HIST1060 - Modern European History
Course Outline

Course Co-ordinator: Dr Roger Markwick
Room: McLG34a McMullin Building
Ph: 4921 7122
Fax: 4921 6933
Email: roger.markwick@newcastle.edu.au
Consultation hours: Mondays 11am – 1pm

Course Overview
Semester 2 - 2008
Unit Weighting 10
Teaching Methods Lecture Tutorial

Brief Course Description
Studies the history of Europe from the unification of Germany in the nineteenth century to the origins of the Cold War. The course will concentrate on Germany with forays into French, Russian and Spanish history. Students will be expected to read a selection of works by historians of different backgrounds and political persuasions.

Contact Hours
Lecture for 2 Hours per Week for the Full Term
Tutorial for 1 Hour per Week for 12 Weeks

Learning Materials/Texts
Course Objectives
Upon completion of this course students should be able to demonstrate: an awareness of the major issues and practice of European history; an ability to evaluate critically competing historical interpretations; an ability to evaluate critically primary sources; an ability to understand and analyse academic as well as popular history; research and reflective skills relevant to the study of the humanities; written and oral communication skills appropriate for a scholarly environment.

Course Content
Among the themes that will be examined are: the origins of the First World War; the Russian Revolution; the Weimar Republic; Stalin and Stalinism; Hitler and the rise to power of the Nazi party; the Spanish Civil War; the origins of the Second World War; the Holocaust; and the origins of the Cold War.

Assessment Items

| Essays / Written Assignments | One to three written assignments, which might include minor or major essays, tutorial papers, book reviews, essay proposals, bibliographies or other similar exercises, totalling 1,000 - 3,000 words, 50 - 70% |
| Examination: Formal | Formal exam or class test, as specified in the course guide, 20 - 40 %.
| Group/tutorial participation and contribution | Class participation demonstrating preparation and involvement, worth 10%
| Other: (please specify) | Specific instructions about the weighting, timing and word limits of all assessment tasks will be found in the course guide available within the first two weeks of semester.

Assumed Knowledge
None

Callaghan Campus Timetable

| HIST1060 MODERN EUROPEAN HISTORY |
| Enquiries: School of Humanities and Social Science |
| Semester 2 - 2008 |
| Lecture and Tutorial | Monday 15:00 - 17:00 [V02] |
| or | Wednesday 10:00 - 11:00 [W219] |
| or | Wednesday 9:00 - 10:00 [W238] |
| or | Wednesday 12:00 - 13:00 [W243] |
| or | Tuesday 14:00 - 15:00 [V105] |
| or | Tuesday 15:00 - 16:00 [GP3-22] |
| or | Tuesday 16:00 - 17:00 [W238] |

School of Humanities & Social Science
**Plagiarism**

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one’s own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - [http://www.newcastle.edu.au/policylibrary/000608.html](http://www.newcastle.edu.au/policylibrary/000608.html)

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

**Written Assessment Items**

Students may be required to provide written assessment items in electronic form as well as hard copy.

**Marks and Grades Released During Term**

All marks and grades released during the term, are indicative only until formally approved by the Head of School on the recommendation of the School Assessment body.
Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html) for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the due date of submission or examination.
- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.
- **Requests for Rescheduling Exams** must be received no later than ten working days prior the first date of the examination period

Your application may not be accepted if it is received after the deadline. In the first instance, students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer or their Program Executive if studying in Singapore.

**Changing your Enrolment**

The census dates below are the last dates to withdraw without academic penalty. For onshore students, withdrawal on or before the census date means no financial penalty.

For semester 2 courses: 31 August 2008

School of Humanities & Social Science
Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online, please refer to myHub - Self Service for Students  [https://myhub.newcastle.edu.au](https://myhub.newcastle.edu.au)

**Faculty Information**

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia.

The four Student Hubs are located at:

**Callaghan campus**

• Shortland Hub: Level 3, Shortland Union Building

• Hunter Hub: Student Services Centre, Hunter side of campus

**City Precinct**

• City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

**Faculty websites**

**Faculty of Education and Arts**


**Contact details**

**Callaghan, City and Port Macquarie**

Phone: 02 4921 5000

Email: EnquiryCentre@newcastle.edu.au

**The Dean of Students** Resolution Precinct

Phone: 02 4921 5806  Fax: 02 4921 7151

Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline
No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS
The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

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End of CTS Entry
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Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.
Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students

Academic Integrity

Integrity, honesty, and a respect for knowledge and truth are the bases of all academic endeavours in teaching, learning and research. To preserve the quality of learning, both for the individual and for others enrolled, the University imposes severe sanctions on activities that undermine academic integrity.

There are two major categories of academic dishonesty:

(a) Academic Fraud, in which a false representation is made to gain an unjust advantage by, for example,

- the falsification of data
- reusing one’s own work that has been submitted previously and counted towards another course (without permission)
- misconduct in Examinations

(b) Plagiarism, which is the presentation of the thoughts or works of another as one's own. Plagiarism includes

- copying, paraphrasing, or using someone else’s ideas without appropriate acknowledgement
- failure to identify direct quotation through the use of quotation marks
- working with others without permission and presenting the resulting work as though it were completed independently.

Please note that aiding another student to plagiarise (e.g. by lending assignments to other students) is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - http://www.newcastle.edu.au/policylibrary/000608.html
HIST1060

MODERN EUROPEAN HISTORY

From the unification of Germany to the origins of the Cold War (1871-1950)
Introduction
This course explores one of the most turbulent periods in European history: from the unification of Germany to world wars, revolutions and the onset of nuclear Cold War. The focus will be Germany, with forays into French, Italian, Soviet & Spanish history.

Among the issues we will examine are
- European imperialism
- the 1871 Paris Commune
- the rise of the Social Democratic and Marxist movements
- the “Great War” of 1914-18
- the Bolshevik revolution
- Fascism and Nazism
- Stalin and Stalinism
- the Spanish Civil War
- and the Second World War

In looking at these and other questions, we will begin by examining the imperial aspirations of the European powers. In this context, we will explore the economic, social, cultural and political forces that made modern Europe fraught with conflict. We also want to understand how ordinary people contributed to the making of modern Europe as well as understanding what motivated their political leaders. And we want to look at how professional historians have interpreted and represented the driving forces of modern European history.

The objectives of this course
This course assumes that history is an ‘argument without end’ about the past. Historians argue not only about historical ‘facts’ but also which are the more important in the making of history. The lecturers and tutorials will tackle these and other issues using a variety of primary and secondary sources, including film. The tutorials in particular require students to analyse primary sources as the basis for informed discussion. As historians, this course entails reflecting on the nature of the past and the process of writing about it. An appreciation of different approaches to the study of history is therefore an integral objective of this course.

At the end of HIST1060, students should
- know the important developments in the period 1871-1950
- have some theoretical conception of history and show familiarity with key debates about European history
- have developed and enhanced their skills in research, in analysis of sources, and in writing and oral presentation.
Recommended preliminary reading

The course textbook is David Welch (ed.), *Modern European History 1871-2000. A Documentary Reader*. 2nd edition. London and New York: Routledge, 1999. As documentary sources will form the backbone of tutorial discussion & activities students are urged to purchase this text if possible. Welch is available in the United Campus Bookshop, rear Union building, Callaghan, for $69.77


http://www.wcsu.ctstateu.edu/library/h_history_modern_european.html

NB. Tutorial ‘Essential Readings’ & the most important references should be in the Library on ‘Short Loan’. Many ‘Recommended Readings’ are available on ‘Three Day Loan’.

Books and articles: *denotes Short loan; # denotes 3-day loan.
<table>
<thead>
<tr>
<th>Week commencing</th>
<th>Lectures/videos</th>
<th>Tutorials</th>
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</thead>
</table>
| Week 1          | i. Imperialism, racism, socialism  
ii. Sources on European History (Sonia Squair) | No tutorials |
| Monday 21 July  |                 |           |
| Week 2          | i. The road to war I  
ii. Video: *World War I in colour* | Introductory tutorial |
| 28 July         |                 |           |
| Week 3          | i. ‘The war to end all wars’  
ii. Video: *The Somme* | The Paris Commune  
Library assignment due: Tues/Wed tutorials |
| 4 August        |                 |           |
| Week 4          | i. The Russian Revolution  
ii. Video: *Ten Days that Shook the World* | Origins of the First World War |
| 11 August       |                 |           |
| Week 5          | i. Mussolini’s Fascism  
ii. Video: *Black Shirts* | The Bolshevik revolution |
| 18 August       |                 |           |
| Week 6          | i. The rise of Nazism  
ii. Video: *Hitler: the Seducer* | Fascism, revolution and counter-revolution |
| 25 August       |                 |           |
| Week 7          | i. Spanish Civil War  
ii. Video: *The Spanish Civil War* | Who were the Nazis? |
| 1 September     |                 |           |
| Week 8          | i. Stalinism  
ii. Video: *Stalin: The Tyrant* | Spain: democracy vs. dictatorship?  
*Essay plan due Tues/Wed tutorials* |
| Essay plan due Tues/Wed tutorials | | |
| Mon 8 September |                 |           |
| Week 9          | i. Nazism in power  
ii. Video: *Hitler: the dictator* | Stalin and Stalinism |
| 15 September    |                 |           |
| Week 10         | i. The road to World War II  
ii. The Western front | essay plan return in tutorial times |
| 22 September    |                 |           |
| Mid-Semester recess | Mon 29 Sept – Fri 10 October | |
| Week 11         | i. The Eastern front and genocide  
ii. Video: *War of the Century* | The Nazi dictatorship |
| Essay due through Turn it in Mon 13 October | | |
| Week 12         | i. Onset of Cold War  
ii. Video: *A Cold war* | Origins of the Second World War |
| 20 October      |                 |           |
| Week 13         | i. Modern Europe: an overview | Hot war to Cold War |
| 27 October      |                 |           |
| Week 14         |                 |           |
| 3 November      | *Class Test*  
*Monday 3 November* |           |
COURSE DETAILS

Lecturer    Dr Roger Markwick
Room        MCLG34a
Consultation Mondays 11am-1pm.
Other times by appointment: Ph. 4921 7122
e-mail: roger.markwick@newcastle.edu.au

Tutor       Troy Saxby
Room        MCG35
Consultation Mondays 1-3pm.
Other times by appointment: Ph. 4921 5051
e-mail: troy.saxby@newcastle.edu.au

Contact hours 2 x 1 hr lectures per week (the second hour is often a video)
1 x 1 hour tutorial per week

<table>
<thead>
<tr>
<th>Lecture and Tutorial</th>
<th>Monday/ Tuesday/ Wednesday</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>Lecture</td>
<td>Monday</td>
<td>15.00 - 17.00</td>
<td>V02</td>
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<tr>
<td>and Tutorial</td>
<td>Tuesday</td>
<td>14:00 - 15.00</td>
<td>V105</td>
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<tr>
<td>or</td>
<td>Tuesday</td>
<td>15.00 - 16.00</td>
<td>GP3-22</td>
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<td>or</td>
<td>Tuesday</td>
<td>16.00 - 17.00</td>
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<td>or</td>
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<td>09.00 - 10.00</td>
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<td>or</td>
<td>Wednesday</td>
<td>10.00 - 11.00</td>
<td>W219</td>
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<td>or</td>
<td>Wednesday</td>
<td>11.00 - 12.00</td>
<td>W243</td>
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### Assessment

<table>
<thead>
<tr>
<th>Task</th>
<th>Value</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Library assignment – 300 words</td>
<td>5%</td>
<td>In tutorials 5 &amp; 6 August</td>
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<tr>
<td>Tutorial paper – 1000 words</td>
<td>20%</td>
<td>1 week following tutorial</td>
</tr>
<tr>
<td>Essay plan – 400 words</td>
<td>10%</td>
<td>5pm Monday 8 September</td>
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<tr>
<td>Essay – 1,750 words</td>
<td>35%</td>
<td>5pm Monday 13 October</td>
</tr>
<tr>
<td>Tutorial participation</td>
<td>10%</td>
<td></td>
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<tr>
<td>Class Test</td>
<td>20%</td>
<td>Monday 3 November</td>
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### Participation and assessment

The more you put into this course the more you will get out of it. You should attend the lectures (which will often involve film) because they provide the framework for the course and the issues addressed in it, which will be examined in the final class test.

**Tutorials** and **your participation** in them are the backbone of this course. You are expected to attend. A record of tutorial attendance will be kept. Please note that 30% of your assessment is derived from the tutorials (20% written papers + 10% participation).

### Tutorial format


**Document discussion** will be followed by a student response to the **Tutorial question**.

You are required to present your response to the principal question for one tutorial of your choice. Ideally, this should be about 5 minutes duration, and based on brief notes that you speak to. Do not read from a prepared paper. It is guaranteed to kill discussion.

You should be prepared to discuss the documents and the items designated ‘Essential Reading’ (listed in the Course guide) and the perspectives of other historians listed under ‘Recommended Reading’. You are not expected to have all the answers, rather to raise the issues the tutorials should be discussing.

On the basis of the discussion, you are required to **submit a written, 1000-word paper at the following tutorial**.
Tutorial participation marks will be allocated as follows:

10-9  Always appears to have read widely; always makes stimulating contributions to discussion

8     Usually appears to have read widely; usually makes stimulating contributions to discussion

7     Usually appears to have read; usually makes worthwhile contributions to discussion

6     Sometimes appears to have read; sometimes makes worthwhile contributions to discussion

5     Sometimes appears to have read; sometimes contributes to discussion

4-0   Little or no reading; few or no contributions to discussion

It is not enough to attend tutorials. No marks will be given for simply sitting in class.

Library assignment – 300 words: Due in tutorials 5 & 6 August

Find the meaning of the following terms using a dictionary or encyclopedia of historical or political terms (do NOT use an ordinary dictionary of the English language):

• imperialism
• bourgeoisie
• democracy
• social class
• state
• left-wing
• right-wing
• conservative
• reactionary
• revolution

For each answer:
1. provide the source exactly as you would reference an essay according to the Chicago footnote style, as outlined in the Course Guide (author, title, place, publisher, date, page etc.).
2. If you repeat a source, give an abbreviated reference in the correct form.
3. Give the call number for the item.

Essay plan – 400 words. Due in tutorials 9 & 10 September

Essay writing is an acquired art. It takes planning and skill. This exercise is preparation for your major essay. Once you have chosen your essay topic you should write a 400 word (approximately 1.5 page) outline as follows:

1. An introductory paragraph in which you analyse the question, indicate how you will the question and foreshadow your conclusion.
2. 4-5 main points that will be included in the essay
3. A short concluding paragraph.
4. A brief (no more than 5 items at this stage) Bibliography, divided into Primary & Secondary sources.

You don’t have to have all the answers at this stage. The task is to outline a possible answer to the essay question you have chosen. Your plan will be assessed & returned to you to help you write your essay.

For advice on history essay writing and referencing see http://www.newcastle.edu.au/school-old/hss/images/HistEssayWritingGuide.doc

Essays are due online by 5.30pm Monday 13 October.

No essay will be accepted after Monday 3 November unless there has been a written, documented request for an extension in advance.

Students may choose to develop their own question, but only with the agreement of their tutor. You will need to provide a bibliography to show that the sources are available. Despite the human tendency to put things off, you should get started on your essay as soon as possible. That way you will not only avoid the last-minute rush for books but also give yourself time to think about your work. You are welcome to discuss your essay. This is a major essay. You are expected to develop an argument based on your own evaluation of the sources, both primary and secondary. Assessment will be based on your research, your analysis and the development of your argument, including clarity of expression.
Class Test. A 1-hour class test will be held at the normal lecture time, i.e. 3-4 pm, Monday 3 November in V02. Attendance at the test is compulsory. Only documented medical conditions or personal circumstances will be accepted as reasons for absence.

The test will require you to answer 3-4 questions that will address some of the broader issues raised in the lectures and tutorials. More details will be given later in the course.

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<tr>
<th>Grading guide</th>
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<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF) An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass (P) The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit (C) The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction (D) Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
</tr>
<tr>
<td>85% upwards</td>
<td>High Distinction (HD) All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
</tr>
</tbody>
</table>
Tutorial Topics
Week 1
No tutorials this week

Books and articles:

* denotes Short loan
# denotes 3-day loan.

[OL] denotes: accessible Online through Auchmuty Library

Week 2
Introduction

This will be primarily an organisational meeting. It will also be an opportunity to discuss the approach and objectives of the course.

Week 3

The Paris Commune of 1871 is a little known, but crucial event in the history of France and modern Europe as a whole. As a result of a Prussian military victory over the French Emperor Napoleon III in January 1871, a popular, radical, government seized power in the French capital forcing the provisional, republican, Government of National Defence, led by Adolphe Thiers, to flee to Versailles. The ‘Paris Commune’ ruled from 18 March to 28 May 1871, when it was drowned in blood. In its brief life, the Commune adopted participatory forms of democracy and implemented radical social measures that made it seem a model for a future socialist society and therefore a threat to the existing French social order that had to be ruthlessly repressed.

Document questions (Extracts of Marx, Civil War in France & Engels’ Introduction available through SL).

- Why did Marx believe that ‘the working class cannot simply lay hold of the ready-made State machinery, and wield it for its own purposes’? (Marx: 37-40)
- Why was the Commune ‘the direct antithesis to the Empire’? (Marx: 40-43)
- Why was ‘the great social measure of the Commune…its own working existence.’? (Marx: 48-51)
- Why was ‘class rule … no longer able to disguise itself in a national uniform.’? (Marx: 61-3)

Essential Reading


Tutorial question

What insights does Karl Marx offer into the nature of the 1871 Paris Commune in his essay The Civil War in France?
Additional reading


#Hicks, John & Tucker, Robert (eds), *Revolution & reaction; the Paris Commune, 1871*, Amherst, 1973.


*Shafer, David A. *The Paris Commune* London, Palgrave, 2005


Week 4
Origins of the First World War

The origins of the First World War is one of the most controversial topics in modern European history. In 1919, under the terms of the Versailles Treaty, the allies dumped blame for the war on the Germans, who were portrayed as ruthless, rapacious aggressors. In the years that followed a number of historians who were sympathetic to the German viewpoint argued that Germany should not bear the full blame for the war, that the great powers slipped into war by accident. In 1961, however, a German historian by the name of Fritz Fischer dropped a bombshell by arguing that while all the great powers had to bear some responsibility outbreak of war, Germany had to bear prime responsibility because of its aggressive economic aspirations.

Document questions (see Welch, 65-79)

- What was Germany’s ‘blank cheque’ to Austria and, in advancing it, what was Germany’s principal consideration (Welch, 67-8)?
- What accusations were made by Austria against the Serbian government and why were points 5 and 6 of the Austrian ultimatum so contentious (Welch, 68-72)?
- What was the Schlieffen Plan and what role did propaganda play in fomenting and prosecuting ‘total war’ (Welch, 72-6)?
- What were the economic objectives of the German ‘September Programme of 1914’ and what light do they cast on the causes of the war (Welch, 76-9)?

Tutorial question:
How much responsibility does Germany bear for the outbreak of war in 1914?

Essential reading

Additional reading
#Fischer, Fritz, World Power or Decline: The Controversy over Germany’s Aims in the First World War, New York, 1975, 46-56.


‘We will get them!’

(1916)
Week 5
The Bolshevik revolution

Historians usually refer to two ‘revolutions’ in 1917: the ‘February Revolution’ and the ‘October Revolution’. Debate persists as to which of them was actually a revolution. Historians on the Left tend to see February as a mere prelude to October. Historians on the Right tend to take the opposite view, discounting October as a mere Bolshevik coup.

Before we tackle the events of 1917 we need some idea of what a ‘revolution’ is.

Document questions:
- According to police reports, what was the attitude of the Russian populace, especially the peasantry, towards the war in October 1916 (Welch, 51-2)?
- In his ‘April Theses’, how did Lenin view (a) the war and (b) the provisional government? Which social classes and which institutions did he demand should take political power (Welch, 52-5)?
- Whose interests did the Bolsheviks think the Constituent Assembly represented and why did they think it should be dissolved (Welch, 55-7)?
- What images of the October Revolution were conveyed in the Soviet political poster the ‘Year of the Proletarian Dictatorship’? What was the purpose of such political posters (Welch, 57-9)?

Tutorial question:
What is a revolution? Was the Bolshevik seizure of power in October 1917 a workers’ and peasants’ revolution?

Essential reading

Additional reading
#Christian, David, Power and Privilege: the Russian Empire, the Challenge of Modernity, 2nd ed., Melbourne, 1994, Ch. 6, 7.


Week 6

Fascism, revolution and counter-revolution

Europe at the end of the First World War 1914-18 was an exhausted, devastated, continent. Millions of soldiers had been killed or maimed. Socialist revolution had broken out in Russia. The fire of revolution spread particularly to Italy and Germany, which saw workers, soldiers and peasants in revolt. The conservative aristocracies and business classes of old Europe feared the spread of Bolshevism. It was in this context of revolution and social and economic dislocation that fascism reared its head, in the first instance in Italy.

Document questions:

• What ‘radical transformation of the political and economic’ life of Italy did the 1919 Fascist party programme declare (Welch, 95-6) ?
• In what sense was Mussolini’s November 1922 speech as Prime Minister a combination of radical threats and constitutional compromises (Welch, 96-100)?
• What restrictions were placed on the press by the July 1923 press decree (Welch, 102-4) ?
• How did the December 1925 decree on the powers of the head of government give Mussolini dictatorial powers (Welch, 104-6)?

Tutorial question:
To what degree, if at all, was Fascism revolutionary?

Essential Reading
Welch (ed.), Modern European History 1871-2000, Ch. 5.

Recommended Reading
*Blinkhorn, Martin, Mussolini and Fascist Italy. 2nd edn. London; New York, 1994, Chs. 5 & 6.
Clough, S. B. and Saladino, S. , A History of Modern Italy: part V.
Di Scala, Spencer M., Italy: from revolution to republic: 1700 to the present. Boulder, 1995: Ch. 16.
Duggan, Christopher, A Concise History of Italy: Ch. 8.
Falasca-Zamponi, Simonetta, Fascist spectacle: the aesthetics of power in Mussolini's Italy. Berkeley, 1997
Mack Smith, Dennis, *Mussolini*. Ch. 9.
Salvemini, Gaetano, *Under the Axe of Fascism*, London, 1936 [a classic analysis by an opponent of Mussolini].
Sarti, Roland, ‘Italian Fascism: radical politics and conservative goals’ in Martin Blinkhorn (ed.), *Fascists and Conservatives*.
#Schnapp, Jeffrey T.  ed. *A primer of Italian fascism*. Lincoln; London: University of Nebraska Press, 2000
Week 7

Who were the Nazis?

While Fascism was consolidating power in Italy, Nazism was looming in Germany. Hitler’s National Socialist German Workers’ Party (NSDAP) was formed in 1920. The NSDAP remained marginal until 1928, after which it rapidly grew into a mass political movement. The post-war crises that gripped defeated Germany were intensified by the Great Depression. The NSDAP found widespread support, particularly among the urban and rural lower middle classes. This tutorial looks in details at which sectors of German society were looking to Nazism.

Document questions:

• What were the essential elements of the 1920 NSDAP programme and how did it compare with the 1919 Fascist party programme (Welch, 123-7)?
• What were the essential elements of the so-called ‘folkish’ philosophy outlined in Hitler’s Mein Kampf (Welch, 127-30)?

Tutorial question:

Who participated in the Nazi movement and who voted for it between 1928 and 1932?

Essential Reading


Recommended Reading


Week 8

Essay plan – 400 words. Due in tutorials 9 & 10 September

Spain: democracy vs. dictatorship?
The Spanish Civil War (1936-39) is often depicted as a struggle between Left and Right, between democracy and ‘Fascist’ dictatorship. It is also seen as a dress rehearsal for the Second World War. When Franco and a number of other generals staged a coup in July 1936 against the popularly elected Republican government, people from all over the world volunteered to defend the Republic, arms in hand, by joining the International Brigades. They received some military assistance from the Soviet Union. At the same time, Mussolini and Hitler sent fascist forces to support Franco, despite the existence of the ‘Non-intervention’ agreement. Very quickly the struggle in Spain between Fascism and the Left took on the configuration of European politics in the 1930s. But underlying this seemingly ideological struggle was a profound social upheaval threatening social revolution.

Document questions:
• On what basis did General Franco justify his coup d’etat against the Popular Front government (Welch, 178-81)?
• How did Soviet ambassador Maisky depict the struggle in Spain (Welch, 182-3)?
• On what basis did the Republican Minister for Foreign Affairs condemn German and Italian intervention in the war (Welch, 183-4)?
• What does the Nationalist poster try to convey about the nature of the anti-Republican cause (Welch, 184-5)?

Tutorial question:
To what extent was the Spanish Civil War a revolutionary struggle?

Essential Reading

Recommended Reading
#Brenan, Gerald, The Spanish labyrinth; an account of the social and political background of the Civil War, 2nd edn., Cambridge, 1950 [a classic social history].
#Knight, Patricia, *The Spanish Civil War*, Basingstoke, 1991, Ch. 3.
#Ranzato, Gabriele, *The Spanish Civil War*. Gloucestershire: Arris Books, 2005
Week 9

Stalin and Stalinism

The years after the 1917 revolution saw brutal civil war and economic collapse. Introduction of the New Economic Policy (NEP) was designed to alleviate the resultant social tensions. However, following the death of Lenin in 1924, a struggle broke out for dominance within the Communist Party leadership. By the end of the decade Stalin had emerged as victor over the two other major protagonists: Leon Trotsky & Nikolai Bukharin. Forced collectivisation of agriculture, break-neck industrialisation and terror were the hallmarks of the 1930s under Stalin. The great debate among historians has been whether Stalinism was an inevitable outcome of Leninism, or was there a break between them?

Document questions:

- What measures did the NEP introduce and for what purpose (Welch, 157-8)?
- How did Lenin characterise Stalin and Trotsky and what did Lenin propose should happen to Stalin (Welch, 157-8)?
- How did Stalin propose to deal with the kulaks? Why did he think it was possible to act against them now (Welch, 161-2)?
- What kind of economy was the First Five Year Plan putting in place and what were its advantages over capitalism? Why did Stalin think it was imperative to increase the ‘tempo’ of industrialisation (162-4)?

Tutorial question:
What was Stalinism?

Essential reading:


Additional reading:

*Christian, Power and Privilege, Ch. 10-11.
*Fitzpatrick, The Russian revolution, Ch. 5-6.
*Hoffmann, David L. (ed), Stalinism The Essential Readings Blackwell, 2002
Martin McCauley, Stalin and Stalinism, Harlow, 1983.
Week 10
Essay plans returned in Tutorial

Mid-Semester recess Mon 29 Sept – Fri 10 October

Week 11
Essay due through Turn it in 5.30pm Monday 13 October

The Nazi dictatorship
Nazism has become synonymous with Adolf Hitler. The so-called ‘leadership principle’ and the propaganda associated with ‘der Fuehrer’ certainly gives the impression that Hitler, once in power, was the unrivalled, omnipotent master of Germany and its machinery of government and war. Whether this was actually the case is open to debate. But the question before us in this tutorial is why was the figure of Hitler so pivotal for the Nazi regime?

Document questions:
• How did Goebbels see the role of propaganda and the press under his Ministry for Propaganda (Welch, 131-4)?
• What was ‘people’s community’ and what means were used to foster it, especially among youth (Welch, 134-7)?
• What was the Fuehrerprinzip and how was it embodied in the legal system of the Third Reich (Welch, 145-7)?
• How was Adolf Hitler depicted in Nazi propaganda and what political purpose did it serve (Welch, 147-51)?

Tutorial question:
Why was the cult of the Fuehrer so central in the political system of the Third Reich?

Essential Reading:

Recommended Reading:
Broszat, The Hitler state.


Week 12
Origins of the Second World War

Like the First World War, the origins of the Second World War are hotly disputed. Conventional historical wisdom has it that Hitler and the Nazi regime were solely to blame. But, in 1961, the same year in which the German historian, Fritz Fischer, published his controversial analysis on the origins of the First World War, the English historian, A. J. P. Taylor published a book which removed some of the blame from the Germans by arguing that Hitler was merely intent on overthrowing the Versailles Treaty. For this argument, Taylor was vehemently criticised by another British historian, Hugh Trevor Roper. In this tutorial we will look at the Taylor thesis in the light of Hitler’s foreign policy aspirations.

Document questions:
• What was the Hossbach Memorandum and what did it indicate about German preparations for war (Welch, 191-6)?
• How did Stalin view the August 1939 Nazi-Soviet Non-aggression Pact (Welch, 196-9)?

Tutorial question
What were Hitler’s foreign policy objectives and how did he intend to achieve them?

Essential reading

Additional reading
* Crozier, Andrew J. The causes of the Second World War (Blackwell 2002).
# McDonough, Frank, Hitler, Chamberlain and appeasement (Cambridge, 2002).


The Grand Alliance between the Soviet Union, the USA, and Britain that defeated Nazi Germany began to fracture almost as soon as the latter surrendered in May 1945. A series of conferences between the ‘Big Three’ (Tehran, Yalta and Potsdam) saw a battle for dominance over war torn Europe. The dividing line between Western powers and the Soviet Union roughly corresponded to the front line of their military forces. Secret agreements to divide Europe into spheres of influence hardened into what Winston Churchill was to declare in March 1946 an ‘iron curtain’. But already in August 1945, with the US dropping atomic bombs on Japan, hot war against fascism threatened cold nuclear war against communism. Initially, American historians argued that the United States was only responding defensively to an aggressive Soviet Union, intent on spreading its control and Communist ideology over the world. By the 1960s, however, ‘revisionist’ historians were arguing that the Cold War was at least in part a result of an aggressive, provocative American foreign policy. This tutorial will look at the origins of the Cold War and the debate around it.

Document questions:
- What deals were struck at Yalta in February 1945 (Welch, 206-10)?
- What did Churchill mean when he referred to an ‘iron curtain descending across the continent’ (Welch, 216-8)?
- What were the ‘Truman Doctrine’ and the ‘Marshall Plan’ (Welch, 216-221)?
- How did the Soviet Union view the ‘Truman Doctrine’ and the ‘Marshall Plan’ (Welch, 221-2)?

Tutorial question:
Was the Cold War made in Moscow?

Essential reading

Additional reading
Horowitz, David, *From Yalta to Vietnam: American foreign policy in the cold war*, Harmondsworth, 1969
Essay Topics

Essays are due to be submitted through Turn it in by 5.30pm on Monday 13 October. No essay will be accepted after Monday 3 November unless there has been a written, documented request for an extension in advance.

Each essay is based on a primary source, that is, on a personal recollection, a diary, a commentary written at the time or a piece of writing made in conjunction with an event. They are reconstructions based on the author’s (fallible) memory or interpretations of events. The questions require you to focus on this primary source taking into account, where applicable:

* who is the author? what motive the author might have for writing or interpreting a particular episode in a particular way?

* what is the objective in writing this particular piece? Is the author trying to rehabilitate him/herself? Or perhaps simply to heroise his/her own activity?

* what is the context in which the text has been written? Is the author’s account based on first-hand knowledge or second-hand information?

* why it has the particular form in which it is presented?

This information should then be set against the information provided in the secondary reading.

Students may choose to develop their own question, but only with your tutor’s agreement, and it must follow the model above. You will need to provide a bibliography to show that the sources are available.

Question 1
How useful is the eyewitness account of John Reed for an historical understanding of the Bolshevik Revolution?

Primary source
*John Reed, Ten Days that Shook the World introduction by A.J.P. Taylor (London: Penguin, 1977). This is also available on the web (www.bartleby.com). Once you've entered this cite just click on no-fiction, then type in the book title (under search).

Secondary sources: See reading for Week 4

Question 2
What light does Evgenia Ginzburg OR Viktor Serge cast on the nature of Stalinist repression?

Primary source
Question 3

What light does Trotsky’s autobiography cast on the nature of the Bolshevik led October 1917 revolution?

Primary source


Secondary sources (see also reading for Week 4)


**Question 4**
How useful are the writings of Primo Levi to an historical understanding of the experiences of Auschwitz?

*Primary source*

*OR*

*Secondary sources*


*Browning, Christopher R. *The Path To Genocide: Essays On Launching The Final Solution*. Cambridge, 1995. 940.5318 BROW


#Clendinnen, Inga, *Reading the Holocaust*, Melbourne, 1998. [Central Coast]


Furet, François (ed.), *Unanswered questions: Nazi Germany and the genocide of the Jews*, New York, 1989


**Question 5**
How useful is Martha Ackelsberg’s volume of oral history to an historical understanding of the role of women in the anarchist movement in Spain?
Primary source:

Secondary sources: (See also reading for Week 7)

**Question 6**

What light does the autobiographical account of Carlo Levi cast on political repression under Mussolini’s Fascism?

Primary source:

Secondary sources: see sources for Week 6.

**Question 7**

What insights does George Orwell offer on the role of the Left in the Spanish Civil War?

Primary source

Secondary sources (see also sources for Week 8)

School of Humanities & Social Science


Stansky, Peter and Abrahams, William, Orwell: the transformation, London, 1979, part IV.


**Question 8**

How useful are the recollections of British volunteers in Spain to an historical understanding of the involvement of foreign volunteers in the Spanish civil war?

**Primary source**


**Secondary sources:** (see Week 8).


**Question 9**

What insights does the account by Fritz Thyssen give us into the relations between German big business and Nazism?

**Primary source**


**Secondary sources:**


Overy, R. J., *Goering, the "iron man"*. London, 1984.


**Question 10**

How useful are first person accounts of the destruction of the Jews in Eastern Europe for gaining an historical understanding of the Holocaust?

**Primary Source**


**Secondary Sources**: See Essay Question 4

**Question 11**

What insights do the memoirs of Hitler’s Minister for Armaments Albert Speer provide on the nature of the Nazi regime?

**Primary Source**


**Secondary Sources**: See week 11.
**Question 12**
How useful to an historical understanding of resistance to National Socialism are the recollections of Marie Vassiltchikov?

**Primary source**

**Secondary sources** [See Kershaw, The Nazi Dictatorship, 4th edn. for a guide to the issues].


**Question 13**
What insights into the Nazi outlook on the world can be gained from Hitler’s prison writings, Mein Kampf [My Struggle]? [NB. Students are not expected to read this tome in its entirety].

**Primary source**

**Secondary sources:** see Week 11

**Question 14**
How useful is collection of oral testimonies of older German women as a portrayal of the daily life of women in Nazi Germany?

**Primary source:**
*Alison Owings, Frauen: German Women Recall the Third Reich, Harmondsworth, 1995.

**Secondary sources:**
Brown, Daniel Patrick, *The camp women: the female auxiliaries who assisted the SS in running the Nazi concentration camp system* Q940.547243 BROW
Heinemann, Elizabeth D. *What difference does a husband make?: women and marital status in Nazi and postwar Germany*. Berkeley: University of California Press, c1999 [electronic resource]

**Question 15**
What historical insights can we gain into Soviet perspectives on the Eastern Front from the Russian writer Vassili Grossman?

**Primary source**

**OR**
**Secondary sources:**


#Thurston, Robert W. and Bernd Bonwetsch (eds), *The People’s war: responses to World War II in the Soviet Union* (Urbana: 2000), Ch. 3.