

HISTORY 386-D1: Europe Since 1918



History 386

Distance Learning

3 credit hours

Spring Term 2011 (11 January-7 May)

Elizabeth City State University

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Course Description

This course examines the major political, social, cultural, economic, and intellectual developments of European history since World War I. According to the course catalog, the course covers “[the] rise of Fascism in Germany and Italy, the political careers of Lenin and Stalin, World War II, the Cold War, the birth of Solidarity, the rise to power of Gorbachev, the collapse of the Iron Curtain and the U.S.S.R., the reunification of Germany, and post-Soviet Russia.” The course will focus on the political and social upheavals experienced by Europeans between 1914 and 1945; the emergence of a “New Europe” in the aftermath of World War II and the processes of European integration; and the collapse of European overseas empires after 1945. It will examine how Europeans interacted with each other and the rest of the world during the twentieth century – and Europe’s role in the making of the modern world.

PREREQUISITES: GE 140 and 141

Course Readings

John Merriman, *A History of Modern Europe: From the French Revolution to the Present*, 3rd edition. W.W. Norton, 2009. ISBN 978-0393933857. **Available from the ECSU Book Rental and from online booksellers.**

Sherill Brown Wells, *Pioneers of European Integration and Peace, 1945-1963: A Brief History with Documents*. Bedford/St. Martin's, 2007. ISBN 978-1403968098. **Available for purchase at the ECSU Bookstore and from online booksellers. If you find this book to be prohibitively expensive, please contact me.**

Program Outcomes

The program in History at ECSU is designed to provide students with a broad liberal arts education, create an environment for students to develop academic skills in understanding their culture, history and those of other societies and nations. The History program is committed to preparing thoughtful citizens and productive members of a global society through the utilization of diverse pluralistic curricula. The program is organized to prepare students for advanced study in history and law, as well as prepare students for careers in education, public history, government, research and other related occupations throughout the world.

1. Majors / students will be able to employ historical methods in their coursework;
 - a. By employing historical methods in the selection and use of a variety of quality resources (primary, secondary, historical and interdisciplinary),
 - b. By employing historical methods in the development of historical analyses.
2. Majors / students will be able to demonstrate college level writing in their course work:
 - a. By demonstrating college level writing through the development of well-organized, clear, and concise writing samples,
 - b. By demonstrating college level writing that is grammatically correct and well edited.
3. Majors / students will be able to critically analyze information within the structure of their research projects:
 - a. By critically analyzing and providing in depth identification of motives, reasons and/or causes of specific historical occurrences,
 - b. By critically analyzing a variety of primary and secondary resources, to draw conclusions about historical occurrences.
4. Majors / students will be able to produce an original piece of historical research as a result of the academic training provided during their studies:
 - a. By producing an original piece of historical research, using a variety of primary and secondary, historical and interdisciplinary resources,
 - b. By producing an original piece of historical research that answers a specific historical question.
5. Majors / students will be able to critically assess issues and ideas:
 - a. By critically assessing issues and ideas, demonstrating acquired skills in reflection, self-questioning, and self-analysis,
 - b. Critically assessing issues and ideas, while showing an ability to engage in differing interpretations regarding those issues and ideas.

Course-Specific Objectives

World War I

- ✓ What “lit the fuse” of war? How did the war represent a failure of the nineteenth-century state system in Europe? Did the terms of the peace resolve the political/diplomatic crises that caused the war?
- ✓ In what sense was the war a “total” and global conflict? What role did technology play in the war? How did the war unfold within and outside of the European continent? What role did non-Europeans (e.g. Africans and Asians) play in the war?
- ✓ How did the peace settlement (Treaty of Versailles) reshape Europe and European overseas empires? What happened to the European territorial empires (Ottoman, Russian, Austro-Hungarian)? Who determined the terms of the peace? What was the mandate system? What was the League of Nations?

- ✓ What role did European and non-European nations/peoples outside of the great powers play in “making peace”?
- ✓ How was European culture affected by the war? (e.g. war poetry) How was the war portrayed in literature, art, and other cultural forms?
- ✓ How did the war inform political and social movements in Europe (e.g. workers, women) and in the European empires overseas (e.g. nationalism)?

Communism and Russian Revolutions

- ✓ Who was Karl Marx, and what is Communism? What influence did it have in European politics and social movements? How was Marxism a response to European industrial modernity? What were the problems of applying a Marxist revolutionary model to the Russian Empire, which was neither modern nor industrial?
- ✓ What was the political, economic, and social terrain of Russia in 1917? What were the effects of World War I on Russia? What grievances did different political and social groups have against the tsarist regime?
- ✓ What was the February Revolution? What caused it? What did it accomplish?
- ✓ Who were the Bolsheviks? Who was V.I. Lenin? Leon Trotsky? What was a Soviet? How and why did the Bolsheviks come to power in the October Revolution? Was the rise of the Bolsheviks in Russia inevitable or a historical accident?
- ✓ What was the Russian Civil War? What was the White Army? What role did foreign powers play during the war? How did the Bolsheviks prevail? What role did Leon Trotsky play?
- ✓ What was the political and intellectual content of the bid for power between Trotsky and Josef Stalin after the death of Lenin? Did Stalin’s victory alter the course of Russian history? How did Stalin’s politics differ from Lenin and Trotsky? What was the New Economic Policy?

Interwar Politics and Culture; The Great Depression

- ✓ Why did the war undermine European conceptions of progress and civilization? Why is the interwar period often referred to as the “Age of Anxiety”? How did this anxiety and sense of decline inform European politics, culture, and society?
- ✓ How and why did Europeans try to return to “normalcy” after the war? What were the effects of this effort on gender roles and the women’s movement?
- ✓ What was Modernism? Futurism? Expressionism? How did these artistic movements reflect the political, social, and cultural mood of interwar Europe?
- ✓ How did the war end the processes of economic integration and globalization that were unleashed during the nineteenth century? Why did European economies have trouble recovering from the trauma of the war?
- ✓ Why was the war a turning point in Europe’s industrial and economic power vis-à-vis the United States? Why did New York transcend the City of London as the world’s economic capital?
- ✓ What was the Great Depression? What caused the Stock Market Crash of 1929? Why did the collapse of the American economy have powerful and traumatic effects on Europe? Why and how did the depression undermine/challenge the liberal politics and economics of the nineteenth century?

Liberal Democracy Under Siege: Franco, Hitler, Mussolini, and Mosley

- ✓ What was fascism? Nazism? What was the ideological content of fascism/Nazism? Are the two different? Are they “positive” (e.g. pro-) or “negative” (e.g. anti-) ideologies? Were they ideologies?
- ✓ How was fascism the product of a unique historical moment – that is, the political and economic upheavals of interwar Europe? Why did fascist political leaders rise to power in Spain, Italy, and Germany but not Britain or France? Was there something special about Spanish, Italian, or German politics and societies that made them susceptible to fascist politics? Or something exceptional about British or French politics and societies that inoculated them to fascism?
- ✓ Who was Francisco Franco? What happened during the Spanish Civil War? How did the war foreshadow the ideological and military conflicts that would dominate European politics and society for the next five decades?
- ✓ Who was Benito Mussolini? What was the historical context of his rise to power in Italy? What is corporatism? Why was Mussolini depicted as muscular, athletic, and martial in the fascist propaganda of the period?
- ✓ Who was Adolf Hitler? How did Hitler and his National Socialist Party rise to power in Germany? Why were Hitler’s politics popular in Germany?
- ✓ Who was Oswald Mosley? What was the Battle of Cable Street? Why did Mosley fail to develop the power and following of fascist politicians in other European countries?

World War II

- ✓ What caused World War II? Why did Hitler and Mussolini aggressively pursue expansionist policies?
- ✓ What was appeasement? Why did European politicians (e.g. Neville Chamberlain) try to avoid war with Italy/Germany? What role did the memory of the Great War play in these politics? Could war have been avoided?
- ✓ What role did the League of Nations play in the lead-up to war? Why did the League of Nations fail? Did the United States fail Europe?
- ✓ What was the German-Soviet Non-Aggression Pact? Why would European powers with conflicting ideologies agree to such a pact?
- ✓ What was the Battle of France? Why did France fall to the Nazis? What was Vichy? What role did guerilla resistance fighters play in occupied France?
- ✓ What was the Battle of Britain? What was the Blitz? What do Winston Churchill’s speeches tell us about his leadership? Why did the German invasion of Britain fail?
- ✓ What was Operation Barbarossa? Why did Hitler’s Germany invade Russia? How was this a turning point in the war?
- ✓ What was D-Day? How did the Allies win the war? What were the consequences of their victory?

Holocausts at Home and Abroad

- ✓ What is genocide? What was the Holocaust? Why did Hitler target Jews, gypsies, homosexuals, and political opponents?
- ✓ In what sense was the Holocaust a logical consequence of the European Enlightenment and, in particular, the racial science of the late nineteenth and early twentieth centuries? To what degree were the European colonial empires a testing ground for ethnic genocide (e.g. Germans in Southwest Africa/Namibia)?

- ✓ What were the Nuremberg Laws? What was the ideological/political purpose of persecuting people of Jewish descent? What is a ghetto?
- ✓ What was the experience of a German concentration camp? Did “everyday” Germans know what was happening? Why did German soldiers willingly participate in genocide?
- ✓ What were the political consequences of the Holocaust on European/global politics? e.g. Universal Declaration of Human Rights, the state of Israel
- ✓ How does the Holocaust compare to earlier and later examples of ethnic genocide/cleansing, e.g. Herero and Namaqua genocide in Namibia, the Mau Mau “emergency” in colonial Kenya, or the Yugoslav Wars of the 1990s?

Rebuilding Europe: Social Democracy and the Welfare State

- ✓ How and why did the liberal democracies of western Europe strive toward social democracy in the aftermath of World War II? What is the welfare state? What was the role of the war in the development of this new consensus? Why were the postwar social policies of western and northern Europe so different from their counterparts in the United States?
- ✓ What was the Marshall Plan? What motivated the United States to help rebuild Europe? How did Europeans manage to rebuild their countries and economies in the aftermath of the war? Why did European democracies have new impetus to provide a social safety net, healthcare, food, and housing for their citizens?
- ✓ What was Austerity in Britain? Why did rationing continue after the war? Why did Churchill lose the election of 1945? Why did Labour lose the election of 1950?
- ✓ What was/is the United Nations? How did it emerge in the aftermath of World War II? What is the Universal Declaration of Human Rights?
- ✓ What role did the experience of the war play in empowering women during the postwar period? How did postwar social democracy and consumerism empower/disempower women? Why does Simone de Beauvoir say that women are “the second sex”?

European Integration

- ✓ What political and economic factors encouraged the desire to make a “United States of Europe”? What role has European integration played in the reemergence of Europe as a (collective) world power?
- ✓ What was the Common Market? The European Economic Community (EEC)? European Community (EC)? The European Union (EU)?
- ✓ What role did Jean Monnet play in European integration? How did integration encourage French-German rapprochement? What was the “grand non”?
- ✓ How did the politics of the Cold War figure into the processes of European integration?
- ✓ Why has the shift from economic to political union been controversial in Europe? What does it mean to be a Euroskeptic? Why has Great Britain been reluctant to adopt the Euro?
- ✓ How has the nature of the European Union changed with the expansion of the Eurozone outside of the “developed,” industrial core of western and northern Europe?

The Cold War

- ✓ What was the Cold War? Why was the postwar world “bipolar”? What were NATO and the Warsaw Pact? Why did U.S.-Soviet relations “cool” after the war? Why was Germany/Berlin such a source of contention between the U.S. and the Soviet Union?
- ✓ Why did Winston Churchill argue that an “Iron Curtain” had fallen over Europe? Was the Cold War an ideological war between capitalism and socialism, a conflict for global power/hegemony, or both?
- ✓ What role did countries outside of the camps play in the Cold War? What was the Non-Alignment movement?
- ✓ How did the Cold War become a “hot war” in the non-Western world (e.g. Angola, Latin America, South Africa)? Why were the bloodiest battlefields of the Cold War outside of Europe and the United States?
- ✓ How did the politics of the Cold War unfold? When and why did relations between the United States and the Soviet Union “cool” and “heat up”?

Nationalism, Decolonization, and Independence

- ✓ Why did nationalist movements develop in the colonial world? How did the propaganda of the World Wars and the Cold War undermine the legitimacy of European colonial empires?
- ✓ What happened in the particular moment of post-1945 European/world politics that opened the way for widespread decolonization?
- ✓ What was the experience of decolonization in India, Kenya, Ghana, Congo, Algeria, and Vietnam? Was the process different in Asia (India, Vietnam) than in Africa?
- ✓ Why were so many anti-colonial nationalists (Nehru, Gandhi, Nkrumah, Kenyatta, Ho Chi Minh) educated in European universities? Did European colonial empires hoist their own petards?
- ✓ How did the politics of the Cold War shape the politics of decolonization and independence?

Consensus Under Siege: Thatcher to the Great Recession of 2008

- ✓ What caused the neo-liberal “revolutions” of Margaret Thatcher (Britain) and Ronald Reagan (U.S.)? Did the post-war consensus become untenable by the late 1970s?
- ✓ Why was the government of Margaret Thatcher “the Milk Snatcher” so controversial in Britain? What accounts for the political and social chasm between neo-liberals/conservatives and socialists/social democrats?
- ✓ What accounts for the political co-existence of Thatcher as Prime Minister of Britain and the socialist François Mitterrand as the President of France?
- ✓ Why did the British Labour Party (a formerly socialist/social democratic party) adopt a fundamentally Thatcherite platform during the 1990s?
- ✓ What accounts for the protest and rebellion against austerity measures in Greece, France, and the United Kingdom in the aftermath of the “Great Recession” of 2008-10?

1989 and the Collapse of the Soviet Empire

- ✓ Who was Mikhail Gorbachev? What were *perestroika* and *glasnost*? What was Gorbachev’s vision? What problems did the Soviet Union face during the 1980s?
- ✓ What was the Brezhnev Doctrine, and why did Gorbachev abandon it?

- ✓ Why did the Berlin Wall fall? How and why did the Soviet Union collapse? Was it the result of internal collapse or outside pressure?
- ✓ How did Solidarity come to power in Poland? What role did Pope John Paul II play in their victory?
- ✓ What was the Velvet Revolution in Czechoslovakia? Who was Nicolae Ceaușescu?

Empire Strikes Back: From *Empire Windrush* to the Madrid Bombings

- ✓ How are immigration trends and policy shaped by Europe’s colonial legacy? What was the *Empire Windrush*, and why was it significant? Who was Enoch Powell?
- ✓ What accounts for anti-immigration sentiment in contemporary European politics? e.g. Jean-Marie Le Pen and the National Front. Why do contemporary European societies struggle to cope with racial/cultural/religious difference?
- ✓ How has the end of the Cold War and the entry of eastern European countries into the European Union informed the politics of immigration in Europe?
- ✓ How has the emergence of political Islam shaped the politics of immigration in contemporary Europe? How did 9/11, 7/7, and the Madrid train bombings inform Europeans’ perceptions of otherness? What about European societies make them both venerable to and symbolic targets for Islamic terrorism?

Course Evaluation

Your final grade will be computed according to your performance in the following activities:

| ASSIGNMENT | VALUE | DUE DATE* |
|------------------------------|------------|---------------------|
| Class Participation | 15% | |
| Call and Response #1 | (5%) | January 21 / 24 |
| Call and Response #2 | (5%) | February 11 / 14 |
| Call and Response #3 | (5%) | April 22 / 25 |
| Course Journal | 20% | April 28 |
| Mid-Term Examination | 20% | March 11 |
| Mini-Research Project | 20% | March 25 or April 8 |
| Final Examination | 25% | May 3 |

* Write these dates on your calendar!

Grading Scale

A 100-90 B 89-80 C 79-70 D 69-60 F 59 and below

What an “A” means: Designates work of exceptionally high quality. The “A” grade represents the highest level of academic attainment; it is given only for work of the highest quality.

What a “B” means: Designates work which is above average and of good quality. The “B” grade represents a high level of academic attainment; it is given for work which is above average but lacks the high quality of “A” work.

What a “C” means: Designates work which is satisfactory and of average quality. The “C” grade represents an adequate level of academic attainment; it is given for work which is acceptable but lacks the

superior quality of “B” work.

What a “D” means: Designates work of less than satisfactory quality. The “D” grade represents a minimal level of academic attainment; it is given for work which is less than average in quality but is at least of sufficient quality to meet minimum standards in most courses and thus carries credit.

What an “F” means: Designates work of such unsatisfactory quality that no credit is awarded.

Call and Response Posts (15% total, 5% each)

The study of history is not simply a passive process of remembering names and dates or of uncovering obscure or unknown facts (though these things are part of it). It is an active process – a full-contact sport, some say – of debates, disagreements, and argumentation. **Three times over the course of the semester, you will post a response (150-250 words) to a question about one of our textual/audio/video/visual sources for the week. After the initial due date (Friday at midnight), you will be given several days to comment (150-250 words) on two (2) of your classmates’ responses. Your follow-up posts should be posted no later than midnight the following Monday. See the supplemental handout for more details.**

Journal Wiki (20%)

You will maintain a journal wiki through the semester. Each week, you should write 250-300 words on your journal wiki that summarize and respond to one or more of the week’s textual/audio/video/visual sources. Some weeks, I will provide you with a question or questions in advance. In your journal entry, you should explain what the source is, its author, and its historical context. Why was it written or made? Who is its author or creator? What does it tell us about the past? Why do you think that it is historically significant (or not)?

During weeks when a call and response post is due, you need not write a journal entry.

Consequently, you will have ten (10) entries by the end of the semester. You are expected to update your journal wiki weekly by midnight on Friday. Your journal wiki will be evaluated after April 28. See the supplemental handout for more details.

Mini-Research Project (20%):

You will complete a mini-research project over the course of the semester, due on either March 25 or April 8. The project will ask you to examine the experiences of two particular countries during the era of decolonization or in the processes of European integration

Your paper should be 4-6 typed pages (1000-1500 words). Use 11- or 12-point Times New Roman font and 1” margins. Double space your paper. **You must submit your paper electronically using our SafeAssign Dropbox. See the supplemental handout for more details.**

Mid-Term Examination (20%)

The mid-term examination will be a “take-home” exam due by midnight on March 11. It will consist of term identification/short answer questions and one or more essay questions. **You must submit your paper electronically using our SafeAssign Dropbox.**

Final Examination (25%)

The final examination will be a “take-home” exam due by midnight on May 3. It will consist of term identification/short answer questions and one or more essay questions. **You must submit your paper electronically using our SafeAssign Dropbox.**

Assignments should be submitted in a timely manner. Students will be penalized one-half letter grade (5%) per school day for any assignment submitted late.

Incomplete Grade Policy

A course grade of Incomplete (I) will be given only if there is a compelling reason (family tragedy, serious illness) AND if most of the coursework (75% or more) has completed. A grade of Incomplete (I) is offered at the instructor’s discretion. It is a privilege, not a right.

Statements on Technology

- All students should activate and use their ECSU e-mail account and their Blackboard account. **You should check your ECSU e-mail and our Blackboard course site daily.**
- You are responsible for saving an electronic copy of your work. Back up your files on a USB drive or external hard drive. Save your files in your e-mail account. **You instructor is not responsible for lost files.**
- For information about **minimum technology requirements**, please refer to URL: http://www.ecsu.edu/academics/offices/distanceeducation/techspec_fs.cfm.

University Policy on Academic Dishonesty

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The following list is merely illustrative and is not intended to be exhaustive.

- **PLAGIARISM.** Plagiarism is presenting another person’s work as one’s own. It includes paraphrasing or summarizing the works of another person without acknowledgement, including submitting another student’s work as one’s own.
- **CHEATING.** This involves giving or receiving unauthorized assistance before, during or after an examination.

- **UNAUTHORIZED COLLABORATION.** Submission for academic credit for a work, product or a part thereof, represented as being one's own effort that has been developed in substantial collaboration with or without assistance from another person or source is a violation.
- **FALSIFICATION.** It is a violation to misrepresent material or fabricate information in an academic exercise or assignment.
- **MULTIPLE SUBMISSIONS.** It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases where there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable or even required.

Departmental Policy on Plagiarism and Academic Dishonesty

DEFINITION: Plagiarism, or academic dishonesty, is the act of taking credit for work done by another. It includes the following actions:

- “cutting and pasting” material found on the internet, that is, taking chunks of content off of a web page without citation;
- using material prepared by others, such as papers and assignments, and handing them in as if they were the student's own;
- taking direct quotations from any source—not just printed—without putting the words cited between quotation marks (“ ”); and
- rephrasing material from another source and then failing to mention the source in a footnote/endnote and/or a “works cited” page

Sources can include books, any content on a website, articles from magazines or journals, television or radio programming, oral interviews, lectures, written projects, or any material illustrated on poster board. In other words, if you use **any** content created by another, **you must acknowledge it.**

Academic dishonesty also includes cheating on examinations, quizzes, or any in-class assignment. Cheating is defined by the instructor.

PENALTY: For the first offense, the student will receive a “0” on the assignment. In addition, a letter will be written to the student informing them of this, and a copy of the letter will be sent to the student's advisor. If the student violates the policy a second time, the student will fail the course, and another letter will be written to the student and copied to the student's advisor, department chair, and dean. The two offenses can be in different classes (one offense in one course and one in another course equal two offenses).

For the third offense, the student will be referred to the Academic Standards and Credits Committee (see 2004-2006 catalog, pgs. 62-63).

RESPONSIBILITIES OF INSTRUCTOR AND OF THE STUDENT:

It will be the responsibility of the instructor to explain this policy clearly. The instructor also will provide written examples of appropriate citation to current students, will be available to discuss this policy with any student who is unclear about it, and will enforce it fairly. Students are responsible for following this

policy and contacting the instructor as soon as they have any questions. Students have a right to appeal before a committee composed of faculty members in the Department of History and Political Science.

Support Services

The **Center for Special Needs Students, Ridley Student Center 121**, provides an academic support program designed to assist students with learning disabilities and physical disabilities. The goal is to make the University accessible to all students with disabilities.

ECSU is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

The university is required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with **informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels.**

Any student in the class who has a disability that may prevent full demonstration of ability should **contact the instructor personally before the end of the first week of classes (January 14)** so that a discussion can be held regarding accommodations necessary to ensure full participation and facilitate individual educational opportunities.

Course Schedule

- **Readings** should be completed before viewing the weekly lecture. Read the text carefully. Record terms and ideas that you think are important. Mentally quiz yourself after you have finished.
- **Assignments** are **due by midnight** on the given date. Late assignments will be penalized.
- **Electronic reserve documents [ER]** can be found by clicking on the “**Course Documents**” tab, then “**Electronic Reserve Readings**” on our Blackboard course site. **Video and audio assignments** are also located in “**Course Documents**” under “**Audio/Video.**”

| Week of / Topic | Readings | Assignments |
|---|--|---|
| January 10 Introductions and Background | <ul style="list-style-type: none"> ▪ The syllabus | Spend some time exploring our Blackboard course site and familiarizing yourself with its features. |
| January 17 The Great War | <ul style="list-style-type: none"> ▪ Merriman, ch. 22 ▪ World War I Poetry [ER] ▪ Woodrow Wilson, “Fourteen Points” [ER] ▪ League Against Imperialism, 1928 [ER] | Call and Response #1 due |

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| <p>January 24 Communism and Russian Revolutions</p> | <ul style="list-style-type: none"> ▪ Merriman, ch. 23 ▪ Karl Marx, <i>The Communist Manifesto</i> [ER] ▪ Vladimir Illyich Lenin, <i>State and Revolution</i> [ER] ▪ Stalin's Purges, 1935 [ER] | |
| <p>January 31 Interwar Politics and Culture; The Great Depression</p> | <ul style="list-style-type: none"> ▪ Merriman, ch. 24 ▪ John Maynard Keynes, "Economic Consequences of the Peace" [ER] ▪ Oswald Spengler, "Decline of The West" [ER] ▪ Russell Bertrand, "On Modern Uncertainty" [ER] ▪ George Orwell, <i>The Road to Wigan Pier</i> [ER] | |
| <p>February 7 Liberal Democracy Under Siege: Franco, Hitler, Mussolini, and Mosley</p> | <ul style="list-style-type: none"> ▪ Merriman, ch. 25 ▪ George Orwell, <i>Homage to Catalonia</i> [ER] ▪ Benito Mussolini, "What is Fascism?" [ER] ▪ Video: Adolf Hitler from <i>Triumph of the Will</i> (1934) ▪ Video: <i>Battle of Cable Street</i> | <p>Call and Response #2 due</p> |
| <p>February 14 World War II</p> | <ul style="list-style-type: none"> ▪ Merriman, ch. 26 ▪ Neville Chamberlain, "Peace in Our Time" [ER] ▪ Munich Pact [ER] ▪ Audio: Winston Churchill, "We Will Fight on the Beaches" | |
| <p>February 21 Holocausts at Home and Abroad</p> | <ul style="list-style-type: none"> ▪ Adolf Hitler's First Antisemitic Writing [ER] ▪ Nuremberg Laws [ER] ▪ Primo Levi, <i>Survival at Auschwitz</i> [ER] ▪ Video: Mau Mau documentary (two parts) | <p>European Integration project statement and bibliography due</p> |
| <p>February 28 Rebuilding Europe: Social Democracy and the Welfare State</p> | <ul style="list-style-type: none"> ▪ Merriman, ch. 27 ▪ Wells, 1-42 ▪ The Marshall Plan [ER] ▪ United Nations Charter and Universal Declaration on Human Rights [ER] ▪ The Beveridge Report [ER] ▪ Simone de Beauvoir, <i>The Second Sex</i> [ER] | <p>Decolonization Mini-Research project statement and bibliography due</p> |
| <p>March 7</p> | <ul style="list-style-type: none"> ▪ Wells, 45-111 | <p>Mid-Term Examination due</p> |

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| Mid-Term Examination | | |
| March 14 Spring Recess | | |
| March 21 European Integration | <ul style="list-style-type: none"> ▪ Wells, 112-152 | European Integration Mini-Research Project due |
| March 28 The Cold War | <ul style="list-style-type: none"> ▪ Merriman, ch. 28 on “Cold War” ▪ Winston Churchill, “Iron Curtain” Speech [ER] ▪ The Warsaw Pact [ER] ▪ Nikita Krushchev's Secret Speech [ER] ▪ Jawaharlal Nehru, “Marxism, Capitalism and Non-Alignment” [ER] | |
| April 4 Nationalism, Decolonization, and Independence | <ul style="list-style-type: none"> ▪ Merriman, ch. 28 on “Decolonization” ▪ George Orwell, “Shooting an Elephant” [ER] ▪ Frantz Fanon, <i>The Wretched of the Earth</i>[ER] ▪ Diary of Bobby Sands [ER] ▪ Video: Patrice Lumumba’s Independence Day Speech ▪ Video: Harold Macmillan’s “Wind of Change” Speech ▪ Video: Battle of Algiers documentary (two parts) – <i>optional</i> | Decolonization Mini-Research Project due |
| April 11 Consensus Under Siege: Thatcher to the Great Recession of 2008 | <ul style="list-style-type: none"> ▪ Margaret Thatcher, “Speech to Conservative Party Conference” [ER] ▪ Manifestos of the British Labour Party in 1945 and 1997 [ER] ▪ British Coalition government austerity cuts, 2010 [ER] | |
| April 18 1989 and the Collapse of the Soviet Empire | <ul style="list-style-type: none"> ▪ Merriman, ch. 29 ▪ Read “Introduction” and browse primary source documents at <i>Making the History of 1989</i> (URL: http://chnm.gmu.edu/1989) ▪ Gorbachev’s Farewell Address [ER] ▪ Francis Fukuyama, <i>The End of History</i> [ER] ▪ Video: Fall of the Berlin Wall | Call and Response #3 due |
| April 25 Empire Strikes Back: From | <ul style="list-style-type: none"> ▪ Merriman, ch. 30 ▪ Enoch Powell, “Rivers of Blood” | Course Journal due |

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| <i>Empire Windrush to the Madrid Bombings</i> | Speech [ER] ▪ Video: " Al Qaeda's New Front" | |
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Final Examination: due by May 3, 2011 at midnight