation. Students who must miss a tutorial may attend a different tutorial, as described above. The participation grade in the alternate tutorial will be forwarded to the student's regular tutorial leader.

10%

Model essay body paragraph due in tutorial in week three of the course, as part of a structured effort to teach essay-writing skills. This exercise also includes a comparison with a paragraph on the same subject by Google's AI program (note: you may, if you wish, use a different AI program if you do not have a google account):

5%

An essay of roughly 1500-2000 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 9:00 pm on Monday, March 1st; it should be uploaded by the due date to the Assignments section of the course website (open "Assessments" in the toolbar at the top of the OWL Brightspace webpage and then scroll down to "Assignments"). In addition to the essay, please attach at least one paragraph describing how the results of an AI search for an answer to the question posed were similar to or different from the essay you wrote on your own, without help from AI, based on the assigned sources. Note that you should not take language from AI or make claims based on AI without verifying these claims in the sources assigned for each essay, or similar sources that you have located on your own. All essays must cite to the assigned sources; you may, in addition to the assigned sources, refer to other books or articles. Citation to an anonymous source, like AI or Wikipedia, is not acceptable. **Essays submitted without accurate footnotes based primarily on the assigned sources, with citations to one or two pages from each source, not entire chapters or large page ranges, will receive failing grades. As noted above, all of the assigned sources listed in the syllabus must be used in the essays.**

25%

One in-class quiz on Wednesday, February 10th. Students will be given one essay question, drawn from the list of two questions provided in this syllabus and on the course OWL Brightspace website. The quiz is the course designated assessment for which students are not permitted to use an undocumented absence to request consideration. All requests to postpone the taking of the quiz must be submitted to the Student Absence Portal and include documentation.

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

questions will be drawn. A model final exam is found at the end of this syllabus, after the outline of classes. 40%

Tutorials:

Weekly Responses to the question or questions posed about assigned readings for tutorials or the lecture. In most tutorials tutorial leaders will ask students to write brief written responses to a question or questions about the assigned reading. Students will be able to refer to assigned documents, as paper copies or on-line, when writing the response papers. Students should not consult AI when writing response papers. Students may not write a response paper after their tutorial has met, unless they have arranged to attend a tutorial that meets later in the week. The lowest weekly grade for a response paper will not be considered in determining the grade for the term. When a student does not write a response paper, for example, because a student missed a tutorial and did not attend an alternative tutorial, that response paper will be assigned a zero, unless a request for an accommodation has been submitted to the Student Absence Portal and approved by Professor Nathans. A student who obtains an accommodation will be given an opportunity to write a make-up response paper, although the question set may differ from the question posed in the tutorial. **There will be no response papers in the first week of tutorials.**

Tutorial Participation. Except as noted in the syllabus, tutorials will meet during weeks in which lectures are held. In tutorials the Teaching Assistant will lead discussions that will focus primarily on the interpretation of the assigned sources. **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 to reading assignments are accessed through the webpage for each week of the course. Please note that tutorial discussions may focus both on the sources assigned for the tutorial and those assigned for the lectures held prior to the time the tutorial meets. The TA will grade your participation. 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 will not be considered in determining the grade for participation. If a tutorial is missed during the term the participation grade for this session will, under this provision, not be included in the determination of the 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 has been submitted to the Student Absence Portal and approved by Professor Nathans.

Students who must miss a meeting of their tutorial are expected to attend one of the other tutorials that meets during the same 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 TA of that tutorial will send the participation and response paper grades for the tutorial to the TA of your regular tutorial. Please note that the response paper questions posed may differ from tutorial to tutorial.

Tutorial meeting times and locations (to be revised):

Monday, 1:30-2:30, STVH 2166 (tutorial 4) Tutorial leader:
 Monday 3:30-4:30, STVH 3166 (tutorial 5) Tutorial leader:
 Tuesday 12:30-1:30, STVH 1155 (tutorial 8) Tutorial leader:
 Tuesday 4:30-5:30, STVH 3166 (tutorial 2) Tutorial leader:
 Wednesday 1:30-2:30, STVH 2166 (tutorial 7) Tutorial leader:
 Wednesday 4:30-5:30, STVH 1155 (tutorial 6) Tutorial leader:
 Thursday 3:30-4:30, SH 3355 (tutorial 9) Tutorial leader:
 Thursday 4:30-5:30 STVH 1155 (tutorial 3) Tutorial leader:

STVH = Stevenson Hall
 SH = Somerville House

Model Essay Outline and Body Paragraph: Guidance regarding how to write the essay outline and body paragraph can be found in the *Guide to Researching and Writing a History Essay*, found in the Resources Links and Descriptions section of the course OWL Brightspace website. Scroll down the toolbar on the left hand side of the page after clicking on Resources Links and Descriptions to find this and other resources for the course.

Essay due on Monday, March 1st, at 9:00 pm:

Students are required to write an essay on one of the four questions provided below. **All of the assigned sources listed below 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. **In addition to the essay, please attach at least one paragraph describing how the results of an AI search for an answer to the question posed were similar to or different from the essay you wrote on your own, without help from AI, based on the assigned sources. You may, but need not, use the notebookm.google.com program when seeking an AI response. Please note that students who answer questions three or four may have to use a different AI program, since the books that form the basis for responding to this question are not provided as pdf documents that can be uploaded to an AI program. The texts that are the basis for questions one and two are either provided as pdf documents or can be downloaded as pdf documents from the Western Libraries website. Hence, all of these sources can be uploaded to notebookm.**

Please upload your essay, with the paragraph comparing your essay to a response produced by AI, to the Assignments section of the course Owl Brightspace website, found within the Assessments section, by 9:00 pm on Monday, March 1st. This is the designated deadline for submission. However, pursuant to Western policies encouraging lenience in the imposition of penalties for lateness, essay submissions will not incur a late penalty until 12:05 am (five minutes after midnight) on Tuesday, March 2nd. This will provide a margin for technical and other last-minute difficulties.

Essays that are late will be penalized one point per day, including weekends, on a hundred point scale, starting at 12:05 am on Tuesday, March 2nd. For the purpose of determining the starting

time of the late penalty, submission takes place when the essay is recorded as received in the Assignments section of the course OWL website. **No essays may be submitted after Friday, April 9th, without the approval by the student's Academic Advising 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 Links and Descriptions section of the course website. 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 must be based in part on books 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 are on the right of the room with reserve books.) There are approximately 25 copies of each book on reserve. Since writing each essay requires access to the required book, 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 29th, 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 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. In the past all students have been able to write on the question they preferred.

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. Note that the motives to some extent were different with respect to different groups of victims. Consider also the institutions of the Soviet regime through which the terror was carried out and the historical legacies that may have facilitated the terror, as well as why there was not greater resistance. Note that the imprisonment and killing of members of the Communist Party and the Red Army is often referred to as the purges. The bloodiest period of the Stalin's repression, 1937-38, is often called the Great Terror (although note that the book by Robert Conquest cited below focuses on both the purges and the Great Terror, despite the title).

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 Links and Descriptions section of the course OWL Brightspace website)

Oleg Khlevniuk, *Master of the House. Stalin and his Inner Circle* (New Haven: Yale University Press, 2008), 166-202. (available in the Resources Links and Descriptions section of the course OWL Brightspace website)

Nikita Khrushchev, *Khrushchev Remembers*, translated by Strobe Talbot (Boston: Little, Brown 1970), 71-89, 105-116. (available in the Resources Links and Descriptions section of the course OWL Brightspace website)

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 note that this question focuses on the period before the start of the Second World War, and on Germany, not on any other country. Thus, the experiences of Jews in Poland under German rule are not relevant to the question posed.

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 Links and Descriptions section of the course OWL Brightspace website)

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 from the library website.

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, and 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 Links and Descriptions section of the course OWL Brightspace website)

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 Links and Descriptions 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 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.

Final Examination and Quiz:

Make-up tests, midterms, and exams can only be approved by Academic Advising. Please see https://history.uwo.ca/undergraduate/program_module_information/policies.html for department procedures and requirements involving make-up tests and exams.

Students who are granted academic consideration with respect to the final examination or quiz will be provided with the opportunity to take a make-up final examination or quiz. Final examinations always require supporting documentation as the basis for academic consideration.

Please note that the quiz on February 10th is a designated assessment, meaning that supporting documentation will be required for any academic consideration. The undocumented absence procedure may not be used. The make-up quiz will consist of one of the two set questions found in the syllabus, although not necessarily the question that was posed to students who took the quiz on February 10th.

Course Materials

KOVALY, HEDA MARGOLIUS, *Under a Cruel Star. A Life in Prague 1941-1968* (New York: Holmes & Meier, 1997)) This required book is being sold by the Western Bookstore for plus tax. Students are welcome to purchase second-hand or earlier editions of this book.

The principal secondary reading for the course consists of the lecture notes available on-line on the course website (owl.uwo.ca). The webpages for each week also contain links to the Power Points for most lectures 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 Links and Descriptions section of the course website.

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 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.

Course Schedule and Readings

Please read the assigned lecture notes, found on the course website, before each class.

Week of January 4:

1. Monday **Introduction**
2. Wednesday **The Russian Revolution**

Assigned Reading: Lenin, “The Proletarian Revolution and Kautsky the Renegade,” pp. 372-5, 377-8.

Tutorials: Introductions to the tutorials; questions about navigating the course OWL Brightspace website; examples of what to expect on the written response papers that students will be asked to write in most of the tutorials. Discussion of the close reading and writing skills the class aims to teach.

Week of January 11: 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. Monday **The Soviet Union, 1920-1939**
4. Wednesday **The Peace Treaties and Europe in the 1920s**

Tutorials: Diary of Andrei Stepanovich Arzhilovsky, from Veronique Garros, Natalia Korenevskaya, and Thomas Lahusen, *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 of January 18: Based on the assigned excerpts from Heck and Hermand's books, compose and bring to tutorial a body paragraph that begins with the sentence: “One important attraction of the Hitler Youth for some boys was its disregard for certain of the status and class barriers of German society.” Use a quotation from at least one of these books to support your argument. Use correct footnote citation form, as described in the Guide to Researching and Writing a History Essay. 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.

In addition, after you compose the body paragraph, compare how one AI source would answer the question posed, and write at least four sentences describing how AI's evidence and conclusions were similar to or different from those in your paragraph. You may use any AI software; what follows here are instructions for Google's publicly available software, notebooklm.

Download to your computer the pdf's of the assigned excerpts from Heck and Hermand's books, from the links below.

Go to notebooklm.google.com

Scroll down the page and click on "Create new notebook."

Click on "Upload Files" at the bottom left of the page, and then upload both documents from your computer (you will have to click on "Add Sources" on the top left of the page after you upload the first document to upload the second document).

In the space at the bottom of the page, where it reads "Start typing," instruct AI to write a response to the prompt above, based on the uploaded documents and with a request for footnotes with page numbers.

Compare the result that AI produced with what you wrote, and write a comparison of at least four sentences in length noting the principal similarities and differences. What did you learn from the AI effort at composition, and what were the shortcomings of the AI result (if any)?

The body paragraph will be graded and the grade will be 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.

The comparison with what AI produced will be worth two points. Please note which AI program you used.

5. Monday **Fascism in Italy and the early years of the Nazi Party. The Great Depression**

Assigned Reading to be completed before the lecture: Hitler, *Mein Kampf*, translated by Ralph Manheim (Boston: Houghton-Mifflin, 1943; first published in German in 1925-6), 36-45, 51-61, 176-86.

6. Wednesday **Nazi Germany, 1933-1939**

Assigned Reading to be completed before the lecture: 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), 8-23, 27-31; Jost Hermand, *A Hitler Youth in Poland. The Nazi Program for Evacuating Children during World War II*, trans. by Margot Dembo (Evanston: Northwestern University Press, 1997), 46-56.

Week of January 25: Please email Professor Nathans by Friday with your choice of essay topic.

7. Monday **The Second World War**

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

Tutorials: 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 of February 1:

9. Monday **Genocide**

Assigned Reading to be completed before the lecture: Saul Friedlander, *Nazi Germany and the Jews, 1939-1945: The Years of Extermination* (Harper Perennial, 2007), 197-215, 261-8, 479-83.

10. Wednesday **Resistance. Preparation for the quiz on Wednesday, Feb. 10th**

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), 5-66 (note: the Kovaly memoir must be purchased from the Western bookstore or on-line).

Week of February 8: In-class quiz on Wednesday during the lecture period

11. Monday **The aftermath of the Second World War. The expulsion of ethnic Germans from Poland, Czechoslovakia, and other Eastern European countries. Stalin establishes control of Eastern Europe. The division of Germany.**

12. Wednesday 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. Students should prepare answers to both questions, since only one 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. In the section of her book assigned for last week's class, pages 5-66, Kovaly explains why Communism, even in its Soviet form, came to appear attractive to many Czechs, including many Czech Jews, during and after the Second World War. What were the most important reasons that she discusses? How was it that the many crimes of Stalin, analyzed in the second week of the course, did not lead to greater skepticism regarding, if not rejection of, the Soviet model?
2. Based on the assigned excerpts from Lenin's attack on Kautsky and Hitler's *Mein Kampf*, in what respects were the arguments of the Lenin and Hitler similar or 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 whom they considered enemies. **The answer to this question must be based on the two assigned texts.**

No tutorials this week.

WEEK 7: 13-21 February Spring Reading Week (no classes, no tutorial meetings)

Week of February 22

13. Monday **The Soviet Union and Eastern Europe under Soviet Rule, 1945-1964**

14. Wednesday **Colonial Revolts against Britain, France, and the Netherlands in the Aftermath of World War II**

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), 67-168.

Week of March 1: Final Essay due in the Assignments section of the course website (in the Assessments category) by 9:00 pm on Monday, March 1st.

9:00 pm on Monday, March 1st is the designated deadline for submission. However, pursuant to Western policies encouraging lenience in the imposition of penalties for late submission, essay submissions will not incur a late penalty until 12:05 am (five minutes after midnight) on Tuesday, March 2nd, to provide a margin for technical and other last-minute difficulties. Late penalties are described in the first part of the syllabus.

No essays may be submitted after Thursday, April 9th, without approval by the student's Academic Advising Office.

15. Monday **Foundation of the European Union; Social and Cultural Change in Postwar Western Europe**

16. Wednesday **The Soviet Bloc and the Growth of Dissent, 1964-1986**

Tutorials: 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 of March 8

17. Monday **The Dissolution of the Soviet Empire in Eastern Europe and the Collapse of the Soviet**

18. Wednesday **The Yugoslav Civil Wars**

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 of March 15

19. Monday **The Yeltsin Era and the Rise to Power of Vladimir Putin**

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

20. Wednesday **Putin's Methods of Rule**

Assigned Reading: Karen Dawisha, *Putin's Kleptocracy. Who Owns Russia?* (New York: Simon & Schuster, 2014), 266-77, 285-91, 313-24, 340-50

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.litvinenkoinquiry.org/report>.

Week of March 22:

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

22. Wednesday **The growing attraction of the political right. Authoritarian methods of governments in Hungary and Poland.**

Tutorials: Paul Lendvai, "The Transformer. Orban's Evolution and Hungary's Demise," *Foreign Affairs* 98:5 (September/October 2019). From <https://www.proquest.com/docview/2275095120?accountid=15115&parentSessionId=YPopPF74SfxEypUz50zWAGDWCPKNUBRy%2F7zl22V7Mv8%3D&sourcetype=Magazines>

Week of March 29:

23. Monday **Open**

24. Wednesday **Ukraine, 1990-2026. The Russian invasion of Ukraine.**

Tutorials: Serhii Plokhly, *The Russo-Ukrainian War* (Norton, 2023), 95-99, 132-51.

Week of April 5:

25. Monday **The European Union and Climate Change.**

26. Wednesday **Review for the final examination**

Tutorials: Review for the final examination.

FINAL EXAMINATION TO BE HELD IN-PERSON DURING THE TIME SCHEDULED BY THE REGISTRAR DURING THE FINAL EXAMINATION PERIOD, APRIL 12-30

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

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. For what reasons and by what methods did Vladimir Putin come to be president of Russia in 2000, and how has he maintained himself in power since that time? Please consider the assigned texts for the lectures and tutorials that relate to Putin's rise to power and his policies, documentaries shown in class (and noted in the Power Point presentations of the relevant classes), and the relevant lecture notes.
2. 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, what errors this decision reflected, and the reasons why the Soviet variant of communism proved a bitter disappointment.
3. 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 (in the case of the Soviet Union, on institutions that existed before the Bolshevik seizure of power), 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.
4. 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.
5. The class has examined texts and in a couple of instances viewed documentaries, by or about numerous individuals who opposed oppressive dictatorships, including (with respect to the Nazi regime) the members of the White Rose group and Wilm Hosenfeld, and with respect to the Soviet Union Andrei Sakharov, Alexander Litvinenko, Boris Nemtsov (excerpts from a documentary to be shown in class on March 18), Pavel Talankin (excerpts from a documentary to be shown in class during the week of March 30th), and also certain of the individuals interviewed in the documentaries about Putin's rise to power, *Putin's Way*, such as Marina Salve and Mikhail Trapashkin. Compare at least four of the individuals mentioned here, including at least one person who resisted the Nazi regime. What were common motivations or characteristics, if any, and what motivations or characteristics were distinctive? You may, if you wish, also discuss other individuals studied in the course who opposed oppressive dictatorships, but you must discuss at least four of the individuals mentioned in the prompt for this question.

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.

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

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

Use of generative artificial intelligence (AI): As indicated by the assignments described above, this course requires students to compare what they have written based on the assigned sources with an essay produced by AI. The goal is to promote familiarity with what AI has to offer, while not replacing the close reading and analytic skills the class aims to teach. In general I discourage the use of AI in completing assignments for the class. You should not take language from AI or make claims based on AI without verifying these claims in the sources assigned for each essay, or similar sources that you have located on your own. All essays must cite to the assigned sources; you may, in addition to the assigned sources, refer to other books or articles. Citation to an anonymous source, like AI or Wikipedia, is not acceptable.

Essays submitted without accurate footnotes based on the assigned sources will receive failing grades. As noted above, all of the assigned sources listed in the syllabus must be used in the essays.

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.