

GEORGE MASON UNIVERSITY
Department of History & Art History

Themes in European History II: 1815 to the Present
Autumn 2011

Course	Building/Hall	Room	Day	Time
Hist 606-002	Science & Tech II	12	Wednesday	4.30-7.10 p.m.



Eugène Delacroix's *Liberty Leading the People* celebrating France's 1830 Revolution

INSTRUCTOR:	Dr Kevin Matthews
OFFICE:	Robinson B 373 B
OFFICE HOURS:	10.30 a.m. - 3.30 p.m. Wednesdays, or by appointment
TELEPHONE:	703.993.1250 (main department number)
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REQUIRED TEXT & MATERIALS:

1. Sperber, Jonathan. *Europe, 1850-1914: Progress, Participation, and Apprehension*
2. Strunk, William & E.B. White. *The Elements of Style*

(Note: Other readings will be provided by the course instructor via the internet; see the syllabus calendar below for details.)

RECOMMENDED TEXTS

(Note: you are not required to purchase these books; they are merely listed for your benefit:)

1. Beevor, Antony. *The Battle for Spain: the Spanish Civil War, 1936-1939* (revised ed., 2006)
2. Figs, Orlando. *A People's Tragedy: The Russian Revolution, 1891-1924*
3. Hobsbawm, Eric
The Age of Revolutions, 1789-1848
The Age of Capital, 1848-1875
The Age of Empire, 1875-1914
The Extremes: A History of the World, 1914-1991
4. Kennedy, Paul. *The Rise & Fall of the Great Powers: Economic Change and Military Conflict, 1500-2000*
5. Macmillan, Margaret. *Paris, 1919*
6. Paxton, Robert O. *The Anatomy of Fascism*
7. Robbins, Keith. *Appeasement*

COURSE DESCRIPTION AND OBJECTIVES:

This course introduces European history to graduate students who did not major in history as undergraduates; it also gives advanced undergraduates the opportunity to study history on the graduate level. Within a chronological framework, it will examine the major forces that shaped Europe from the end of the Napoleonic period through the late 20th century. Among the topics that will be explored are the rise of nationalism and wars of unification, the impact of industrialization and imperialism, the impact of the two world wars, the struggles between liberal democracy, Soviet-style communism, and fascism, and the rise of the European Union. Practically speaking, there will only be time to survey the major European powers and events through the post-1945 period. However, I am aware that students may be interested in contemporary history, and I encourage those who are to use the analytical paper assignment to delve more deeply into a topic from that period.

TEACHING TECHNIQUES & EXAMINATIONS:

Varied, although the emphasis will be on lectures, classroom discussions, and readings. From time to time, these sessions will be supplemented with film presentations which will also be the basis for discussion. Typically, I use what is called a "semi-Socratic" method of teaching. If you are prepared, your individual contribution to these discussions will lead to a more lively and interesting experience for everyone concerned. On a more prosaic level, your participation in class will benefit your final grade

You are **personally responsible** for knowing the time and date of all assignments. You are expected to take the final exam when it is given to the class; students are not allowed to take the exam at a time of their own choosing. If you fail to deliver your assignments on time or to attend the final exam without a **documented excuse** (usually medical in nature), you will **not** be **allowed** to hand in late work or take a make-up exam. You will, instead, be given a zero grade without appeal.

ACADEMIC ACCOMMODATION:

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 703.993.2474. All academic accommodations must be arranged through that office. You should see me about this matter immediately so that ODS can plan for the specific accommodation to assist you.

GRADING SCALE:

Bibliographical essay	15 percent
Research paper	30 percent
Final examination	35 percent
Classroom participation/attendance:	20 percent
Total:	<hr/> 100 percent

RESEARCH PAPER:

All students taking this course are required to write **two** papers: a **5- to 7-page** annotated bibliography, followed by an **18- to 20-page** analytical paper. Overall, your assignment is to choose a person, policy or incident during the period covered by this course and **analyze** the impact or importance of your subject. As you will see from the list of suggested paper options below, you may investigate this question through the medium of biography.

Ideally, your analytical paper must be based on at least four (4) books and at least three (3) academic journal articles. **NOTE:** Your essay and paper may use readings assigned for this course. But - they must be used **in addition** to the seven (7) independent sources required for these assignments. Therefore, it is not necessarily to your advantage to use course readings for this assignment.

The **annotated bibliography** should briefly summarize and then evaluate the books and articles on which you will base your longer analysis. The grade for this assignment will reflect how effectively you critique these sources. Your evaluation should answer questions such as: Were the arguments presented convincing? Were they clearly presented? In the case of diaries and memoirs, in particular, how reliable are they? Finally, how do the works you have chosen relate to one another? An example of a bibliographical essay will be sent to you via the internet.

The annotated bibliography is a springboard to your longer **analysis**. It is critical that you bear in mind that this larger paper is **not** to be a simple **narrative**. Rather, your assignment is to **examine** a policy, or event, or a particular incident in your subject's life by addressing questions such as: Why did this person, or political party, or other set of actors take the decision or action being analyzed? What were the origins of a particular policy, how did a particular event affect those who lived through it? Were there viable alternatives? Were the results those expected or hoped for? Or, was the result disastrous for those involved? Your paper should lace your analysis throughout, using examples to substantiate your verdict.

As well as avoiding the trap of writing a purely narrative paper, you should also be aware that this is **not** an exercise in writing **counterfactual history**. While your paper might consider viable alternatives to, say, a policy being considered, it is important that you only go so far as the evidence allows when making these determinations. Put another way, your paper should not be an exercise in “what if” history.

This assignment gives each student the opportunity to explore a topic that he or she finds particularly interesting. For this reason, each student’s selection should be unlike those of his or her fellow students. At the same time, you should make sure that your topic can be examined within 18-20 pages. It should not be so broad that it cannot be analyzed, but neither should it be so narrow that your paper is repetitive. For instance, one of the topics listed below is the long, strange career of Leon Trotsky. It is impossible to analyze Trotsky’s entire life in 18 to 20 pages. However, you can take a look at one particular period or episode such as his role in the 1905 Revolution, or as the creator of the Soviet Red Army, or how he was outmaneuvered in his power struggle with Josef Stalin. For your benefit, I **require** that you **see me during office hours**, to discuss paper topic options. Your selection must then be submitted as a typed, one-page memorandum on 8 1/2" by 11" paper **no** later than **14 September**. (I realize that deadline for this assignments is tight, but there is no way round that.) A sample memorandum is given here:

{STUDENT’S NAME}
{STUDENT’S E-MAIL ADDRESS}
{DATE}

After the fall of France in June 1940, few believed that Great Britain could carry on, let alone ultimately prevail, in its war against Hitler’s Germany. While Winston Churchill always maintained that negotiations with the Nazis, let alone surrender, was never entertained by the British government, several Cabinet members wanted to do exactly that. This paper will examine how Churchill was able to persuade his colleagues that surrender was not an option. It will also show how Churchill, ironically, was helped by the Nazis themselves as they reduced other conquered nations to vassal states. Finally, this paper will argue that by “standing alone” the British made possible the eventual defeat of European fascism.

Both of your papers must be typed, paginated, with margins of **no more than one inch**, double-spaced and **footnoted**; other citations - e.g., endnotes, MLA style, etc will **not be accepted**. Both assignments should also include a **complete bibliography** of all sources cited or referred to in your paper. If you use alternative citations or fail to include a bibliography, your papers will be returned to you ungraded, and your subsequent grade for the assignment will be lowered by a full letter grade. A guide showing how footnotes and your bibliography should be presented will be issued shortly.

I understand that students will use the **internet** to research their papers. However, the use of internet sources is in itself **insufficient** for these papers, and I strongly **discourage** relying solely on such material. While books and articles typically pass in front of four or five pairs of eyes before publication, material that appears on the internet is too often scanned in but not subsequently checked for accuracy. This occurs even on reputable sites, where the most glaring errors occur. On one site, for instance, a colleague found that Abraham Lincoln died not in 1865, but in 1965.

For this reason, your paper should rely **mainly**, if not **exclusively**, on printed sources (books, academic articles, etc.). If you depend on internet sources that prove to be inaccurate, the grade for your paper will suffer accordingly. Having said that, you are permitted to use academic articles obtained via reputable sites such as **JSTOR**.

Students may include prints, charts, etc, but **only** if they directly advance your argument. Nor should they be used as a substitute for your text. If you include a chart, that takes up half a page, for instance, that half page will not count toward the 18-20 page requirement.

It is expected that these papers written will be free of factual, spelling and grammatical errors. For this reason, I require students to purchase and use Strunk & White's *Elements of Style*. This reliable, inexpensive guide will save you from numerous errors both now and in the future and is well worth having. Needless to say, it is the student's responsibility to submit a correct, legible copy of his or her paper. Unfortunately, some students are tempted to obtain research papers from the internet. To prevent that happening, and to protect students who play by the rules, **I reserve the right** to ask students to supply all notes, evidence of research, and drafts of their work should a question of authorship arise.

Below are a series of topic ideas for analysis grouped by date. **This list is by no means complete and students are allowed - indeed, encouraged - to present alternative topics:**

Restoration, Reaction, Revolution: 1815-1849 Metternich & the balance of power; "They learn nothing, they forget nothing" - the Bourbon restoration in France; creation of the Holy Alliance; Alexander I's Russia; the Peterloo Massacre; the nationalist challenge to the Hapsburgs; revolt of Russia's Decembrists; Daniel O'Connell - Catholic Ireland's "Great Emancipator"; the Carboni & the struggle for an Italian republic; Romanticism's impact on European culture; the challenge of Greek nationalism; Louis Phillippe & France's Revolution of 1830; Britain's Great Act of 1832; the rise of Carlism in Spain; repeal of the Corn Laws - Britain embraces free trade; famine in Ireland; Europe on the eve of Revolution - 1848; the Frankfurt Assembly & German unification; Hungary as the "cockpit" or rebellion; the "gendarme of Europe - Russia; a "specter haunting Europe" - Karl Marx.

Victorian high noon: 1850-1900 Britain's Great Exhibition of 1851; the struggle for a united Italy; "Becoming Napoleon" - the career of Louis Napoleon; Isambard Kingdom Brunel (engineer & ship-builder); Turkey & the origins of the Crimean War; Mary Seacole (Jamaican nurse of soldiers in the Crimean War); Garibaldi's Red Shirts; Bismarckian politics; the world of Charles Darwin; abolishing Russian serfdom; Marx, Engels & the First International; "expelling" Austria from the German nation; the impact of the Franco-Prussian War, 1870-1871; the Paris Commune; "Bastard child" - France's Third Republic; the impact of John Stuart Mill; causes of the "New Imperialism"; "Russification" in the empire of the tsars; the first "Great Depression" - Impressionism & Impressionists; the challenge of Bonapartism in France; the Irish Home Rule struggle; anarchism as a political creed; Social Darwinism at home & abroad; the consequences of Russian nihilism; Bismarck's "white revolution"; the bicycle & the "New Woman"; *El Desastre del 98* ("The Disaster of 1898") - the impact of the Spanish-American War on Spain; a British imperialist - Joseph Chamberlain; the case of Alfred Dreyfus; *J'accuse* - Emile Zola's challenge to the French establishment; "Goodbye Dolly Gray" - the Boer War.

From peace to Armageddon: 1901-1918 German *Weltpolitik*; the impact of the Russo-Japanese War; Russia's 1905 Revolution; "a long, strange trip" - the career of Leon Trotsky; social reforms of the British Liberals, 1906-11; the Anglo-German naval rivalry; anti-Semitism in Freud's Vienna; "Suffragists" and "Suffragettes" - the prewar women's movement; Mensheviks v. Bolsheviks; the Balkans "powder keg"; "King's Rebels": British Conservatives, Irish Home Rule, & the threat of Civil War; Viennese ultimatum - Austria-Hungary decides to smash Serbia; Plea for peace - the attempt of French socialists to prevent World War I; Russia's decision to back Serbia in the 1914 July Crisis; German "war guilt" & the origins of World War I; "Poor little Belgium": Britain declares war on Germany; "Miracle on the Marne": Germany fails to knock out France in 1914; Stalemate: the impact of trench warfare; World War I on the home front; the war poets; Berlin to Baghdad: Ottoman Turkey allies itself with Germany; "Disaster at the Dardanelles": the British empire attacks at Gallipoli; Hidden genocide: the Armenian massacres; Supreme commander: Tsar Nicholas II; Rolling the dice: Germany's decision to wage unrestricted submarine warfare; Provisional government v. the Soviets: the origins of Russia's Civil War; "The Sealed Train" - Germany allows Lenin to return to Russia; Kerensky decides to keep Russia in the war; "July Days" - Prelude to the Bolshevik Revolution; Lenin's coup: the October Revolution; "Over There": the impact of America on Allied morale, 1917-1918; The German Navy rebels; False hopes? The impact of Woodrow Wilson's Fourteen Points on German democrats; "The man who won the war": David Lloyd George as prime minister; "Peace too soon?" - the Allied decision to end the war in November 1918.

The "long weekend": 1919-1939 Peace by starvation: the Allied blockade of Germany after the Armistice; Rosa Luxemburg & Germany's Spartacist rising: a revolution too soon?; Unholy alliance: Weimar & the *Freikorps*; Search for security: French aims at the Versailles Peace Conference; Bela Kun's failed communist revolution in Hungary; Allied intervention in the Russian Civil War; Thwarted desires: Italy at the Versailles Peace Conference; The "Savior": Woodrow Wilson at Versailles; Irish rebels: the development of urban guerrilla warfare; Mustafa Kemal & the rise of modern Turkey; Ethnic cleansing: the expulsion of the Anatolian Greeks after World War I; "Miracle on the Vistula": Józef Pilsudski wins the Russo-Polish War; Fascist myth: Mussolini's "March on Rome"; Lenin as capitalist: the impact of the New Economic Policy; Private diplomacy & public policy: the struggle over war debts & reparations; Ramsay MacDonald's quest for a prosperous Europe; Weimar Germany's struggle for stability; Erich Ludendorff & the Nazis; From empire to Commonwealth: the British empire in transition; Enabling a dictator: the rise of Josef Stalin; How "fascist" was Fascist Italy?; Empire in sunset: Churchill returns Britain to the gold standard; Trotsky as an "enemy of the state"; Modernizer or mass murderer: Stalin's economic policies; Harvests of misery: Stalin's Five Year Plans; Thwarting democracy: the formation of Britain's 1931 "National Government"; Progression of hate: German anti-Semitism & the seeds of genocide; "Safety First" - Stanley Baldwin & the origins of British appeasement; Murder in Vienna: the impact of the assassination of Engelbert Dollfuss; Encouraging aggression: the League of Nations failure to stop Mussolini takeover of Ethiopia; "Non-intervention": the West & the Spanish Civil War; Guernica - portrait of an atrocity; Funding fascism: American aid to Franco, 1936-39; Fighting back: the International Brigades in the Spanish Civil War; "Homage to Catalonia": George Orwell in the Spanish Civil War; For the woman he loved - Britain's abdication crisis; Alone - Winston Churchill battles appeasement; "Peace in our time": Britain abandons Czechoslovakia, 1938; Stalin purges the Soviet military; Mission to Moscow - the Anglo-French failure to form an anti-Nazi alliance with the Soviet Union; The impact of the 1939 Hitler-Stalin Pact; Overlooked success: the origins of the Scandinavian welfare state.

War & genocide: 1939-1945 Maginot mentality - the Allies re-fight World War I; “Strange Defeat” - why France did not carry on the war in 1940; “Sea Lion” - Hitler fails to invade Britain; The lion roars - Britain destroys the French fleet at Mers-el-Kebir, 1940; Collaboration at the top - Marshall Phillipe Pétain & his Vichy regime; French resistance to Nazi occupation - fact or fantasy?; Uneasy partners - the Anglo-American alliance with the Soviet Union; Feminism at war - the mobilization of Britain’s women; Was the Allied bombing campaign of Germany justified?; war within war - the partisan struggle in Yugoslavia; FDR demands the Axis powers’ “unconditional surrender”; Allied betrayal? the Warsaw Uprising, 1944; ignoring genocide -could the Allies have stopped the Holocaust?; Beveridge & the creation of Britain’s welfare state.

Out of the ashes: 1945-1960 Was there a “sell-out” at Yalta?; Trial of the Germans: judging the Nuremberg war crimes trials; Why Labour won Britain’s 1945 election; France under the Fourth Republic; What to do about Germany - the Allied occupation; Once more to the summit - the Big Three at Potsdam; Thwarting communism: Franco’s Spain & the West; declaring war - the impact of Churchill’s “iron curtain” speech; taking sides - the Greek Civil War; the legacy of the Truman Doctrine; snuffing out democracy - the tragedy of post-war Czechoslovakia; Tito’s split with Stalin; Britain gets “the bomb”; war by other means: the Berlin Airlift; the “most unsordid act of history” - the Marshall Plan; the legacy of Jean Monnet; creating a united Europe - the Treaty of Rome; “Free at the point of delivery - the founding of Britain’s National Health Service; the Berlin Airlift; subverting democracy - the CIA & Italy’s post-war elections; the origins of Christian Democracy; NATO v. the Warsaw Pact; Khrushchev denounces Stalin; the Cambridge spy ring; the Suez crisis; the Hungarian uprising of 1956; racial discrimination in post-war Europe; De Gaulle & the creation of the Fifth Republic; “Winds of Change” - the retreat from empire; a uniquely European event - the Eurovision song contest.

Europe without boundaries?: 1961-2000 From “Common Market” to “union” - the evolution of the European community; ETA & the struggle of Spain’s Basque separatists; France goes nuclear; West Germany’s economic resurrection; De Gaulle says “no” to Britain’s entry into the Common Market; expelling NATO from France; building the Berlin Wall; Europe’s 1960s “youth culture”; revolt of the Greek colonels; the “Prague spring” of 1968; May days - France’s student riots; “ambivalent hosts” - West Germany & Turkish workers; the impact of the 1970s oil embargoes on western Europe; Britain’s “last colony” - Northern Ireland; the influence of “Eurocommunism”; Red Brigades & Baader-Meinhof - European terrorism in the 70s; the “Iron Lady” - Margaret Thatcher; France under Mitterrand; nuclear meltdown at Chernobyl; Mikhail Gorbachev & his legacy; the women of Greenham Common; the collapse of communism (various aspects); the return of ethnic bloodshed - the Balkan wars of the 1990s; the genesis of the euro; Tony Blair & New Labour; at the heart of Europe - Helmut Kohl’s Germany.

ATTENDANCE:

Since lectures and discussions are the foundation of this course, **attendance of class sessions is mandatory**. Each student is responsible for all material and all announcements presented at each lecture. Students should also be aware that they will be tested on material covered in class but which will not necessarily be found in the assigned readings - and vice versa.. If a student **must** miss a class, (s)he should arrange to obtain class notes from a fellow student. Lecture notes **will not - under any circumstances - be provided** by the instructor.

Students should also note that a **great amount of reading is required** for this course. It is, therefore, important that each student should stay ahead of the readings so as to be prepared for classroom discussions. **Failure to attend class on a regular basis** will make it extremely difficult to keep abreast of the course as it develops and can only result in a lowering of the student's final grade and, possibly, failure of the course. **Specifically**, the final course grades for students who fail to attend class on a **regular basis** (as determined by the instructor) will **drop an entire letter grade** - without exception. This is beyond the 20 percent part of your grade covered by "classroom participation/ attendance". Valid excuses for missed lectures (again, usually medical in nature) must be in **writing**; verbal explanations will not be accepted for any reason.

MISCELLANEOUS:

Cheating and plagiarism - **Either offense will constitute grounds for failure of the course.** The university has a code governing academic ethics. Any student who is caught cheating on an exam or who plagiarizes will have his or her case sent to the Dean's office for adjudication.

It is a **serious academic offense** to plagiarize, i.e. to present the ideas, particularly the use of direct quotes, as if they were your own. This is particularly important when writing papers for this course and students should take care to properly cite in footnotes work produced by others. More serious still is the **presentation of a paper which has been acquired via the internet.** Cases of this nature will be immediately submitted to the Dean's office.

The Internet - The instructor's E-mail address is at the top of this syllabus & I will check messages on a regular basis. However, I prefer face-to-face communication. In other words, **do not abuse** the internet, i.e. please write to me only when necessary. If a student repeatedly sends frivolous messages, I will simply decline to respond.

Classroom decorum - Students are expected to **show up for class on time** and, once in class, to remain for the entire session, except in case of dire emergency. Arriving late or leaving in the middle of a lecture is disruptive and disrespectful to your fellow students. Those who violate this rule can expect to receive a lower course grade.

Use of tape-recorders & lap-top computers - These are permitted during lectures. However, you will be required to discontinue their use if they are disruptive to other students. Also, your **use of lap-tops or other such devices will be banned if you use them during class to check E-mail, play video games, etc.** Continued use of these devices after you have been told not to do so will result in a failing grade for this course - **without appeal.**

Pagers and cell phones are to be **turned off** at the beginning of each class. Repeated failure to do so will adversely affect your course grade. Any attempt to use unauthorized devices during an examination will constitute grounds for failure of the course. You are welcome to bring drinks to class. However, **eating** during lectures & exams is **forbidden.** Put another way - **I don't lecture in your kitchen; don't eat in my classroom.**

IMPORTANT DATES & READING ASSIGNMENTS:

(Note: Excerpts supplied by the course instructor are to be treated as assigned readings.)

Week 1 29 August - 2 September **The legacy of Revolutionary & Napoleonic France**

[Asked to assess the impact of the French Revolution:] *It's too soon to tell.*
- Chinese Premier Chou En-lai to Henry Kissinger

31st - **First** meeting of HIST 606/002

Readings: Sperber, *Revolutionary Europe*, excerpts 1-2 (supplied by instructor)

Week 2 5 - 9 September **The Revolutions of 1830 & 1848**

In France we make revolutions, in England you make reforms.
- Louis-Napoleon Bonaparte (later Napoleon III)

6th - **Last day to add a course** or to **drop a course for a 100% refund**

Readings: Sperber, *Revolutionary Europe*, excerpts 3-6 (supplied by instructor)

Week 3 12 - 16 September **The impact of Marx & Darwin**

Hegel remarks somewhere that all facts and personages of great importance in world history occur, as it were, twice. He forgot to add: the first time as tragedy, the second time as farce.
- Karl Marx

14th - **Last day** to submit an **analytical paper memorandum**

Readings: A.J.P. Taylor excerpt on Marx (supplied by instructor); Sperber, *Europe 1850-1914*, chp 1-2, 3-4 (skim) but read p. 43-51, 5-6

Week 4 19 - 23 September **Wars of unification**

I offer neither pay, nor quarters, nor food; I offer only hunger, thirst, forced marches, battles and death. Let him who loves his country with his heart, and not merely with his lips, follow me.

- Giuseppe Garibaldi

19th - **Last day to drop a course** for **33% tuition penalty**

Readings: Sperber, *Europe 1850-1914*, chp 7

Week 5 26 - 30 September **Deutschland über alles**

Not by speechifying and counting majorities are the great questions to be solved ... but by iron and blood.

- Otto von Bismarck

30th - **Last day to drop a course** for a **67% tuition penalty**

Readings: Sperber, *Europe: 1850-1914*, chp 8, 9-11 (skim), 12-14

Week 6 3 - 7 October **Imperialism & its illusions**

Whatever happens, we have got / The Maxim gun, and they have not.

- Hiliare Belloc

Readings: Sperber, *Europe: 1850-1914*, chp 15, 16-19 (skim)

Week 7 10 - 14 October **Europe before the storm**

The argument of the broken window pane is the most valuable argument in modern politics.

- Emmeline Pankhurst

Readings: Sperber, *Europe: 1850-1914*, chp 20-21 & Conclusion

Week 8 17 - 21 October **Armageddon**

Then came the Great War. Every institution, almost, in the world was strained. Great empires have been overturned. The whole map of Europe has been changed. The position of countries has been violently altered. The modes of thoughts of men, the whole outlook on affairs, the grouping of parties, all have encountered violent and tremendous changes in the deluge of the world..

- Winston Churchill

Readings: Keegan, *First World War*, excerpts (supplied by instructor)

Week 9 24 - 28 October **The “twenty-year truce”**

They think they have got peace, when all they have got is a twenty-year truce.

- Attributed to French Field Marshal Ferdinand Foch

Readings: Bell, “The Great War and its Impact”, excerpt (supplied by instructor)

Week 10 31 October - 4 November **Why Lenin? Why Stalin?**

He is the new Genghis Khan. He will slaughter us all.

- Nikolai Bukharin on Josef Stalin

Readings: Fitzpatrick, *The Russian Revolution*, excerpts (supplied by instructor)

Week 11 7 - 11 November **The fascist alternative**

We have buried the putrid corpse of liberty.

- Benito Mussolini

Readings: Paxton on fascism; Hays on fascism & Nazism, excerpts (supplied by instructor)

Week 12 14 - 18 November **War and occupation**

My country has been beaten. This is the work of thirty years of Marxism.

- French Field Marshal Phillipe Pétain to Francisco Franco

Readings: Atkin on France during the inter-war & war years, excerpt (supplied by instructor)

Week 13 21 - 25 November **Thanksgiving recess**

No class meeting - university closed, 23-27 November

Week 14 28 November - 2 December **The wages of total war**

This war no longer bears the characteristics of former inter-European conflicts. It is one of those elemental conflicts which usher in a new millennium and which shake the world once in a thousand years.
- Adolf Hitler

Readings: Bell on World War II in Europe, excerpt (supplied by instructor)

Week 15 5 - 9 December **Resurrection**

A very wise man whom I knew in the United States, Dwight Morrow, used to say: "There are two kinds of people - those who want to be someone, and those who want to do something."
- Jean Monnet

7th - **Last** class meeting for HIST 606/002

7th - **Last day** to submit an **analytical paper** (NOTE: Papers may be submitted earlier than this date - but **no papers will be accepted after this date for any reason whatsoever.**)

Readings: Judt on the legacy of war, excerpt (supplied by instructor)

Week 16 12 - 16 December **Reading days / final exam period**

12th - Reading Day

14th - **Final exam** - Hist 606/002 Wednesday 4.30 - 7.15 p.m.

PLEASE NOTE: ALL DATES AND ASSIGNMENTS ARE SUBJECT TO SLIGHT MODIFICATION DEPENDING UPON UNFORESEEN CIRCUMSTANCES.