

HIS 102: History of Western Civilization II
Fall 2010, W 0900-1145 (Reston 304)



Holocaust Memorial in Berlin; photo credit Kaitlin Phucas

Professor Charles Evans

Office hours: Wednesdays at Reston Center (1200-1300) and other times by appointment (room 308) at the Loudoun campus

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Note that I usually reply within 24 hrs.

Home pages: novaonline.nvcc.edu/eli/evans/index.html and www.ctevans.net

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Campus office hours: by appointment either at the Reston Center or the Loudoun campus

ELI office hours: rarely, best to email me first.

Review my academic credentials on my professional [CV](#).

Please read my ELI course [introduction](#) letter at your convenience.

Online Courses (always available)

Please review some [short questions](#) about online courses..

[HIS 101, History of Western Civilization I](#)

[HIS 102, History of Western Civilization II](#)

[HIS 111, History of World Civilization I](#)

[HIS 112, History of World Civilization II](#)

[HIS 135, History of the Contemporary World](#)

[HIS 241, History of Russia I](#)

[HIS 242, History of Russia II](#)

Campus Courses (sometimes available)

[HIS 101, History of Western Civilization I](#)

[HIS 102, History of Western Civilization II](#)

[HIS 111, History of World Civilization I](#)

[HIS 112, History of World Civilization II](#)

[HIS 135, History of the Contemporary World](#)

[HIS 225-226, Topics in Modern European History](#)

HIS 295, [Introduction to Digital History](#) (brand new experimental course)

HIS 295, History and Film (I haven't taught this in a long time.)

Teaching Aids

[Charlie's History Writing Center](#)

The [Holocaust in Poland](#) (a collaborative presentation with Professor Andrew Wise)

[Geography of Russia](#): An interactive, online lecture

[ItunesU](#) for Northern Virginia Community College with audio and video clips for HIS 101 and HIS 102.

Blogs

[Experiments in Teaching History](#): A blog for my teaching with technology experiments and thoughts

[Russian History blog](#): A blog for my Russian history courses

Most of my web-based history projects are linked on my [history projects home page](#).

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HIS 102, History of Western Civilization II
Fall 2010
Course Information and Policies



OVERVIEW AND OBJECTIVES: This course reviews the general history of the West from around 1600 ce to the present and allows students to reach a basic understanding of the characteristic features of the West's historical development. The course also helps students to develop an understanding of the academic discipline of history and supports the general educational goals of historians and the college. Grading in the course is based on written assignments and on classwork that demonstrates critical thinking. It is expected that students possess college-level writing skills.

REQUIRED BOOKS

- Judith Coffin and Robert Stacey, *Western Civilizations, the Second Brief Edition* combined volume (W. W. Norton, 2009, isbn 9780393932652). Please note that you can use this same textbook for HIS 101.
- Charles Dickens, *Hard Times* (isbn 9780451526724)

You must also read one of these (and you can read the others for extra credit):

- Chinua Achebe, *Things Fall Apart* (isbn 9780385474542)
- Erich Maria Remarque, *All Quiet on the Western Front* (isbn 9780449213940)
- Aleksandr Solzhenitsyn, *One Day in the Life of Ivan Denisovich* (isbn 9780451527097)

COURSE WEBSITE: The website for this course is novaonline.nvcc.edu/eli/evans/campus/his102/index.html. All of the class materials and assignments are available on that site. Please note that some of the assignments are linked to the ELI online version of HIS 102, novaonline.nvcc.edu/eli/evans/his102/Index.html.

BLACKBOARD: There is a Blackboard support site for the course. Log into Blackboard from the MyNova tab on the [college home page](#) to reach the course. You will find an online gradebook in Blackboard, where you can track your grades, and also a discussion board, where you will be able to exchange ideas on assignments.

PLAGIARISM: Any student caught plagiarizing or cheating in this course will be subject to appropriate disciplinary action. Please read and understand my [plagiarism policy](#).

CLASSROOM BEHAVIOR: Improper or impolite classroom behavior will not be tolerated. There will be no use of cell phones, pagers, text messengers, blackberries, I-pods or any other device that interferes with the class. If necessary, I will also reconsider allowing the use of notebook computers in class.

ATTENDANCE: Attendance is required. There is extra credit for class attendance.

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HIS 102, History of the Western Civilization II
Fall 2010
Grading and Assignment Requirements

There are thousands of points available in this course (plus a lot of possible extra credit). The assignments are intended to be interesting and not all that difficult. Here is the grading scale.

Course Grading Scale

- 1,000-900: A
- 899-800: B
- 799-700: C
- 699-600: D
- 599-000: F

Required Assignments

- 150 points, [midterm exam](#)
- 250 points, [final exam](#) (NOTE that you must pass the final exam with a grade of "C" (175/250) or better to earn a passing grade in this course.)
- 50 points, [Seventeenth-century](#) paragraph
- 50 points, [American](#) paragraph
- 50 points, [Decembrists](#) paragraph
- 50 points, [Bismarck](#) paragraph
- 100 points, [class presentation](#)
- 100 points, [Dickens](#) paper
- 100 points, for the [Web paper](#), you must do either the Website Evaluation or the Wikipedia Analysis
- 100 points, a second book paper. You must do one of these papers [[Achebe](#), [Remarque](#), or [Solzhenitsyn](#)]

Extra Credit:

- Create a website dealing with any specific topic within the boundaries of this course. Topic must be approved by me first. Some of the style requirements for this website can be found on my [Web Module Creation](#) page, which is for my HIS 135 course. Also check my [New Web Design Center](#). Possible point total negotiable.
- A [My Family and History](#) paper for up to 100 points extra credit for a two-page paper (less for one page).
- A [Pop Culture](#) paper for up to 100 points extra credit for a two-page paper (less for one page).
- You may do a [special project](#) for up to 100 points extra credit (depends on the specific project).
- You may do up to two additional book papers for up to 100 points extra credit each.
- Five (5) points for every class that you attend (and arrive on time).
- Each [postings](#) to Blackboard is worth five (5) to a maximum of 50 points.
- Take a rough draft of a paper assignment to the campus writing center for help is worth five (5) points; make sure that the writing center notifies me.
- Resubmit a graded paper after making the corrections that I noted is worth five (5) points; paper must be resubmitted the class immediately after I return the graded paper to you.
- Find any course typo, spelling error or broken link. You should email to me any of these

mistakes for extra credit.

- Bring to class a relevant question that deals with the course content/assignment for the day (textbook, reading, etc.) is worth 1 point. Your question should be written on a slip of paper with your name. Maximum of three questions per class per person.
- There are many extra credit options indicated on the weekly schedule

Late Penalties: Any assignment not submitted on time will be reduced by five (5) points per calendar day.

Writing in the Course: Proper grammar, spelling and style are an inherent, and necessary, part of each writing assignment in this course. You may wish to review the materials in [Charlie's History Writing Center](#). (You can also watch the short [YouTube video](#)).

Plagiarism: Any student caught cheating in this course will be fail the course and be subject to disciplinary action. Please review my [plagiarism](#) policy.

Course Progress: You are expected to make regular and steady progress in completing your course assignments and examinations. Please check your [Blackboard online gradebook](#) for your grades. Once you begin this course, it is your responsibility to withdraw if you do not intend to finish it. If you do not withdraw and if you do not finish your course assignments, then you will receive a grade based upon the work that you have submitted. Usually, this grade is an "F."

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HIS 102, History of Western Civilization II
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Tentative Weekly Schedule

Week 1	<p>25 August, Wednesday: Course Introduction and Navigating the Web</p> <p>What we will probably do in class:</p> <ul style="list-style-type: none"> • Detailed review of the course. Please note that many of the links on this syllabus are to the assignments listed in the ELI version of HIS 102. You may print out whatever information you feel is necessary. • Review the sample document and Hammurabi analyses • Since the use of proper grammar, spelling and style are an inherent part of each assignment in this course. Please check the course writing resources available in Charlie's History Writing Center for more information. • Point out the Questions to Consider and the Key Terms for the week. • Watch some short videos • Questions and comments <p>What you need to do immediately after class:</p> <ul style="list-style-type: none"> • Purchase your books • Familiarize yourself with the textbook. • Email me a short note so that I have your email address. • Post an informal hello in the Blackboard online discussion forum. • For further course and contact information, read my introduction letter
Week 2	<p>1 September, Wednesday: Seventeenth-Century Europe: Gilligan meets Robinson Crusoe</p> <p>What to do before class:</p> <ul style="list-style-type: none"> • Read chapters 14 and 15 in Coffin/Stacey. • Read my very short notes on Seventeenth-Century Europe and my remarks on Louis XIV. • Study the Questions to Consider and the Key Terms for the week. • Quickly Review the requirements for Class Presentations • Quickly Review the Principles of Successful Group Work • Submit the Required Seventeenth-Century paragraph. (50 points). This must be emailed to me before the start of class. • Investigate Gilligan's Island, Daniel Defoe, Robinson Crusoe • If you want, check out these interesting websites: <ul style="list-style-type: none"> ◦ Chateau de Versailles ◦ Roberto Rossellini ◦ A classic painting of Louis XIV <p>What we will probably do in class:</p> <ul style="list-style-type: none"> • History in Practice: Watch an episode of Gilligan's Island and discuss

Discuss Louis XIV and Peter the Great and their ideas about absolutism and state power (Compare [absolutism](#) with [autocracy](#).)

- Watch excerpt from *La prise du pouvoir*
- Group work to answer the questions on the movie [study sheet](#) (20 points)
- Sign up for a [Required class presentation](#)
- Questions and comments

What you can do for extra credit before or in class:

- For 50 points maximum extra credit, check out these interesting websites and present to the class your ideas about "history"
 - [What is history?](#)
 - [What is history?](#)
 - [What is civilization? by Will Durant](#)
 - [What is civilization?](#)
- For 50 points maximum extra credit, lead a 10-15 minute class discussion in which you examine Louis XIV and his conception of absolutism. You might wish to offer a comparison to Peter the Great of Russia.
- For 25 points maximum extra credit, present to the class a short overview of the Glorious Revolution. The website on [The Glorious Revolution](#) includes a chronology, encyclopedia of terms and quotations.
- For 25 points maximum extra credit, read [Guizot](#) on civilization and comment in a long paragraph about his conception of civilization.
- For 25 points maximum extra credit, comment in a long paragraph on the perspective of time displayed in Carl Sagan's [Cosmic Calendar](#) (also in slightly different versions at [A Cosmic Calendar](#) or [The Cosmic Timeline](#)). You can also watch this on [YouTube](#). (well worth watching!) Email this paragraph to me before the start of class.
- For 25 points maximum extra credit, read the [English Bill of Rights](#) and write a paragraph in which you answer, Was the English Bill of Rights a democratic document? Note the earlier important political document in England was the [Petition of Right](#) (1628). Email this paragraph to me before the start of class.
- Post (or respond) your thoughts/ideas about this unit's reading and assignment in the [Blackboard online](#) discussion forum.

Week 3

8 September, Wednesday: Scientific Revolution and Enlightenment: (The "Colonial" Newspaper)

What to do before class:

- Read chapters 16 and 17 in Coffin/Stacey.
- Check the short course notes on the [Scientific Revolution](#) and the website on the [Enlightenment](#), which was done by Patricia Niles, a former student in HIS 112. I also have notes on [Voltaire](#) and his ideas about religion.
- Study the [Questions to Consider](#) and the [Key Terms](#) for the week.
- Submit the [Required American Declaration paragraph](#). (50 points) Email to me before the start of class.

What we will do in class:

- History in Practice: Historical analysis of newspaper fragments
- Any Class Presentations
- Discuss the Scientific Revolution and Enlightenment
- Group Work on Isaac Newton's [Three Laws of Motion](#)
- Questions and comments

What you can do for extra credit before or in class:

- For a 25 points maximum extra credit, review Charles Louis de Secondat, Baron de Montesquieu (1689-1755), [The Spirit of the Laws](#) (1748), excerpts, and present to the class a short overview of his ideas.
- For a maximum of 25 points extra credit, in a long paragraph, What did Voltaire mean, in terms of the European Enlightenment, when he wrote "let us cultivate our garden" at the end of *Candide* (free copy at www.literature.org/authors/voltaire/candide/). Email to me before the start of class
- For a maximum of 10 points, read the [Proclamation of Rebellion](#) by King George III as he reacted to the American rebellion (1775) and write a short paragraph summarizing the King's view of his American subjects. Email to me before the start of class.
- Post (or respond) your thoughts/ideas about this unit's reading and assignment in the [Blackboard online](#) discussion forum.

Week 4

15 September, Wednesday: French Revolution and the Cult of Napoleon

What to do before class:

- Read chapter 18 in Coffin/Stacey.
- Read my notes on the [French Revolution and Napoleon](#).
- Find out as much information about Napoleon as you can
- Study the [Questions to Consider](#) and the [Key Terms](#) for the week.

What we will do in class:

- Any Class Presentations
- Discuss the French Revolution
- History in Practice: Group Work on Napoleon and the French Revolution (Class debate on: Was Napoleon the embodiment or the antithesis of the ideals of the French Revolution?)
- Questions and comments

What you can do for extra credit before or in class:

- For a maximum of 50 points extra credit, read the [Declaration of the Rights of Man](#) and submit the [French paragraph](#). Email to me before the start of class.
- For a maximum of 50 points extra credit, write a one-page paper (maybe two pages if they are exceptional) that provides a detailed comparison of the US Declaration of Independence and the French Declaration of the Rights of Man. Email to me before the start of class.

- For a maximum of 25 points extra credit, read Robespierre's justification of the use of terror (Would Thomas Jefferson have approved?) during the French Revolution (see www.fordham.edu/halsall/mod/robespierre-terror.html). and present to the class a short overview of his ideas.
- For 25 points maximum extra credit, write a paragraph in which you compare and contrast the [start of Napoleon's invasion](#) of Russia with its [finish](#). Email to me before the start of class.
- For a maximum of 10 points extra credit, answer the French Declaration of the Rights of Man [study sheet](#) questions. Email to me before the start of class.
- Post (or respond) your thoughts/ideas about this unit's reading and assignment in the [Blackboard online](#) discussion forum.

Week 5

22 September, Wednesday: Industrial Revolution: Coal, Coal and More Coal

What to do before class:

- Read chapter 19 in Coffin/Stacey.
- Read my notes on the [Industrial Revolution](#).
- Study the [Questions to Consider](#) and the [Key Terms](#) for the week.
- Find out as much as you can about coal
- Submit the [Required Dickens paper](#). (100 points) Email to me before the start of class.

What we will do in class:

- Any Class Presentations
- History in Practice: Coal
- Dickens paper discussion
- Questions and comments

What you can do for extra credit before or in class:

- For a maximum of 50 points extra credit, read [Factory Reformers and Child Labour 1750-1900](#), particularly the section on "Life in the Factory," and present to the class a summary of the problems facing workers and the motives and proposals of the factory reformers.
- For a maximum of 25 points extra credit, consider doing the [Optional Industry Paragraph](#) from HIS 112. Email to me before the start of class.
- For a maximum of 25 points extra credit, read the selections of [Women Miners in the English Coal Pits](#) (1842) and write a long paragraph in which you comment upon the costs of the Industrial Revolution. Please be sure to include quoted material. Email to me before the start of class.
- For a maximum of 10 points extra credit, answer the Dickens [study sheet](#) questions. Email to me before the start of class.
- Post (or respond) your thoughts/ideas about this unit's reading and assignment in the [Blackboard online](#) discussion forum.

<p>Week 6</p>	<p>29 September, Wednesday: Russia's Romantic Revolt: The Humble Obituary</p> <p>What to do before class:</p> <ul style="list-style-type: none"> • Read chapter 20 in Coffin/Stacey. • Read my remarks on Tsar Alexander I and the Decembrists. • Read my draft notes on Romanticism. • Study the Questions to Consider and the Key Terms for the week. • Read some examples of Romantic poems • Take a moment to reflect on Life's Not Fair, and other lessons • Submit the Required Decembrists paragraph. (50 points) Email to me before the start of class. Note that this is not an optional assignment. <p>What we will do in class:</p> <ul style="list-style-type: none"> • Any Class Presentations • Dickens paper presentations and discussion • Romanticism group work (Coleridge video and text) • Decembrist conspiracy notes • Questions and comments • History in Practice: Look at some obituaries as historical documents • Group work to brainstorm ideas for the essay on the midterm exam <p>What you can do for extra credit before or in class:</p> <ul style="list-style-type: none"> • For a maximum of 50 points extra credit, read some selections of Romantic Poems and present to the class some of the main characteristics of the Romantic era. • For a maximum of 50 points extra credit, read Samuel Taylor Coleridge's The Rime of the Ancient Mariner and in a one-page paper note some of the main characteristics of the Romantic movement that were apparent in the poem. Email to me before the start of class. • It is no wonder that the talented Russian poet Aleksandr Pushkin could get himself into trouble as a result of his connections to the Decembrists. Read his short, To the Emperor Nicholas I (1826) and comment, in a paragraph, for 25 points maximum extra credit. Email to me before the start of class. • For a maximum of 10 points extra credit, answer the Romanticism study sheet questions. Email to me before the start of class. • Post (or respond) your thoughts/ideas about this unit's reading and assignment in the Blackboard online discussion forum.
<p>Week 7</p>	<p>6 October, Wednesday: Midterm Exam</p> <p>What to do before class:</p> <ul style="list-style-type: none"> • Read chapter 20 in Coffin/Stacey, especially the section "Taking Sides: New Ideologies in Politics." • Read my notes on Marxism. • Review the short background information on Marx • Study the Questions to Consider and the Key Terms for the week.

- Read the [Communist Manifesto](#) Selections
- Prepare for the [Midterm Exam](#).

What we will do in class:

- Midterm Exam (150 points)
- Questions and comments

What you can do for extra credit before or in class:

- For a maximum of 25 points extra credit, read a smidgeon of Prince Peter Kropotkin (1842-1921), [Anarchism: Its Philosophy and Ideal](#), and comment in a paragraph.
- For a maximum of 25 points extra credit, explain what Marx meant when he stated that he "had stood Hegel on his head" (Or something to that extent). Email your paper to me before the start of class.
- For a maximum of 10 points extra credit, answer the Marx [study sheet](#) questions and email to me before the start of class.
- Post (or respond) your thoughts/ideas about this unit's reading and assignment in the [Blackboard online](#) discussion forum.

Week 8

13 October, Wednesday: Nationalism

What to do before class:

- Read chapter 21 in Coffin/Stacey.
- Read my notes on [nationalism](#) and [Garibaldi and the Risorgimento](#).
- Read my notes on the [Alfred Dreyfus and the Dreyfus Affair](#), which rocked France at the turn of the century.
- Check out the [oral history guidelines](#) sheet
- Study the [Questions to Consider](#) and the [Key Terms](#) for the week.
- Submit the [Required Bismarck paragraph](#). (50 points) Email to me before the start of class.

What we will do in class:

- Any Class Presentations
- Review the midterm exam.
- Discuss the Dreyfus Affair
- History in Practice: Write the history of class 1 of this course
- Discuss next week's oral history interview

What you can do for extra credit before or in class:

- For a maximum of 50 points extra credit, in a presentation to the class, compare and contrast German and Italian unification process. Please cite your sources.
- For a maximum of 25 points extra credit, explain the historical significance of Giuseppe Garibaldi in a long paragraph. Why is there no movie about him yet? Email to me before the start of class.
- For a maximum of 10 points extra credit, answer the Bismarck [study sheet](#)

	<p>questions. Email to me before the start of class.</p> <ul style="list-style-type: none"> • Post (or respond) your thoughts/ideas about this unit's reading and assignment in the Blackboard online discussion forum.
Week 9	<p>20 October, Wednesday: Imperialism</p> <p>What to do before class:</p> <ul style="list-style-type: none"> • Read chapter 22 in Coffin/Stacey. • Read my notes on Imperialism. • Study the Questions to Consider and the Key Terms for the week. • Read Chinua Achebe, <i>Things Fall Apart</i> (if you are going to submit the optional Achebe paper). Submit the Achebe paper. (100 points). Email to me before the start of class. If you don't understand why I call this an optional paper, take a look at the Grading and Assignment Requirements. • I have available the very detailed lecture notes of Professor Thomas Hammond, one of my advisors at the University of Virginia, on imperialism (*.pdf file). These notes will give you not only a summary of the key events of the imperialist era, but also give you an idea of what a professor's lecture notes look like. • This was also the age of Impressionism. See the trip to the Art Institute of Chicago by two of my former students. <p>What we will do in class:</p> <ul style="list-style-type: none"> • Any Class Presentations • History in Practice: Oral history interview of David and Benita Fuchs • Watch excerpt from <i>Art of the Western World, Impressionism</i> • Group discussion of American imperialism (read the Monroe Doctrine) • Review the Impressionism study sheet. Consider the question: why did Impressionism originate in nineteenth-century France? <p>What you can do for extra credit before or in class:</p> <ul style="list-style-type: none"> • For a maximum of 50 points extra credit, review these sources (The Earl of Cromer, Why Britain Acquired Egypt in 1882 (1908); Wilfred Scawen Blunt: Britain's Imperial Destiny (1896-1899); Anthony Trollope: The Diamond Fields of South Africa (1870)) and write a short paper examining the colonial experience. Please be sure to include quoted material. Email to me before the start of class • Was there an "Impressionism" movement in music and literature? Write a one-page paper for a maximum of 50 points extra credit. • Watch <i>Breaker Morant</i> and write a one-page paper assessing the historical accuracy of the movie for a maximum of 50 points extra credit. Email to me before the start of class. • What was the extent of and justification for American imperialism at the turn of the twentieth century? Answer that question in a long paragraph for a maximum of 25 points extra credit--maybe more-- (Use some of the resources available at www.fordham.edu/halsall/mod/modsbook34.html.). Email to me before the start of class.

- For a maximum of 25 points extra credit, read Captain F. D. Lugard, [The Rise of Our East African Empire](#) (1893) and write a long paragraph explaining the rationale for the British empire in Africa. Email to me before the start of class.
- For a maximum of 25 points extra credit, read Simón de Bolívar (1783-1830): [Message to the Congress of Angostura](#) (1819) and write a paragraph in which you examine Bolivar's rationale for his resistance and his political ideas. Email to me before the start of class.
- For extra credit of a maximum of 10 points, you can submit the answers to the [Achebe study questions](#). Please write in formal, complete sentences. Email to me before the start of class.
- Post (or respond) your thoughts/ideas about this unit's reading and assignment in the [Blackboard online](#) discussion forum.

Week 10

27 October, Wednesday: The Great War

What to do before class:

- Read chapters 23 and 24 in Coffin/Stacey.
- Read my remarks on the [Great War](#) and also on [Russia and World War I](#).
- Check Private Donald Fraser, [War Diary, September 1915](#), who was a member of the Canadian Expeditionary Force, as he recounted his experiences on the battle field.
- Study the [Questions to Consider](#) and the [Key Terms](#) for the week.
- Read Erich Maria Remarque, All Quiet on the Western Front (if you are going to submit the optional Remarque paper). Submit the [Remarque paper](#). (100 points). Email to me before the start of class. If you don't understand why I call this an optional paper, take a look at the [Grading and Assignment Requirements](#).

What we will do in class:

- Any Class Presentations
- History in Practice: Watch All Quiet on the Western Front and assess the historical accuracy of the film
- Questions and comments

What you can do for extra credit before or in class:

- Explain the impact of World War I in a one-page paper for a maximum of 50 points (maybe more depending on how good). Please be sure to cite your sources. Start here (canadaonline.about.com/od/ww1battles/p/beaumontamel.htm). Email to me before the start of class.
- In a one- or two-page paper for a maximum of 50 points (maybe more), offer a detailed contrast between Remarque's depiction of the war in his novel and Lewis Milestone's view of the war in his film adaptation of the novel. Email to me before the next class.
- For 25 points maximum extra credit, read the ["Willy-Nicky" Telegrams](#), exchanged between tsar and kaiser, 29 July - 1 August, 1914 and write a

long paragraph in which you assess these rulers' grasp on reality. Email to me before the start of class.

- For 25 points maximum extra credit, read the comments by Kaiser Wilhelm II (1859-1941, Emperor 1888-1918), "[A Place in the Sun](#)" (1901) and write a long paragraph explaining how the Kaiser's attitude contributed to the march towards war. Email to me before the start of class.
- For extra credit of a maximum of 10 points, you can submit the answers to the [Remarque study questions](#). Please write in formal, complete sentences. Email to me before the start of class.
- Post (or respond) your thoughts/ideas about this unit's reading and assignment in the [Blackboard online](#) discussion forum.

Week 11

3 November, Wednesday: Russian Revolution

What to do before class:

- Read chapter 24, especially the section on the Russian Revolution, and chapter 25, especially the section "The Soviet Union under Lenin and Stalin."
- Read my remarks on the Russian Revolutions of [1917](#), then the period of [NEP](#) in the 1920s followed by [Stalin](#)'s revolution in the 1930s.
- Read my additional note on [1917](#).
- Study the [Questions to Consider](#) and the [Key Terms](#) for the week.
- Submit the [Web paper](#). (100 Points) Email to me before the start of class.

What we will do in class:

- Any Class Presentations
- Discuss the web papers
- History in Practice: the memoir project
- Watch the Storming of the Winter Palace [video clip](#) (best to watch the last fifteen minutes) from the movie Oktjabr

What you can do for extra credit before or in class:

- For a maximum of 50 points extra credit, present to the class a comparison of the U.S. Declaration of Independence and the Russian Declaration of the Rights of the Russian People.
- For 25 points maximum extra credit, read the [Franco-Russian Alliance Military Convention](#) (1892), and write a paragraph that answers the question, How did this convention fit into the pre-1914 diplomatic scene? Email to me before the start of class.
- For 25 points maximum extra credit, read a [newspaper account](#) of the Kishinev pogrom and write a paragraph explaining the impact of the pogrom on Kishinev. Email to me before the start of class.
- For extra credit of a maximum of 10 points, you can submit the answers to the [Russian Declaration of the Rights of the Russian People study questions](#). Please write in formal, complete sentences. Email to me before the start of class.
- Post (or respond) your thoughts/ideas about this unit's reading and

	assignment in the Blackboard online discussion forum.
Week 12	<p>10 November, Wednesday: Fascism</p> <p>What to do before class:</p> <ul style="list-style-type: none"> • Read chapter 25 in Coffin/Stacey. • Read my notes on Fascism and National Socialism. • Study the Questions to Consider and the Key Terms for the week. <p>What we will do in class:</p> <ul style="list-style-type: none"> • Any Class Presentations • Watch the excerpt from Triumph des Willens • Discuss the movie study sheet. Your answer to question 1 should be extensive <p>What you can do for extra credit before or in class:</p> <ul style="list-style-type: none"> • For a maximum of 25 points extra credit, consider doing the Hitler paragraph. Email to me before the start of class. • There were many intellectuals who offered unusual interpretations of the modern world. For a maximum of 50 points, write a short paper in which you comment upon their views. Please be sure to cite your sources--You are not limited to these excerpts. Email to me before the start of class (and be prepared to discuss in class). <ul style="list-style-type: none"> ◦ Sigmund Freud, Civilization & Die Weltanschauung (1918) ◦ Oswald Spengler, The Decline of The West (1922) or Man and Technics (1931) ◦ Paul Valéry, On European Civilization and the European Mind (1919, 1922) ◦ Franz Kafka, Metamorphosis (Is there nothing more bizarre and unsettling than this tale?) • For a maximum of 50 points extra credit, write a one-page paper (maybe two pages if they are exceptional) that provides a detailed comparison of Hitler's ideas on national socialism and Benito Mussolini's What Is Fascism? Email to me before the start of class. • Be Brave! For a maximum of 50 points extra credit, read Benito Mussolini (1883-1945): The Doctrine of Fascism?, 1932 and write a one-page paper explaining the main points of fascism as understood by Mussolini. Email to me before the start of class. • For a maximum of 10 points extra credit, answer the Hitler study sheet questions. Email to me before the start of class. • Post (or respond) your thoughts/ideas about this unit's reading and assignment in the Blackboard online discussion forum.
Week 13	17 November, Wednesday: World War II

What to do before class:

- Read chapter 26 in Coffin/Stacey.
- Read my remarks on [Russia and World War II](#) and my notes on [World War II](#).
- Read the [Atlantic Charter](#) (1941) as the basic statement of the fair peace to end the war and of basic freedoms for people.
- Study the [Questions to Consider](#) and the [Key Terms](#) for the week.
- Have a look at the online presentation on the [Holocaust in Poland](#) (collaboration between myself and Professor Andrew Wise).
- Read the short paper by Bryan Grasser on [Bletchley Park](#), Great Britain's secret code-breaking operation during World War II (*.pdf file). Bryan wrote the paper as a special project vacation option when he was enrolled in HIS 102.

What we will do in class:

- Any Class Presentations
- Watch *World at War*
- Discuss World War II

What you can do for extra credit before or in class:

- Submit the [Optional Special Project paper](#). (point total varies). Email to me before the start of class.
- For a maximum of 50 points extra credit, read [Neville Chamberlain's Peace For Our Time speech](#) (30 September, 1938; transcription) and then his [comments on the agreement](#) in the House of Commons and write a one-page paper examining Chamberlain's intent and rationale for the Munich agreements. Email to me before the start of class.
- For a maximum of 50 points extra credit, read the [Documents on the Decision to Drop the Bomb](#) and summarizing for the class some of the pros and cons of the decision to use the atomic bomb in 1945.
- For a maximum of 50 points extra credit, in a one-page paper [What types of evidence did the allied prosecutors bring against the Nazi leaders in the proceedings at Nuremberg?](#) Email to me before the start of class.
- For 25 points maximum extra credit, read the materials on [Nazi-Soviet Relations 1939-1941](#) and write a short paragraph explaining why Germany and Russia maintained their alliance for two years. Email to me before the start of class.
- For a maximum of 25 points extra credit, read Vyacheslav Molotov (1889-1986) broadcast on the [Invasion of The Soviet Union](#) (June 22, 1941) and write a paragraph explaining the key points of Molotov's speech. Note that it was Molotov, not Stalin, who announced that the Soviet Union was now at war with Germany. Email to me before the start of class.
- For a maximum of 25 points extra credit, read Chamberlain's speech on the [Nazi Invasion of Poland](#) (1 September 1939; transcription) and in a paragraph examine what Chamberlain must have been thinking as he faced his colleagues in the House of Commons. Email to me before the start of class.
- Post (or respond) your thoughts/ideas about this unit's reading and assignment in the [Blackboard online](#) discussion forum.

	24 November, Wednesday: NO CLASS
Week 14	<p>1 December, Wednesday: Cold War</p> <p>What to do before class:</p> <ul style="list-style-type: none">• Read chapters 27 and 28 in Coffin/Stacey.• Read my draft notes for HIS 135 on the Cold War. I also have remarks on Russia and the Cold War and Gorbachev in my HIS 242 course.• Study the Questions to Consider and the Key Terms for the week.• Read Aleksandr Solzhenitsyn, One Day in the Life of Ivan Denisovich (if you are going to submit the optional Solzhenitsyn paper). Submit the Solzhenitsyn paper. (100 points). Email to me before the start of class. If you don't understand why I call this an optional paper, take a look at the Grading and Assignment Requirements. <p>What we will do in class:</p> <ul style="list-style-type: none">• Any Class Presentations• Some remarks on the Cold War• Discuss the final exam and the entire course• Group work to brainstorm ideas for the essay on the final exam• Questions and comments <p>What you can do for extra credit before or in class:</p> <ul style="list-style-type: none">• a My Family and History paper that requires you to examine your family's history in light of the historical events of the past half century. Point value is 100 points possible extra credit for a two-page paper (less for one page). Due date is anytime after the midterm exam and before the final exam.• a Pop Culture paper in which you look at some aspects of the growing spread of pop culture throughout the world. Point value is 100 points possible extra credit for a two-page paper (less for one page). Due date is anytime after the midterm exam and before the final exam.• For 25 points maximum extra credit, compare and contrast the NATO and Warsaw pact treaties in a short paragraph. Email to me before the start of class.• For a maximum of 25 points extra credit, read The Helsinki Final Act (1975) and write a short paragraph explaining the purpose of the Accords. Email to me before the start of class.• For a maximum of 25 points extra credit, read the U.S. and USSR Exchange of Notes on the Berlin Wall (1961) and write a paragraph on the politics involved in the creation of the Berlin Wall. Email to me before the start of class.• For a maximum of 10 points extra credit, answer the Solzhenitsyn study sheet questions. Email to me before the start of class.• Post (or respond) your thoughts/ideas about this unit's reading and

	assignment in the Blackboard online discussion forum.
Week 15	<p>8 December, Wednesday: Final Exam</p> <p>What to do before class:</p> <ul style="list-style-type: none">• Check the Questions to Consider and study the Key Terms• Read the Universal Declaration of Human Rights• Study for the final exam <p>What we will do in class:</p> <ul style="list-style-type: none">• Complete the final exam. You will not need to follow the ELI procedures explained on the linked page. (250 points)• Please complete a course evaluation. You can either log into Blackboard, where you will find an online version that you can fill out--look for the "course evaluation" button in BB. Or you can print out and bring a completed course evaluation with you to the exam.

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