

CSS 240: The Emergence of Modern Europe Sophomore History Tutorial

Fall 2025–Spring 2026

Time: F, 2–4:00

Bldg/room: Frank Center 333

Moodle link: <https://wesmoodle.wesleyan.edu/course/view.php?id=50381>

Tutor: Prof. E. Grimmer-Solem

Office: Frank Center 322

Office hours: M & W, 9:45–10:45 am & 3-4:00 pm; or by appointment

Phone: x-2397

E-mail: egrimmer@wesleyan.edu

Website: <http://egrimmer.web.wesleyan.edu/>

Course description:

This tutorial sequence analyzes the formation of modern European society from the late 18th to the last quarter of the 20th century. Most attention will be placed on Britain, France, Germany and Russia as these countries were shaped by, and responded to, demographic, economic, social, political, and intellectual forces that led to revolutions, political and social reforms, new modes of production, changes in social hierarchies, and new forms of warfare. Much attention will be placed on the social and political consequences of the French Revolution and industrialization, but empire, the origins and consequences of the two world wars (including the Russian revolution and the rise and defeat of Nazism) will also come under extensive discussion, as will the creation of a more stable and prosperous postwar European order. Europe's links to Africa, Asia and the Americas will be discussed in the context of revolution, industrialization, imperialism and the two world wars. In addition to developing knowledge of the most important processes that have shaped the modern world, this tutorial seeks to foster a critical awareness of the varieties of historical narrative, the skills needed to interpret historical primary sources, and the possibilities and limits of history as a tool of social investigation.

Course requirements:

You are expected to write weekly essays for eight weeks corresponding to the tutorial topics on the syllabus below. Tutorial sessions meet each Friday to discuss the topic of the week and the essays that were written for it. Students are not assigned grades but are given feedback on their weekly written work. **The weekly essay must be completed and submitted in Moodle before the tutorial session on Friday.** Keep in mind that if you fail to do the readings or complete the essays on time, the value of the session is undermined not only for you but for everyone else in the tutorial. Moreover, given the pace of the tutorial, it is very difficult to catch

up if you fall behind. **Failure to complete an essay on time or absence from the tutorial is therefore entirely unacceptable and can be grounds for dismissal from the CSS.** (Please see the [CSS rules governing absences and late papers](#).)

When the tutorial sequence is completed, I will give each student a written and oral assessment of their work. Copies of these assessments are filed with the CSS office, where they may be read by other tutors or the program co-chairs as needed. At the end of the sophomore year, you will take a comprehensive written and oral exam testing your knowledge of the tutorial and colloquium topics. This exam will be conducted by external examiners. (Please see the [CSS Student Handbook](#) for more information about the exam and the sophomore year.)

Weekly essay instructions (please read very carefully):

After completing the readings, identify the most important theme or problem encountered in the readings and the most significant analytical question it raises. A range of possible questions is suggested below under “some possible questions to consider” for each topic. These questions are there to get you thinking about the kinds of themes and questions you could address. **You may use these as essay prompts, but ideally you will come up with your own question in response to an interesting theme you’ve identified in the readings.**

If you are drafting your own prompting question, be sure it is an analytical question about your theme, that is, a question that asks “how” or “why.” Such a question can be phrased in different ways and need not start with how or why, but what such questions have in common is that they allow you to analyze and interpret the past critically, from multiple perspectives, and with an eye to historical causation. Analytical questions also often require you to extend specific ideas or arguments in readings to other settings or infer conclusions.

After briefly introducing your theme or problem and raising your question, state your thesis (argument) in response to that question along with your main supporting arguments as succinctly as possible in the opening paragraph of your essay. This opening paragraph should take up no more than 1/3 of the first page of your essay. In the body of your paper carefully demonstrate your thesis by developing the supporting arguments paragraph by paragraph, referring the tutorial readings where needed using Chicago-style footnote references (more below). **Keep quotations from the readings to a minimum and confined to the historical primary sources. In most cases, paraphrase rather than quote directly.** Your essay must demonstrate familiarity with the readings, critical thinking, and independent judgment. It is unacceptable merely to repeat opinions or positions from the sources; you must demonstrate why you agree or disagree with those positions in a critical and informed manner.

Thoroughly proofread for proper grammar, spelling, tense, and diction. Before submitting the final draft, have a classmate, friend or writing mentor read through it for clarity and coherence. If no one is at hand, read it aloud to yourself. In writing, always aim for succinctness and economy. Avoid the passive voice and jargon whenever possible. A now classic guide for this kind of writing is George Orwell’s 1946 essay [Politics and the English Language](#). **Please be sure to read it before starting on your first paper.**

Your papers should be no longer than five double-spaced pages. Papers exceeding this page limit will not be accepted. Your papers must have 1 ¼-inch left and right margins, 1-inch top and bottom margins, be double-spaced, paginated, and drafted in a 12-point font on an 8 ½ x 11" page. Do not use a font smaller than 12 points or manipulate margins or spacing to get around the page limit. **I will only accept PDF versions of your papers submitted to the course Moodle before the Friday 2:00 pm deadline.** Name your paper files by last name and week number, e.g., Smith_week_1.pdf.

Important things to keep in mind:

- Develop an argument in response to a question. All historical analysis is driven by questions that invite interpretation and argumentation. The purpose of the weekly paper is **not** to practice writing five page papers; rather, it is to get you to learn the process of devising interesting questions and developing your own sustained arguments.
- Be concise. It's impossible to integrate all of the readings into a paper of 5 pages. You should focus only on those readings relevant to your question and argument. Don't exceed the page limit!
- Don't be simplistic. Historical processes are often complex, so be sensitive to the workings of structure, culture, agency and contingent factors in history. Short response papers are no excuse for reductive or simplistic arguments that ignore this complexity.
- Don't moralize or prescribe. It's not your task to ride a moral high horse through the past or to suggest policy after the fact. Don't judge—seek to understand how or why things unfolded as they did and try to interpret why people thought and acted as they did in their historical context.
- Avoid presentism. Don't interpret the past in terms of present-day values or worldviews, and don't assume people in the past had the same values or assumptions that you have. Think and argue with a contextual perspective, and always use the past tense when discussing people or events in the past.
- Submit your paper to the course Moodle as a PDF file before the start of class, as it will be evaluated qualitatively and returned to you electronically (no paper submissions). Name your file by last name and week number (e.g., Smith_week_1.pdf).
- Missing or late papers (i.e., anything submitted after 2:00 pm Friday) will be reported to the CSS Co-Chairs and automatically place a student under "warning" in the major. A second missing or late paper will put a student under "review" and can be grounds for removal from the major.

Referencing instructions:

In making footnote references to the readings, **use only the Chicago footnotes-bibliography style.** This style is standard for the discipline of history and is outlined in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. (Chicago: University of

Chicago Press, 2007), chapters 15–16 (in Moodle), as well as in the [Chicago-Style Citation Quick Reference Guide](#).

Footnotes appear at the bottom of the page on which references are being made in the running text of your paper. A footnote number should normally only be inserted at the end of full sentences and after terminal punctuation (.?!). The corresponding footnote should be single-spaced and in 10 point font. A first footnote gives full information about the author, source title, publisher and year of publication (in parentheses), and page number to which you are referring. It should look like this:

¹ C. A Bayly, *The Birth of the Modern World 1780–1914: Global Connections and Comparisons* (Blackwell, 2004), 56.

An immediately sequential footnote to the same source and page number should use the abbreviation “ibid.” in the footnote for the Latin term *ibidem* (“in the same place”). It should look this:

² Ibid.

If a different page number to the same source is being referenced:

³ Ibid., 71.

If you refer to another source in the next footnote but then refer back to a source already cited in full in an earlier footnote in the next footnote, give only a shortened version of this source in that footnote (last name, short title, and page number), e.g.:

⁴ Eric Hobsbawm, *The Age of Empire: 1875–1914* (Vintage Books, 1989), 216.

⁵ Bayly, *Birth of the Modern*, 80.

⁶ Hobsbawm, *Age of Empire*, 217–19.

⁷ The Earl of Cromer, *Modern Egypt*, in *University of Chicago Readings in Western Civilization*, vol. 8, ed. Jan E. Goldstein and John W. Boyer (University of Chicago Press, 1987), 547.

⁸ Hobsbawm, *Age of Empire*, 220.

⁹ Ibid., 221.

¹⁰ Cromer, *Modern Egypt*, 554.

Since the first footnote reference is in effect a full bibliography entry, **no bibliography is needed**.

Plagiarism:

With digitization, plagiarism has become easier and consequently an increasing problem on many campuses, including Wesleyan. Plagiarizing is taking and passing off as one’s own the ideas or writings of another person, whether from the web or from printed sources. Plagiarism can also occur if you paraphrase written passages without clear references to that source. **Plagiarism is an act of dishonesty and a violation of the University’s Honor Code**. Consequently, clear cases of plagiarism will normally result in a failed paper and can result in dismissal from the CSS and

University disciplinary action. Be warned that while digitization has made plagiarism much easier, the same technology makes it very easy to identify. All papers submitted to Moodle go through a plagiarism detection algorithm called Turnitin. This service analyzes the sentences in your papers by comparing them with a massive database of older student papers, e-books and articles, and websites. Any suspicious passages are highlighted and the source URL is given by the program to allow the instructor to follow up. Turnitin also identifies sloppy paraphrasing, namely passages that are nearly identical to the prose in a source.

The use of AI editing tools to improve grammar and diction such as Grammarly is discouraged but may be used with acknowledgement at the end of your papers. Creating paper ideas or whole papers with generative AI tools like Chat GPT is expressly prohibited and can be detected using tools like GLTR, GPT Zero, Hugging Face, and Turnitin. **Plagiarizing with an AI-generated paper is an aggravated act of dishonesty that will result in a U in this course and referral to the Honor Board for disciplinary action.**

Computers in class:

Numerous studies, among them by Risko et al. (2013) in *Computers & Education*, have shown that students using computers in lecture classes are easily distracted by such things as e-mail, messaging, social media and web surfing, all of which significantly reduce attention to, and retention of, lecture material. Likewise, experiments conducted by Sana and Weston (2013) show that classroom computer use actually lowers grades on quizzes and exams. Another recent experimental study shows that taking notes on a computer is inferior to taking them in longhand in terms of learning and retention of content for quizzes and exams. This study, by Oppenheimer and Mueller (2014) in *Psychological Science*, showed that students who took longhand notes performed significantly better on quizzes with conceptual questions than those taking notes on a computer. The study also showed that longhand note takers were much better at retaining content for examinations than computer note takers. This is due to the superiority of the thinking and distilling processes that takes place when taking notes by hand over the verbatim note taking that tends to take place when using a computer. For these reasons, **I request that you do not use a computer or other electronic devices to take notes in class. You may use a computer or tablet to gain access to the readings for discussion.**

Students with disabilities:

Wesleyan University provides reasonable accommodations to students with documented disabilities. Students, however, are responsible for registering their documented disability with Accessibility Services in the Office of Student Affairs and making their requests for accommodation known to me in a timely manner. If you require accommodations in this class, please make an appointment with me as soon as possible—by the end of the 1st week of the tutorial at the very latest—so that appropriate arrangements can be made. The procedures for registering are outlined on the Office of Student Affairs Accessibility Services [website](#).

Required texts:

1. Bayly, C. A. *The Birth of the Modern World 1780–1914: Global Connections and Comparisons*. Malden, Mass: Blackwell, 2004. ISBN-13: 978-0631236160
2. Fitzpatrick, Sheila. *The Russian Revolution*. 4th ed. Oxford and New York: Oxford University Press, 2017. ISBN: 978-0199237678
3. Furet, François. *The French Revolution 1770–1814*. Translated by Antonia Nevil. Oxford and Cambridge, Mass.: Blackwell, 1996. ISBN: 978-0631202998
4. Hobsbawm, E.J. *The Age of Empire, 1875–1914*. New York: Vintage, 1989. ISBN: 978-0679721758
5. Jarausch, Konrad H. *Out of Ashes: A New History of Europe in the Twentieth Century*. Princeton and Oxford: Princeton University Press, 2015. ISBN: 978-0691173078
6. Kershaw, Ian. *Hitler. Profiles in Power*. London and New York: Routledge, 1991. ISBN: 978-0582437562
7. Landes, David S. *The Unbound Prometheus: Technological Change and Industrial Development in Western Europe from 1750 to the Present*, 2d ed. Cambridge: Cambridge University Press, 2003. ISBN: 978-0521534024
8. Sperber, Jonathan. *The European Revolutions, 1848–1851*. 2d ed. Cambridge: Cambridge University Press, 2005. ISBN: 978-0521547796
9. Williamson, David G. *Bismarck and Germany 1862–1890*. 3d ed. London and New York: Routledge, 2011. ISBN-13: 978-1408223185
10. A series of readings available as PDF files from the course Moodle page. These readings are flagged by “Moodle” in the tutorial schedule below.

The required textbooks are available for purchase from the [Wesleyan R.J. Julia Bookstore](#), 413 Main Street, Tel: (860) 685-3939. They are also available from the course reserve in the Olin Library. Be sure to bring the relevant required readings to class, as we will be analyzing various passages from these sources in the tutorial.

Other useful texts:

In the past, some CSS sophomores have found it helpful to consult textbooks that offer a broader overview of the countries and historical periods covered in this tutorial sequence. You may wish to consult the following books, but **please do not refer to them in your essays**:

1. Kishlansky, Mark, Patrick Geary and Patricia O'Brien. *Civilization in the West*. New York: Longman, 1998. ISBN 0673985253
2. Merriman, John M. *A History of Modern Europe*. Vol. 2, From the French Revolution to the Present. New York: W.W. Norton, 2005. ISBN: 0393924955
3. Osterhammel, Jürgen. *The Transformation of the World: A Global History of the Nineteenth Century*. Translated by Patrick Camiller. Princeton and Oxford: Princeton University Press, 2014. ISBN-13: 978-0691169804
4. Palmer, Robert, Joel Colton, and Lloyd Kramer. *A History of the Modern World*, 9th ed. New York: Knopf, 2002. ISBN: 0375413987

Tutorial schedule:

WEEK 1: The French Revolution

- 1.) University of Chicago Readings in Western Civilization, vol. 7 (Moodle):
 - a) Sieyès, *What is the Third Estate?* 154–79.
 - b) The Tennis Court Oath, 201.
 - c) Decrees of the National Assembly, 226–31.
 - d) Declaration of the Rights of Man and Citizen, 237–39.
 - e) The Constitution of 1791, 249–61.
 - f) The Decree Establishing the *Levée en Masse*, 340–42.
 - g) Robespierre, *Report on the Principles of Political Morality*, 368–84.
 - h) The Conspiracy of Equals, 393–403.
 - i) The Coup d'Etat of 18 Brumaire 1799, 405–15.
 - j) Burke, *Reflections on the Revolution in France*, 428–45.
- 2.) C.A. Bayly, *The Birth of the Modern World*, 49–120.
- 3.) François Furet, *The French Revolution 1770–1814* (whole book).
- 4.) Alexis de Tocqueville, *The Old Régime and the French Revolution*, 1–32, 57–120, 203–11. (Moodle)

Liberty, equality, and popular sovereignty were potent political ideals during the French Revolution, yet establishing a workable and stable constitutional government eluded France in these years. Indeed, France would be wracked by cycles of revolution, reaction, and dictatorship.

Nevertheless, the Revolution did have a profound enduring legacy, not only in France but also elsewhere in Europe and overseas. It spawned the modern political ideologies of liberalism, conservatism, and socialism, altered the relationship of citizens to the state, and created the legal and institutional foundation for capitalism in much of Continental Europe. It also set an important precedent to governments throughout Europe about what can happen when social and political unrest is left to fester, initiating an era of political and social reform.

Some possible questions to consider:

- Why did revolution engulf France in 1789? Why then and not earlier?
- What was the relationship between the French Revolution and changes to the economy and society in France?
- What is the relationship between the French Old Regime and Revolution?
- Why did the French Revolution lead to so many forms of government?
- What was the legacy of Napoleon for France? For Europe?
- What was the legacy of the French Revolution beyond Europe?

WEEK 2: The Industrial Revolution and its Consequences

- 1.) University of Chicago Readings in Western Civilization, vol. 8 (Moodle):
 - a) T.B. Macaulay, Speech on Parliamentary Reform (2 March 1831), 41–54.
 - b) 1846–47 Factory Legislation Debates, 62–82.
 - c) Samuel Smiles, *William Fairbairn*, 82–92.
 - d) Two articles from *The Economist* (1851), 92–100
 - e) Thomas Gisborne, *Enquiry into the Duties of the Female Sex*, 100–106.
 - f) J. S. Mill and Harriet Taylor, *Essays on Marriage and Divorce*, 106–21.
- 2.) C.A. Bayly, *The Birth of the Modern World*, 170–98.
- 3.) Friedrich Engels, *The Condition of the Working Class in England*, Introduction & Single Branches of Industry:
 - <http://www.marxists.org/archive/marx/works/1845/condition-working-class/index.htm>
- 4.) David S. Landes, *The Unbound Prometheus*, 41–192.
- 5.) E.P. Thompson, *The Making of the English Working Class*, 9–14, 213–68, 314–49, 401–447, 711–46. (Moodle)
- 6.) Jan de Vries, *The Industrious Revolution*, 186–237.
 - <https://www.cambridge.org/core/books/industrious-revolution/E79469E295F0526387FB0AEB235AFC98>

Between roughly 1760 and 1860 revolutionary changes in mechanical production first developed in Britain transformed much of the European economy, raising real per capita income and enabling tremendous population growth without declining living standards. These changes transformed European society, creating new social classes, spawning working class movements, modifying political institutions, altering the role and status of women, and changing perceptions of the past and future. The readings reveal many of these changes, the specific challenges they posed, as well as the first attempts to address them by reform legislation.

Some possible questions to consider:

- Why did the Industrial Revolution begin in Britain? How
- How did industrialization spread throughout Europe?
- What was the role of the state in industrialization?
- How did class structure change as a result of industry?
- Why did industrialization result in both greater social mobility and rising inequality?
- How did the Industrial Revolution affect women, gender roles, and family structure?
- How did politics respond to the social changes ushered in by industry?
- What was the impact of industrialization beyond Europe?

WEEK 3: Nationalism, the Revolutions of 1848, and German Unification

- 1.) University of Chicago Readings in Western Civilization, vol. 8 (Moodle):
 - a) Heinrich v. Gagern, Speech to the Frankfurt National Assembly, 269–79.
 - b) Giuseppe Mazzini, *Duties to Country*, 282–87.
 - c) Otto v. Bismarck, Speech on the Constitution of the North German Confederation, 409–419.
 - d) Heinrich v. Treitschke, *In Memory of the Great War*, 461–69.
- 2.) C.A. Bayly, *The Birth of the Modern World*, 199–228.
- 3.) David Landes, *The Unbound Prometheus*, 193–230.
- 4.) Jonathan Sperber, *The European Revolutions, 1848–1851* (whole book).
- 5.) David Williamson, *Bismarck and Germany 1862–1890* (whole book).

Nationalism was a force bequeathed by revolutionary France to her European neighbors. This European nationalism challenged prevailing allegiances and animated revolutionaries to create new contiguous nation-states in what were dynastic territorial states and empires. While the Revolutions of 1848 revealed the explosive force of this nationalism, they also underscored the

weaknesses and divisions of liberal nationalists in Italy and central Europe, as well as the resilience of the old regime, particularly in Germany. Indeed, German unification would occur on terms quite different than imagined by the Frankfurt revolutionaries.

Some possible questions to consider:

- What were the specific features of European nationalism?
- How successful were the Revolutions of 1848?
- What role did nationalism play in creating modern Italy and Germany?
- Why was Germany unified in 1871 and not in 1848-49?
- How revolutionary or reactionary was Bismarck?
- How did the formation of new nation states alter the European balance of power?
- What was the impact of nationalism beyond Europe?

WEEK 4: Imperialism

- 1.) University of Chicago Readings in Western Civilization, vol. 8 (Moodle):
 - a) Rudyard Kipling, *The White Man's Burden*, 544–46.
 - b) The Earl of Cromer, *Modern Egypt*, 546–54.
 - c) Joseph Chamberlain, *Preference, the True Imperial Policy*, 554–69.
- 2.) University of Chicago Readings in Western Civilization, vol. 9 (Moodle):
 - Friedrich v. Bernhardt, *Germany and the Next War*, 55–69.
- 3.) C.A. Bayly, *The Birth of the Modern World*, 228–43, 395–487.
- 4.) Christopher Clark, *The Sleepwalkers*, 121–67. (Moodle)
- 5.) E. J. Hobsbawm, *The Age of Empire* (whole book).
- 6.) Konrad Jarausch, *Out of Ashes*, 1–45.
- 7.) David Landes, *The Unbound Prometheus*, 231–358.

By the turn of the 19th century, Europeans believed they were at the pinnacle of civilization, seemingly confirmed by great material, cultural, scientific and technological advances. Yet the period was also marked by prolonged cyclical downturns, fear of degeneracy and decline, and fierce economic competition. Heightened antagonism was also in evidence in colonial and naval rivalries. The rise of mass politics, the spread of social Darwinism, and more racialized forms of nationalism and chauvinism also contributed to the rising tide of international tensions between roughly 1875 and 1914, just as they seemed to justify the subjugation of non-European lands and peoples. The period was also notable for the rise of new industrial powers

like the United States, Japan, Germany, and Russia and the relative economic decline of Great Britain and France.

Some possible questions to consider:

- Why was overseas empire so appealing between 1875 and 1914?
- What were the assumptions of empire and how did they intersect with nationalism?
- What accounts for the heightened competition between European states before 1914?
- How did European public opinion shape politics between before 1914?
- How did alliances and military strategies change in Europe before 1914?
- How do you account for Britain's relative economic decline before 1914?
- How did perceptions of Germany change in Europe?
- Why was there so much anxiety in Europe despite so much technological, scientific, and material progress?
- What was the impact of European empire in Africa and Asia between 1875 and 1914?

WEEK 5: The Great War and Its Consequences

- 1.) University of Chicago Readings in Western Civilization, vol. 9 (Moodle):
 - a) Walter Rathenau, *Germany's Provisions for Raw Materials*, 117–32.
 - b) Henri Philippe Pétain, *A Crisis of Morale in the French Nation at War*, 132–51.
 - c) J.M. Keynes, *The Economic Consequences of the Peace*, 175–90
- 2.) Erik Grimmer-Solem, "The Versailles Treaty and the German Imperial Mindscape," in *The Making of a World Order*, ed. Albert Wu and Stephen Sawyer, 31–54. (Moodle)
- 3.) Konrad Jarausch, *Out of Ashes*, 46–101, 129–54.
- 4.) Poems by Siegfried Sassoon and Wilfred Owen. (Moodle)
- 5.) David Reynolds, *The Long Shadow*, 3–203. (Moodle)
- 6.) The Treaty of Versailles, June 28, 1919. (Moodle)
- 7.) Woodrow Wilson's 14 Points, January 8, 1918
 - <https://www.archives.gov/milestone-documents/president-woodrow-wilsons-14-points>.

European rivalries and tensions generated during the last quarter of the 19th century were brought to a head by the last in a series of pre-war Balkan crises. Complex webs of alliances as well as mobilizations plans then pulled most of the European powers into a wider war. The technological innovations that had preceded these years produced warfare of unprecedented

carnage that devoured the manpower and resources of entire empires. While military stalemate was ended by the Russian Revolution, the war was only successfully concluded after large-scale American intervention on behalf of the Entente powers. The Paris Peace, initially launched with many good intentions, failed to settle grievances or provide a basis for postwar economic recovery and political stability.

Some possible questions to consider:

- Why did a Europe-wide war erupt in 1914 and not earlier?
- What role did foreign versus domestic policy play in the outbreak of war?
- Why did the war last as long as it did and cost so much in lives and treasure?
- How did rival war aims shape the war and subsequent peace?
- What were the most important human consequences of the war?
- How do Wilson's 14 points relate to the Versailles Treaty?
- How workable was the Versailles Treaty? What were its biggest problems?
- What were the most important economic consequences of the peace?
- Why did perceptions of the war change in the 1920s?
- Why was the postwar European and world order so fragile?

WEEK 6: The Russian Revolution and Stalinism

- 1.) University of Chicago Readings in Western Civilization, vol. 9 (Moodle):
 - a) Joseph Stalin, *The Foundations of Leninism*, 233–51.
 - b) Arthur Koestler, *The God that Failed*, 352–67.
- 2.) Sheila Fitzpatrick, *The Russian Revolution* (whole book).
- 3.) Robert Gerwarth, *The Vanquished*, 19–40, 69–100. (Moodle)
- 4.) Konrad Jarausch, *Out of Ashes*, 101–27, 235–60.
- 5.) V.I. Lenin, “What is to be Done?” (1902), in *V.I. Lenin Collected Works*, vol. 5, 352–55, 368–74, 451–64. (Moodle)
- 6.) Joseph Stalin, “The Tasks of Economic Executives” (1931), in *The Problems of Leninism*, 519–31:
 - <http://www.marx2mao.com/Stalin/TEE31.html>
- 7.) Leon Trotsky, “What is the Permanent Revolution? Basic Postulates” (1931), in *The Permanent Revolution*, chapter 10:
 - <https://www.marxists.org/archive/trotsky/1931/tpr/pr10.htm>

Like the Weimar Republic, the Soviet Union was the product of war and defeat. As in some evaluations of interwar Germany, it has been tempting for some to claim that Bolshevik Russia was from the outset doomed to degenerate into a totalitarian dictatorship. Others would dispute this, drawing comparisons with other European revolutions and emphasizing the open-ended nature of revolution. Either way, there is no question that the Revolution transformed the Soviet Union from a predominantly rural and agrarian society into an urban and industrial one, albeit in ways radically different than in Great Britain more than a century earlier.

Some possible questions to consider:

- Why did Tsarist Russia lose the war to Germany and why did it result in revolution?
- How did Lenin modify Marxism? What were its most important implications?
- Why did the Bolsheviks prevail in the Russian Revolution and Civil War?
- What was the Bolshevik vision for Russian society?
- How were Trotsky, Lenin, and Stalin's visions of revolution and socialism similar and different?
- Why did Stalin become so powerful?
- What were the aims and impact of Stalin's five-year plans?
- Why was Marxism-Leninism popular in the 1920s and 1930s beyond Russia?

WEEK 7: Fascism, Nazism, and the Second World War

- 1.) University of Chicago Readings in Western Civilization, vol. 9 (Moodle):
 - a) Adolf Hitler, *Mein Kampf*, 191–218.
 - b) Benito Mussolini, *The Doctrine of Fascism*, 219–33.
 - c) The Problem of Appeasement, 289–314.
- 2.) Robert Gerwarth, *The Vanquished*, 118–67. (Moodle)
- 3.) Konrad Jarausch, *Out of Ashes*, 155–234, 261–395.
- 4.) Ian Kershaw, *Hitler* (whole book).
- 5.) The Hossbach Memorandum, November 10, 1937. (Moodle)
- 6.) The Wannsee Conference Protocol, January 20, 1942. (Moodle)

Like Tsarist Russia, Imperial Germany was shattered by defeat and revolution. While on the winning side of the Great War, Italy was also wracked by postwar political turmoil that culminated in Mussolini's infamous 1922 "March on Rome." While the new German republic endured longer, the mass unemployment of the Great Depression fatally weakened it, resulting

in Hitler's rise to power in 1933. Some see Italian Fascism and German Nazism as the inevitable outgrowths of nineteenth-century militarism, nationalism, and imperialism, while others see them more as the results of the failures of the Paris Peace, the severe economic crises of the interwar period, and the breakdown of democratic government. What is certain is that these two popular dictatorships were bent on overturning the postwar European and world order. This led directly to the Second World War, the most destructive in history.

Some possible questions to consider:

- How did the First World War create conditions conducive to Fascism and Nazism?
- Why were the postwar Italian and German democracies so fragile?
- What was the popular appeal of Fascism and/or Nazism?
- How was Hitler's "charismatic authority" developed in Nazi Germany?
- How did Italian Fascism differ from German Nazism?
- What were the Fascist and Nazi visions of empire? What was new about them?
- What were the aims of Appeasement and why did they fail to prevent war?
- Why was the Nazi regime so destructive, and ultimately, self-destructive?
- How did the Second World War end and how was that different from the how the Great War ended?

WEEK 8: Postwar European Division, Reconstruction, and Prosperity

- 1.) University of Chicago Readings in Western Civilization, vol. 9 (Moodle):
 - a) William Beveridge, *New Britain*, 503–15.
 - b) Ludwig Erhard, *Economic Policy as a Component of Social Policy*, 515–27.
 - c) Jean Monnet, *A Red Letter Day for European Unity*, 553–59.
- 2.) Konrad Jarausch, *Out of Ashes*, 399–584.
- 3.) David Landes, *The Unbound Prometheus*, 486–565.
- 4.) The Marshall Plan, June 5, 1947 and April 3, 1948.
 - <https://www.archives.gov/milestone-documents/marshall-plan>
- 5.) The Potsdam Agreement, August 2, 1945. (Moodle)

From the perspective of mountains of rubble and millions of homeless and displaced people that was postwar Europe, it would have been hard to imagine that in little more than ten years prewar levels of prosperity would be surpassed in much of Western Europe. Even more amazing to a continent habituated to nearly half a century of uncertainty and warfare was the level of political stability and cooperation possible in the 1950s and 60s, despite the obvious division of Europe between the superpowers. Unquestionably, western Europe ceased being

the center of world power and influence after 1945, underscored by the rapid decolonization of Africa and Asia and the shift of world influence toward Washington and Moscow during the Cold War.

Some possible questions to consider:

- How was the postwar settlement after 1945 different than in 1919? What had changed?
- What did it mean for Europe to have its fate determined by the USA and USSR?
- How did the Cold War begin?
- How did postwar domestic European politics change as a result of the experience of fascism, Nazism, communism, and war?
- Why did Western European states assume so many new social responsibilities?
- Why was European economic growth so rapid in the 1950s and 1960s?
- Why were Western European politics so much less polarized and more stable after the Second World War?
- What factors contributed to mutual European cooperation after 1945?