

History 114
Fall 2015
9:00–9:50 MWF (section 1)
10:00–10:50 MWF (section 2)
Room: Washburn 309

James Mace Ward
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Office Hours: 11:15–12:15 M,
1:45–2:45 F, or by appointment
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Europe since 1789



Anton von Werner, *The Proclamation of the German Empire* (January 18, 1871)

Course Description

This course surveys the history of Europe since the French Revolution. Our approach is comprehensive, drawing on political, economic, social, cultural, gender, and environmental history. Major themes include: the transformation of the European state, from the rise of sovereign nation-states to the modern welfare state embedded within the European Union; the European approach to violence, from the Reign of Terror through imperialism, world wars, and genocide, to the general pacification of the continent; the relationship of Europe to modernity, from the twin revolutions (industrial and political), through the “-isms” (nationalism, liberalism, socialism, etc.), into postmodernity; and the European relationship to the world, from colonizer to “colonized.” Our readings include substantial primary sources.

Class Requirements

You are expected to have completed the appropriate readings before class and to have reflected on their central themes. Most readings will have attached to them a reading quiz and paragraph assignment, both of which should be completed before class. During sessions, you are expected to develop your thinking on the day's topic through active and considerate participation and discussion. You will also be required to complete two comparative papers, an in-class midterm, and a final examination.

Course Objectives and Methods

By the end of this course, you should be able to discuss with sophistication the relationships between the major events, personalities, developments, and structures of modern European history. You should become comfortable using common concepts for historians, such as structure, contingency, and agency. Most important, you should have learned how to think historically as opposed to just thinking about the past. In particular, you should be able to:

- 1) analyze primary sources by contextualizing them,
- 2) analyze secondary sources as historical interpretations,
- 3) build your own historical argument,
- 4) appreciate the complexities of history, the difficulty of comprehending it accurately, and the pitfalls and importance of drawing lessons from it.

For the existing General Education Program, HIS 114 is both a Letters (L) and a Diversity (D) offering. For the pending new General Education Program HIS 114 will be proposed to cover both the Humanities and Write Effectively Outcomes.

As a survey, the core of the course will be lectures. We will also have seven sessions dedicated to discussion, typically of primary sources. Our course requires considerable reading. Because I consider the written word to be the most important expression of the historian's craft, you will also be expected not just to complete two papers (2,000 words each) but also to improve your ability to write engagingly and clearly. Sloppy writing is a symptom of sloppy thinking. In our endeavors (whether written or not), we want to constantly strengthen our skills to critically assess topics and sources and to articulate our questions, theories, and conclusions. For that reason, I encourage you to take advantage of URI's Writing Center (uri.mywconline.com for appointments). I also urge you to take advantage of URI's Academic Enhancement Center (www.uri.edu/aec/), a wonderful environment for studying that is also packed with resources, such as tutors.

Grading

participation and attendance	10 %	
reading quizzes	10 %	
paragraph assignments:		
individually graded	10 %	(5 assignments, 2 % each)
overall (how many submitted)	5 %	
paper one	15 %	
paper two	15 %	
Midterm	15 %	
Final	20 %	

Percentages given here are only rough estimates of how much each component will contribute to your final grade. The grading scale is: A, 93–100; A-, 90–92; B+ 87–89; B, 83–86; B-, 80–82; C+, 77–79; C, 73–76; C-, 70–72; D+, 67–69; D, 63–66; F, 62 or below.

For a superior participation grade, you should not merely speak in discussions but also develop a thoughtful dialogue with your peers as opposed to me, the teacher. During lectures, you should be visibly engaged in lectures and clearly occupied with note-taking. Prompt attendance is mandatory, and therefore essential for a superior participation grade. Excessive absences (**more than three**) will have a significant impact on your participation grade. **Students with more than six absences should be prepared to be dropped from the course or to fail it. Please note that I only distinguish between excused and unexcused absences in exceptional, documented cases (hospitalization, absences that the university requires me to excuse, etc.).** If you have missed a class, it is your responsibility to make up the material on your own.

In general, written work will be graded according to five criteria: argument, evidence, organization, prose, and presentation. Make sure that your argument is focused, logical, and persuasive. Your evidence (usually quotations or facts from the readings, properly cited) should support rather than adorn your argument. Is your paper organized in a logical and effective fashion? Does your introduction include a thesis statement, and do your paragraphs typically begin with a topic sentence? Have you preferred simple and direct prose? Avoid the passive voice, wordiness, and jargon. Finally, scrupulously follow formatting guidelines and word limits. For further guidance on writing for a history course, consult Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 8th ed. (Boston: Bedford/St. Martin's, 2015). I will also be distributing style guides during the course.

I will extend deadlines, but only on a case-by-case basis and with reasonable prior notice (at least 72 hours). **Late papers will be penalized a half-grade for each day late. After one week, a grade of F will be recorded for the relevant assignment.**

Academic Integrity

According to our student handbook, “It is a URI CORNERSTONE that ‘we pursue knowledge with honesty, integrity, and courage.’ Therefore, students are expected to be honest in all their interactions and academic work.”¹ Be advised that I refer all cases of cheating and plagiarism to the URI Student Conduct Office. I also suggest that, before submitting work, you review pp. 42–53 in Charles Lipson, *Doing Honest Work in College*, 2nd ed. (Chicago: University of Chicago Press, 2008) (**Sakai**), or pp. 98–105 in Rampolla, *Pocket Guide*. You are responsible for understanding URI’s academic honesty policy (available at the address cited below). Students who have questions about it should speak directly to me.

¹ “University Student Handbook,” URI Student Conduct Office, www.uri.edu/judicial/ch1.html (accessed 20 August 2014).

Personal Electronic Devices

Please note that all laptops, iPads, cell phones, blackberries, Google Glass, etc., should be turned off during class. Our sessions are not about multitasking. They are instead about sharply focusing on the topic before us while seeking dialogue with our sources and peers.²

Students with Disabilities

Students with special needs should consult with me privately and confidentially at the beginning of the course. Students seeking accommodations for documented disabilities should also contact Disability Services for Students at 330 Memorial Union, 401-874-2098 (www.uri.edu/disability/dss/).

Textbooks

- *Required:* Lynn Hunt et al., *The Making of the West: Peoples and Cultures*, 4th ed, vol. II: since 1500 (Boston: Bedford/St. Martin's, 2012). ISBN 978-0312672713.
- *Required:* Katharine J. Lualdi, *Sources of the Making of the West: Peoples and Cultures, vol. II: since 1500*, 4th ed. (Boston: Bedford/St. Martin's, 2012). ISBN 978-0312576127.
- *Required:* Thomas Hardy, *The Mayor of Casterbridge* (Oxford: Oxford University Press, 2008). **ISBN-13:** 978-0199537037.
- *Required:* Christopher Browning, *Ordinary Men: Reserve Battalion 101 and the Final Solution in Poland* (New York: Harper Perrenial, 1998). **ISBN-13:** 978-0060995065.
- *Required:* Slavenka Drakulić, *How We Survived Communism and Even Laughed* (New York: Harper Perrenial, 1993). **ISBN-13:** 978-0060975401.
- *Recommended:* Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 7th ed. (Boston: Bedford/St. Martin's, 2012). ISBN 978-0312610418.

Hunt and Lualdi are discounted when packaged together as ISBN 978-1-4576-1746-1. Digital versions can be rented from www.coursesmart.com. A copy of each textbook is also on reserve (see below).

Assignments and Exams

For **reading assignments**, see the class schedule below. In addition to our textbooks, readings can be found on **Sakai**, Course **Reserves** at Carothers Library, **Jstor**, or **Project Muse**. Links for articles from these databases are also provided under each session's folder. I encourage you to download materials from Sakai a week before you will need them. Being unable to access them the night before the class is not an acceptable excuse for not having read them. For problems with Sakai, please contact first the IT Help Desk (874-4357, helpdesk@uri.edu, www.uri.edu/helpdesk/).

² For more on how laptops and smart phones make it harder for you to learn, see www.vox.com/2014/6/4/5776804/note-taking-by-hand-versus-laptop, news.stanford.edu/news/2009/august24/multitask-research-study-082409.html, anniemurphypaul.com/2013/04/classroom-laptop-users-distract-others-as-well-as-themselves/ (all accessed 27 August 2014)

Reading quizzes are available on Sakai under the “Tests & Quizzes” tab and should be submitted online by **7:00 a.m.** the day of the relevant session (indicated with “RQ” in the schedule below). **Please note that you cannot complete the quiz after this deadline, as Sakai locks out submissions. Make-ups will only be allowed in exceptional circumstances.** There are 29 reading quizzes, of which I will drop the four lowest grades.

Paragraph assignments (indicated as “PA” on the schedule below) are available on Sakai and are due at the start of the session for which they are assigned. **Please note that you will not be able to submit these assignments late either. Make-ups will only be allowed in exceptional circumstances.** I will randomly choose for grading **seven** of these assignments. Your best **five** marks from these will make up **10 %** of your final grade. All PAs will count for **5 %** of your final grade, based on how many of these you submitted and how seriously you took them. There are 28 paragraph assignments, of which you can miss three without suffering any penalty on your “overall” paragraph assignment grade.

Our **two papers** (2,000 words, each) will respond to the following prompts. I will distribute more detailed instructions on these assignments later in the course.

Paper One (due 10/12): How can Thomas Hardy’s *The Mayor of Casterbridge* be used as a primary source to understand the age in which it was written (the 1880s) rather than the age it was written about (the 1840s)? Among the themes that you *might* address in your analysis is the Women’s Question, the shift from Romanticism to Realism, social mobility, industrialization, and the impact of Darwin on European thought.

Paper Two (due 12/7): Use Slavenka Drakulić’s *How We Survived Communism and Even Laughed* to explore the experience of women under socialist regimes. Keep in mind that Drakulić is writing in the context of postcommunism, which tended to encourage people in Eastern Europe to disavow their past support for these regimes and to exaggerate the extent of their personal suffering. To what extent did socialist regimes liberate women? If you wish, you can draw into your analysis a discussion of Alexander Kollontai’s *The Women’s Question in the Soviet Union* and Fyodor Gladkov’s *Cement*. If you do so, however, be carefully to not lose focus on Drakulić’s text.

All written assignments must conform to the following **formatting** guidelines: Papers should be double-spaced, printed on one side of the paper, with one inch margins. Text should be 12 pt. in Times New Roman font. Use endnotes instead of footnotes. All citations should be 12 pt. and adhere to the *Chicago Manual of Style*. (See our Sakai guides and screencasts on formatting and citations.) Papers should scrupulously adhere to word lengths. **Please note that I do not accept assignments through email. Until I have a hard copy in my hands, you have not submitted the work.**

The **midterm** will be on **Wed., 10/26**, in class. The **final** examination will be a common exam for both sections, date and place to be announced. Bluebook examinations may include map quizzes, multiple choice, chronology, short answer, and essay questions.

Class Schedule

Week	Wed.,	1: Intro	
1	9/9		
<u>The Revolutionary Era, 1789–1815</u>			
	Fri., 9/11	2: Contexts— Sovereignty, the <i>Ancien Régime</i> , and the Enlightenment	<ul style="list-style-type: none"> • Hunt et al., <i>Making of the West</i>, 576–579, 587–599. • <i>Primary Source</i>: Voltaire, <i>A Treatise upon Toleration</i>, vol. 24 of <i>The Works of M. de Voltaire</i>, ed. and trans. T. Smollett et al. (London: J. Newberry et al., 1794), 1–16, 18–20, 22–23 (Sakai). • Reading Quiz (RQ) 1; Paragraph Assignment (PA) 1 (both are always on Sakai) • <i>Recommended</i>: Lynn Hunt, <i>Inventing Human Rights</i> (New York: W. W. Norton, 2007), 26–34, 70–112 (Reserve).
Week 2	Mon., 9/14	3: French Revolution I— <i>Liberté, Égalité, Fraternité</i>	<ul style="list-style-type: none"> • Hunt et al., <i>Making of the West</i>, 619–631; Lynn Hunt, <i>The Family Romance of the French Revolution</i> (Berkeley: University of California Press, 1992), 43–52, 103–110 (Sakai). • <i>Primary Source</i>: “Declaration of the Rights of Man and Citizen,” in Lualdi, <i>Sources</i> (always 4th ed., unless otherwise noted), 118–120. • RQ 2; PA 2.
	Wed., 9/16	4: French Revolution II—War, Terror, Reaction	<ul style="list-style-type: none"> • Hunt et al., <i>Making of the West</i>, 631–647. • <i>Primary Source</i>: “Letters on the Trial” [the record of the trial of Olympe de Gouges] in Lualdi, <i>Sources</i>, 3rd ed. (2010), 119–122 (Sakai). • RQ 3; PA 3. • <i>Recommended</i>: Timothy Tackett, “Conspiracy Obsession in a Time of Revolution: French Elites and the Origins of the Terror, 1789–1792,” <i>American Historical Review</i> 105 (2000): 691–713 (Jstor).
	Fri., 9/18	5: Discussion— Whence the Terror?	<ul style="list-style-type: none"> • Lualdi, <i>Sources</i>, 1–3; David D. Bien, “François Furet, the Terror, and 1789,” <i>French Historical Studies</i> 16 (1990): 777–783 (Sakai). • <i>Primary Sources</i>: Abbé Sieyès, “What Is the Third Estate?” and Maximilien Robespierre, “Report on the Principles of Political Morality,” in Lualdi, <i>Sources</i>, 112–116, 124–127. • PA4; no RQ.
Week 3	Mon., 9/21	6: Napoleon and the Empire	<ul style="list-style-type: none"> • Hunt et al., <i>Making of the West</i>, 651–667. • <i>Primary Source</i>: “The Chronicle of Abd al-Rahman al-Jabartî,” in Lualdi, <i>Sources</i>, 134–137. • RQ 4; PA5. • <i>Recommended</i>: Paul W. Schroeder, “Napoleon’s Foreign Policy: A Criminal Enterprise,” <i>The Journal of Military History</i> 54 (1990): 147–162 (Jstor).

The Conservative Order, 1815–1848

	Wed., 9/23	7: The Conservative Order	<ul style="list-style-type: none"> • Hunt et al., <i>Making of the West</i>, 667–681. • <i>Primary Source</i>: Klemens von Metternich, “Results of the Congress at Laybach,” in Lualdi, <i>Sources</i>, 137–140. • RQ 5; PA6.
	Fri., 9/25	8: Industrial Revolution I—Economy and Society	<ul style="list-style-type: none"> • Hunt et al., <i>Making of the West</i>, 685–702. • <i>Primary Sources</i>: “Factory Rules in Berlin,” and Sarah Stickney Ellis, “Characteristics of the Women of England,” in Lualdi, <i>Sources</i>, 151–157. • RQ 6; PA 7. • <i>Reading Ahead</i>: Hardy, <i>The Mayor of Casterbridge</i>, 1–47.
Week 4	Mon., 9/28	9: Industrial Revolution II—Politics	<ul style="list-style-type: none"> • Hunt et al., <i>Making of the West</i>, 703–709. • <i>Primary Source</i>: Friedrich Engels, “Draft of a Communist Confession of Faith,” in Lualdi, <i>Sources</i>, 161–165. • RQ 7; PA 8. • <i>Reading Ahead</i>: Hardy, <i>The Mayor of Casterbridge</i>, 48–89.
	Wed., 9/30	10: Discussion— <i>The Communist Manifesto</i>	<ul style="list-style-type: none"> • <i>Primary Source</i>: Karl Marx and Friedrich Engels, <i>Manifesto of the Communist Party</i> (1848), Project Gutenberg (www.gutenberg.org) (Sakai). • PA 9, no RQ. • <i>Recommended</i>: George R. Boyer, “The Historical Background of the Communist Manifesto,” <i>The Journal of Economic Perspectives</i> 12 (1998): 151–174 (Jstor).
	Fri., 10/2	11: 1848—Springtime of the Peoples	<ul style="list-style-type: none"> • Hunt et al., <i>Making of the West</i>, 709–717. • <i>Primary Sources</i>: “Address by the Hungarian Parliament” and “Demands of the Hungarian People,” in Lualdi, <i>Sources</i>, 166–168. • RQ 8; no PA 10. • <i>Reading Ahead</i>: Hardy, <i>The Mayor of Casterbridge</i>, 90–136.

Towards Modernity, 1848–1914

Week 5	Mon., 10/5	12: Nation Building I	<ul style="list-style-type: none"> • Hunt et al., <i>Making of the West</i>, 721–739. • <i>Primary Sources</i>: Camillo di Cavour, “Letter to King Victor Emmanuel,” and Rudolf von Ihering, “Two Letters,” in Lualdi, <i>Sources</i>, 174–178. • RQ 9; no PA. • <i>Reading Ahead</i>: Hardy, <i>The Mayor of Casterbridge</i>, 137–184.
	Wed., 10/7	13: Nation Building II—Social Order	<ul style="list-style-type: none"> • Hunt et al., <i>Making of the West</i>, 739–748. • <i>Primary Source</i>: “Urbanization of Village Life near Lübeck after 1870,” German History in Documents and Images (germanhistorydocs.ghi-dc.org) (Sakai). • RQ 10; no PA. • <i>Reading Ahead</i>: Hardy, <i>The Mayor of Casterbridge</i>, 185–228.
	Fri.,	14: Realism and Faith	<ul style="list-style-type: none"> • Hunt et al., <i>Making of the West</i>, 748–754.

	10/9		<ul style="list-style-type: none"> • <i>Primary Sources</i>: Herbert Spencer, <i>Progress: Its Law and Cause</i>, and Charles Darwin, <i>The Descent of Man</i>, in Lualdi, <i>Sources</i>, 178–185. • RQ 11; no PA. • <i>Reading Ahead</i>: Hardy, <i>The Mayor of Casterbridge</i>, 229–269.
Week 6	Mon., 10/12	15: Discussion—Progress and Fate	<ul style="list-style-type: none"> • <i>Primary Sources</i>: Hardy, <i>The Mayor of Casterbridge</i>, 1–310. • No PA; no RQ. • Paper One due at the start of class.
	Wed., 10/14	16: The “New” Imperialism	<ul style="list-style-type: none"> • Hunt et al., <i>Making of the West</i>, 759–768. • <i>Primary Sources</i>: Jules Ferry, “Speech before the French National Assembly,” and Ndansi Kumalo, <i>His Story</i>, in Lualdi, <i>Sources</i>, 186–193. • RQ 12; PA 11. • <i>Recommended</i>: Daniel R. Headrick, <i>Power over Peoples: Technology, Environments, and Western Imperialism, 1400 to the Present</i> (Princeton: Princeton University Press, 2010), 206–217, 223–225, 257–276, 292–295 (Sakai).
	Fri., 10/16	17: The <i>Belle Époque</i>	<ul style="list-style-type: none"> • Hunt et al., <i>Making of the West</i>, 768–783. • <i>Primary Source</i>: Ernest Edwin Williams, <i>Made in Germany</i>, in Lualdi, <i>Sources</i>, 193–197. • RQ 13; PA 12. • <i>Recommended</i>: E. J. Hobsbawm, <i>The Age of Empire, 1875–1914</i> (New York: Pantheon, 1987), 46–55, 170–186, 362–363, 368–370 (Sakai).
Week 7	Mon., 10/19	18: Mass Politics	<ul style="list-style-type: none"> • Hunt et al., <i>Making of the West</i>, 783–793, 810–817. • <i>Primary Sources</i>: “Émile Zola, “J’accuse!” and Emmeline Pankhurst, “Speech from the Dock,” in Lualdi, <i>Sources</i>, 210–217. • RQ 14; PA 13. • <i>Recommended</i>: Carl E. Schorske, “Politics in a New Key: An Austrian Triptych,” <i>The Journal of Modern History</i> 39 (1967): 343–386 (Jstor).
	Wed., 10/21	19: Modernism	<ul style="list-style-type: none"> • Hunt et al., <i>Making of the West</i>, 797–810; <i>Recommended</i>: Peter Gay, <i>Modernism: The Lure of Heresy</i> (New York: W. W. Norton, 2008), 1–8, 194–214 (Sakai). • <i>Primary Source</i>: Sigmund Freud, <i>The Interpretation of Dreams</i>, in Lualdi, <i>Sources</i>, 207–209. • RQ 15; PA 14.
	Fri., 10/23	20: Discussion—Imperial Burdens	<ul style="list-style-type: none"> • <i>Primary Sources</i>: Rudyard Kipling, “The White Man’s Burden,” in Lualdi, <i>Sources</i>, 218–219; George Orwell, “Shooting an Elephant” (1936), in <i>Modern Europe: Sources and Perspectives from History</i>, ed. John C. Swanson and Michael S. Melancon (New York: Longman, 2002), 233–236 (Sakai); Isabel Savory, <i>A Sportswoman in India</i> (London: Hutchinson & Co., 1900), 223–228 (Sakai). • PA 15; no RQ. • <i>Recommended</i>: Mary A. Procida, “Good Sports and Right

Sorts: Guns, Gender, and Imperialism in British India,”
Journal of British Studies 40 (2001): 454–488 (**Jstor**).

Week 8 Mon., 10/26 Midterm

The “Total” Era, 1914–1945

Wed., 10/28 21: The Collapse of the Vienna System

- Hunt et al., *Making of the West*, 817–831.
- *Primary Sources*: Heinrich von Treitschke, “Place of Warfare in the State,” and Henri Massis and Alfred de Tarde, “The Young People of Today,” in Lualdi, *Sources*, 221–225.
- RQ 16; PA 16.

Fri., 10/30 22: The First World War

- Hunt et al., *Making of the West*, 835–851.
- *Primary Sources*: Fritz Franke, 5 November 1914 letter, Siegfried Sasson, “Counter-Attack” (1918), and L. Doriat, “Women on the Home Front,” in Lualdi, *Sources*, 226–231.
- RQ 17; PA 17.
- *Recommended*: Maureen Healy, “Becoming Austrian: Women, the State, and Citizenship in World War I,” *Central European History* 35 (2002): 1–35 (**Jstor**).

Week 9 Mon., 11/2 23: Versailles Europe

- Hunt et al., *Making of the West*, 851–865, 868–869.
- *Primary Source*: Pearl Buck, *How It Happens* (1947), in *The German Inflation of 1923*, ed. Fritz K. Ringer (New York: Oxford University Press, 1969), 119–129 (**Sakai**).
- RQ 18; PA 18.
- *Recommended*: Margaret MacMillan, *Paris 1919: Six Months That Changed the World* (New York: Random House, 2003), 166–193 (**Sakai**).

Wed., 11/4 24: The Soviet Experiment

- Hunt et al., *Making of the West*, 865–867, 873–881.
- *Primary Source*: Vladimir Ilyich Lenin, *The State and Revolution*, in Lualdi, *Sources*, 231–235.
- RQ 19; PA 19.

Fri., 11/6 25: Fascism

- Hunt et al., *Making of the West*, 867–868, 881–885.
- *Primary Sources*: Benito Mussolini, “The Doctrine of Fascism,” and Adolf Hitler, *Mein Kampf*, in Lualdi, *Sources*, 235–242.
- RQ 20; PA 20.
- *Recommended*: Robert O. Paxton, “The Five Stages of Fascism,” *Journal of Modern History* 70 (1998): 1–23 (**Jstor**).

Week 10 Mon., 11/9 26: Discussion—The Women’s Question in the Soviet Union

- *Primary Sources*: Alexandra Kollontai, “The Family and the Communist State,” in *Documents of Soviet History*, ed. Rex A. Wade (Gulf Breeze: Academic International Press, 1991), 1:270–277 (**Sakai**); Feodor Gladkov, *Cement* (London: M. Lawrence, 1929), 1–7, 26–41 (**Sakai**).
- PA 21; no RQ.
- *Recommended*: Gisela Bock, *Women in European History* (Oxford: Blackwell, 2002), 174–175, 189–218 (**Sakai**).

	Wed., 11/11	Veterans Day	No class
	Fri., 11/13	27: The Collapse of Versailles Europe	<ul style="list-style-type: none"> • Hunt et al., <i>Making of the West</i>, 886–896. • <i>Primary Sources</i>: “Hossbach Memorandum,” in Swanson and Melancon, ed., <i>Modern Europe</i>, 375–380 (Sakai); Neville Chamberlain, “Speech on the Munich Crisis,” in Lualdi, <i>Sources</i>, 249–251. • <i>Reading Ahead</i>: Browning, <i>Ordinary Men</i>, 1–54. • RQ 21; PA 22.
Week 11	Mon., 11/16	28: The Second World War	<ul style="list-style-type: none"> • Hunt et al., <i>Making of the West</i>, 896–908. • <i>Primary Source</i>: Michihiko Hachiya, <i>Hiroshima Diary</i>, in Lualdi, <i>Sources</i>, 258–262. • RQ 22; PA 23. • <i>Reading Ahead</i>: Browning, <i>Ordinary Men</i>, 55–142.
	Wed., 11/18	29: Discussion—The Holocaust	<ul style="list-style-type: none"> • <i>Secondary Source</i>: Browning, <i>Ordinary Men</i>, 1–224. • PA 24; no RQ.
<u>Postwar Europe, 1945–1989</u>			
	Fri., 11/20	30: The Cold War	<ul style="list-style-type: none"> • Hunt et al., <i>Making of the West</i>, 913–922, 943–944. • <i>Primary Sources</i>: “The Formation of the Communist Information Bureau (Cominform),” and “National Security Council, Paper Number 68,” in Lualdi, <i>Sources</i>, 263–270. • RQ 23; PA 25. • <i>Recommended</i>: Tony Judt, <i>Postwar: A History of Europe since 1945</i> (New York: Penguin, 2005), 100–128 (Sakai).
Week 12	Mon., 11/23	31: Decolonization	<ul style="list-style-type: none"> • Hunt et al., <i>Making of the West</i>, 930–936. • <i>Primary Source</i>: Ho Chi Minh, “Declaration of Independence of the Republic of Vietnam,” in Lualdi, <i>Sources</i>, 270–272. • RQ 24; PA 26. • <i>Recommended</i>: William I. Hitchcock, <i>The Struggle for Europe: The Turbulent History of a Divided Continent, 1945–2002</i> (New York: Anchor, 2004), 162–192 (Sakai).
	Wed., 11/25	32: Divided Europe—The West	<ul style="list-style-type: none"> • Hunt et al., <i>Making of the West</i>, 922–930, 936–943, 944–945, 949–960. • <i>Primary Source</i>: “Student Voices of Protest,” in Lualdi, <i>Sources</i>, 282–284. • RQ 25; PA 27. • <i>Recommended</i>: Judt, <i>Postwar</i>, 324–353 (Sakai).
	Fri., 11/27	Thanksgiving Break	No Class
Week 13	Mon., 11/30	33: Divided Europe—The East	<ul style="list-style-type: none"> • Hunt et al., <i>Making of the West</i>, 961–976. • <i>Primary Sources</i>: Václav Havel, “The Power and the Powerless” (1979), adapted from Roy Rosenzweig Center for History & New Media, <i>Making of the History of 1989</i>, chnm.gmu.edu/1989/items/show/700 (Sakai). • RQ 26; no PA.

- *Recommended*: Eli Rubin, “Understanding a Car in the Context of a System: Trabants, Marzhan, and East German Socialism,” in *The Socialist Car: Automobility in the Eastern Bloc*, ed. Lewis H. Siegelbaum (Ithaca: Cornell University Press, 2011), 124–140 (**Sakai**).

After the Cold War, 1989–Present

Wed., 12/2	34: The End of the Cold War, 1989–1991	<ul style="list-style-type: none"> • Hunt et al., <i>Making of the West</i>, 976–987, 990–992. • <i>Primary Sources</i>: Nina Andreyeva, “I Cannot Waive Principles,” and <i>Pravda</i> editorial, “Principles of Perestroika: The Revolutionary Nature of Thinking and Acting,” in Lualdi, <i>Sources</i>, 291–296. • RQ 27; no PA. • <i>Recommended</i>: James J. Sheehan, “The Transformation of Europe and the End of the Cold War,” in <i>The Fall of the Berlin Wall: The Revolutionary Legacy of 1989</i>, ed. Jeffrey A. Engel (New York: Oxford University Press, 2009), 36–68 (Sakai).
Fri., 12/4	35: Postcommunism	<ul style="list-style-type: none"> • Hunt et al., <i>Making of the West</i>, 987–994. • <i>Primary Source</i>: “The Diary of Zlata Filipović,” in Lualdi, <i>Sources</i>, 297–304. • RQ 28; no PA. • <i>Recommended</i>: Joseph Rothschild and Nancy M. Wingfield, <i>Return to Diversity: A Political History of East Central Europe since World War II</i>, 4th ed. (New York: Oxford University Press, 2008), 205–209, 234–242, 254–256 (Sakai).
Week 14	Mon., 12/7	36: Discussion—The Trivial is Political <ul style="list-style-type: none"> • Drakulić, <i>How We Survived Communism and Even Laughed</i>, xi–197. • No RQ; no PA. • Paper Two due at the start of class.
	Wed., 12/9	37: European Union <ul style="list-style-type: none"> • Hunt et al., <i>Making of the West</i>, 994–1016. • <i>Primary Source</i>: Award Ceremony Speech for 2012 Nobel Peace Prize, Awarded to the EU, www.nobelprize.org/nobel_prizes/peace/laureates/2012/presentation-speech.html (accessed 7 August 2013) (Sakai). • RQ 29; PA 28. • <i>Recommended</i>: James J. Sheehan, <i>Where Have All the Soldiers Gone? The Transformation of Modern Europe</i> (Boston: Houghton Mifflin, 2008), 172–197 (Sakai).
	Fri., 12/11	38: Conclusion <ul style="list-style-type: none"> • Hunt et al., <i>Making of the West</i>, Epilogue, (E1–E6). • No RQ; no PA.
