HIST 1060 MODERN EUROPEAN HISTORY

Course Co-ordinator: Associate Professor Philip Dwyer  
Room: Mclg22b   
Ph: 49215211  
Email: Philip.Dwyer@newcastle.edu.au  
Consultation hours: Wed-Fri. 9-12 am.

Course Overview
This course examines the history of Europe from the unification of Germany in the nineteenth century to the collapse of the Soviet block in eastern Europe. The course will concentrate on Germany with forays into Russian, Spanish and Italian history. A number of themes will be considered in the course of the semester; including.

* Wilhelm II and the origins of the First World War
* The Russian Revolution
* 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
* Post-1945 Europe and the origins of the Cold War

Course structure and timetable
The course consists of 1 one-hour lecture and 1 one-hour tutorial per week. There is also an optional 1 one-hour video per week. The lectures are designed to give detailed background information and to show how to approach an historical problem. They express the lecturer’s personal point of view and represent only one possible interpretation. They do not give the ‘right’ answer — you may wish to disagree and indeed you are encouraged to do so verbally, both in the lectures and/or in the tutorials, if you have reason to adopt an
alternative interpretation.

**Lecture and Tutorial Times**

- **Lecture:** Monday, 3-5 pm in lecture theatre V02.
- **Tutorials:**
  - Tuesday, 9-10 am, GP130
  - Tuesday, 10-11 am, GP323
  - Tuesday, 2-3 pm, V105
  - Tuesday, 3-4 pm, GP322
  - Tuesday, 4-5 pm, W238

**Note-taking**

In the lectures you will often be introduced to interpretations different from those in the recommended books. Success in the test at the end of the semester will depend heavily on your ability to understand different historians’ interpretations as well as my own. In order to study and reflect on the ideas presented in class, you will have to take good notes: that is, notes that reflect accurately the positions I present.

Failure to take good notes from the beginning will trouble you throughout the course. Also, the note-taking process will convert your attendance at lectures from a passive activity to an active one, which is essential for learning.

You may make an audio recording of class sessions if you wish, but these will be of most use to you if you also take complete written notes and use the recordings only to clarify points poorly expressed in the written version. Most of the factual material discussed in class is listed at the beginning of each section of the lecture topics and reading assignments page.

**Tutorials**

You should sign up on-line for tutorials before semester begins.

Tutorials form the most important part of the course. They look at a selection of themes and problems in modern European history, and are the equivalent of practical work in chemistry. They are your chance to experiment, to work out your ideas, to put different elements of a problem together. You must, therefore, come to tutorials armed with your notes, having already thought about what you’re going to say. You may change your mind — or you may convince others of your point of view.

**Ten percent** of your overall mark is based on tutorial participation. You should take this into consideration when calculating your workload; it could mean the difference between a pass and a fail. Students must attend on a regular basis in order to complete the requirements of the course. Absences from tutorials should be accompanied by evidence of illness or misadventure.

**Attendance at tutorials is required.** Failure to attend 80% of tutorials (without adequate medical or serious and unavoidable personal reasons) will render you liable to automatic failure.

If you are unable to attend your tutorial for any reason, common courtesy demands that you should give your apologies to your tutor in advance.

You are expected to come to tutorials prepared to discuss the issues involved. **The mark for tutorial participation is based upon the student’s ability to take part in class discussions. No mark is given for class attendance.**

**How much reading should you do?**

The minimum that you are expected to read is the relevant section in the textbook plus one item from the essential readings. If you are writing a paper for that particular topic you should look at as much of the other material as you can manage. Evidence of having done extra research in the library will be rewarded accordingly. It is vital that you should read a variety of works, otherwise you will get a one-sided view of the topic. Choose something that looks interesting to you and come to class prepared to share your findings with the other students.

**If you have a disability on record at Newcastle and want a reasonable accommodation to be made for you in this course, please see me.**

**Method of Assessment**

A ten credit point course has two contact hours per week. The assessment has been divided along the following lines:
Major essay (2000 words)     40%
Tutorial paper (1000 words)     20%
In-Class test     30%
Tutorial participation     10%
Total     100%

**Essays**

1. All students have to submit a 1000 word tutorial paper due one week after the tutorial. Tutorial papers should be handed in to your tutor. Choice of tutorial topics will be made in class.

2. All students have to submit a 2000 word essay from the list at the back of the course guide on or before 5 pm, **Monday 12 October**.

All papers and essays must be handed in with a completed cover sheet stapled to the front page. Completion of all the questions on the cover sheet is part of the required task.

It is **strongly recommended** that you type or word process the essays.

Essays should follow the normal conventions as to footnotes and bibliography. Essays should be in clear, concise, correct English, with proper regard for spelling, punctuation and grammar. Essays which do not meet these requirements may be handed back unmarked for re-writing.

As a rule of thumb, the bibliography should contain 6 books and 2 articles. Failure to do so will result in the essay being handed back for resubmission.

Web sites, dictionaries, or encyclopaedia entries do NOT count.

**Handing in late work**

Assignments submitted after the due date, without an approved extension of time will be penalised by the **reduction of 5% of the possible maximum mark** for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted **more than ten days** after the due date will be awarded **zero marks**.

------------------------------------------------------------------
End of CTS Entry
------------------------------------------------------------------

**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](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/](http://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/](http://www.blackboard.newcastle.edu.au/)

- Written Assignment Presentation and Submission Details
- 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

**Important Additional Information**

**Written Assignment Presentation and Submission Details**

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

**Hard copy submission:**

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah
- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

*NB: Not all of these services may apply to the Port Macquarie Campus.*

- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments:** It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

**Special Circumstances**

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

**No Assignment Re-submission**

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

**Re-marks & Moderations**

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

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

Student Representatives

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

Student Communication

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ http://www.newcastle.edu.au/currentstudents/index.html
<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>Fail  (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to 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)</td>
<td>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)</td>
<td>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)</td>
<td>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)</td>
<td>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>
HIST 1060 MODERN EUROPEAN HISTORY
From the unification of Germany to the Origins of the Cold War

Course Guide, Semester II, 2009
Course co-ordinator: Associate Professor Philip Dwyer
Important Dates for Semester II, 2009

Lectures start in Week 1 — Monday 27 July

Tutorials begin in Week 2 — Tuesday 4 August

Tutorial papers are due one week after the tutorial

The mid-semester break is from Monday 28 September to Friday 9 October inclusive

The major essay is due after the mid-semester break and must be submitted to a Hub on or before 5 p.m., Monday 12 October

Term ends Friday 6 November
## OVERVIEW OF TIMETABLE

<table>
<thead>
<tr>
<th>Date</th>
<th>Lectures / videos</th>
<th>Tutorials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introductory Lecture</td>
<td>No tutorials</td>
</tr>
<tr>
<td>Week 2</td>
<td>i. Germany’s Bid for World Power</td>
<td>Introductory tutorial</td>
</tr>
<tr>
<td></td>
<td><em>The Real Kaiser Bill</em></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>ii. The European Dance of Death</td>
<td>The Origins of the First World War</td>
</tr>
<tr>
<td></td>
<td><em>World War One in Colour — Catastrophe</em></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>iii. The Russian Revolution</td>
<td>The Bolshevik Revolution</td>
</tr>
<tr>
<td></td>
<td><em>The People’s Century — 1917</em></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>iv. The Rise of Nazism</td>
<td>Germans into Nazis</td>
</tr>
<tr>
<td></td>
<td><em>Hitler: The Seducer</em></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>v. The Spanish Civil War</td>
<td>The International Brigades</td>
</tr>
<tr>
<td></td>
<td><em>The Spanish Civil War</em></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>vi. Stalin and Stalinism</td>
<td>Everyday Life under Stalin</td>
</tr>
<tr>
<td></td>
<td><em>Stalin: The Tyrant</em></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>vii. Nazism in Power</td>
<td>The Nazi Dictator</td>
</tr>
<tr>
<td></td>
<td><em>Hitler: The Dictator</em></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>viii. The Second World War (I)</td>
<td>The Origins of the Second World War</td>
</tr>
<tr>
<td></td>
<td><em>War of the Century — High Hopes</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Semester Recess</strong></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>ix. The Second World War (II)</td>
<td>Holocaust Perpetrators</td>
</tr>
<tr>
<td></td>
<td><em>Auschwitz — The Nazis and the Final Solution</em></td>
<td><strong>The Major Essay is due this week</strong></td>
</tr>
<tr>
<td>Week 11</td>
<td>x. The Origins of the Cold War</td>
<td>The Atomic Bomb</td>
</tr>
<tr>
<td></td>
<td><em>The World at War — The Bomb</em></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>xi. Conclusion</td>
<td>Major essays returned</td>
</tr>
<tr>
<td>Week 13</td>
<td>In Class Test</td>
<td>No tutorials</td>
</tr>
</tbody>
</table>

School of Humanities and Social Science
Recommended Reading

You are expected to become acquainted with the works of some of the major historians and with some of the major historiographical debates. The list below is meant to serve as a guideline; there are fuller reading lists attached to the tutorial topics and, of course, you should take the initiative to delve into the library and read whatever you find of interest there. All of the books and articles mentioned in the tutorial reading lists are held on short loan or on three day loan.

Workbook

The tutorial readings listed under ‘Essential Reading’ are to be found in the Workbook.

Recommended Texts for the Major Essay

You may consider buying one of these books for the major essay:


**Harry Fisher.** *Comrades: Tales of a Brigadista in the Spanish Civil War.* University of Nebraska Press, 1999.


TUTORIAL PROGRAMME

Week 1

There are no tutorials this week.

If you have not already signed up for a tutorial group, please do so as soon as possible in order to get a time that best suits you. Tutorial places fill quickly.
Week 2

Introductory tutorial

The first tutorial will mainly be concerned with explaining what the course is about and answering any questions you may have. This is the first time that you will meet your tutor and the other people in the class with whom you will be working for the next three months. So, we will take a little time out to find out what the tutor expects of you and, just as importantly, what you expect from the tutor and the course. This may be the very first time that you find yourself in a tutorial situation. If that is the case then your expectations are not going to be very high, but think about what you hope to get out of a course on Modern Europe.

You should also come to the class having decided which tutorial topic you would like to do.

Pick more than one in case there is a great demand for a particular topic. The themes on Nazism and the Holocaust are always popular but not everyone can do them.
Week 3

The Origins of the First World War

The problem

The origins of the First World War are one of the most controversial topics in modern European history. In 1919, the allies dumped the 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 the 1960s, however, a German historian by the name of Fritz Fischer dropped a bombshell by arguing that Germany had to bear responsibility for the outbreak of war because of its aggressive war aims.

Tutorial essay question

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

Essential reading


Additional reading


Week 4

The Bolshevik Revolution

The problem

Since the collapse of the Soviet Union we now view the Bolshevik Revolution of 1917 with different eyes. It is now apparent that one of the great experiments of the twentieth century, perhaps the greatest experiment of the twentieth century, was a horrible failure. Nevertheless, the establishment of a communist regime in Russia remains one of the key events in modern history. In this tutorial we are going to look at whether the Bolshevik victory was the outcome of the maniacal determination of Lenin in his drive for power or whether it really was a worker, soldier and peasant revolution? Before we tackle the events of 1917, however, we need to have some idea of what a ‘revolution’ is.

Tutorial essay question

Was the October Revolution of 1917 a workers’ and peasants’ revolution, or an accident of history?

Essential reading


Additional reading


Week 5

Germans into Nazis:
The Rise of Adolf Hitler

The problem

While Fascism was consolidating its power in Italy, Nazism was appearing on the scene in Germany. Hitler’s Party, the NSDAP, was formed in 1920. It remained marginal until 1928 after which it rapidly grew into a mass political movement. The Nazis found widespread support among the urban and rural lower middle classes in particular. This tutorial will look into the reasons why the NSDAP was so successful, and which sectors of German society looked to the Nazis for hope.

Tutorial essay question

Who were the Nazis? Who voted for Hitler between 1928 and 1932 and why?

Essential reading


Additional reading

Week 6

The Spanish Civil War and the International Brigades

The problem

When Franco and a number of other generals staged a putsch against the popularly elected Republican government, people from all over the world travelled to Spain to either support the Republic by joining the International Brigade. What is not as well known, however, is that many people with extreme right-wing views also went to Spain to support Franco’s forces. Very quickly, the struggle in Spain took on the configuration of European politics in the 1930s. This tutorial will look at the international response and whether it really made any difference to the final outcome of the Civil War.

Tutorial essay question

Why did foreigners and foreign powers become involved in the Spanish Civil War? Did it make a difference to the outcome?

Essential reading


Additional reading


Judith Keene, Fighting for Franco: international volunteers in nationalist Spain during the Spanish Civil War, 1936-1939 (New York, 2001), pp. 94-134.

Amirah Inglis, Australians in the Spanish Civil War (Sydney, 1987).


Ronald Radosh, Mary R. Habeck, and Grigory Sevostianov (eds), Spain betrayed: the Soviet Union in the Spanish Civil War (New Haven, Conn., 2001).
Week 7

Everyday Life under Stalin

The problem

After the death of Lenin in 1924, a struggle for the leadership of the Communist Party followed. By the end of the decade Joseph Stalin had won out over his other two main rivals — Leon Trotsky and Nikolai Bukharin. Stalin then went on to become one of the meanest bastards in the history of the world. Ironically, though, when Stalin died in 1953, millions genuinely mourned his death. This tutorial will consider the extraordinary political career of Stalin and the extent to which he was able to carry on the work of those who preceded him. The great debate among historians has been whether Stalinism was the inevitable outcome of Leninism, or was there a break between them?

Tutorial essay question

What was Stalinism?

Essential reading


Additional reading


Week 8

The Nazi Dictatorship

The problem

Nazism is synonymous with Adolf Hitler. The so-called ‘leadership principle’ and the propaganda associated with the ‘Führer’ gives the impression that once in power, Hitler was the unrivalled master of Germany, the machinery of government and the war. Whether this was the case or not is open to debate. In this tutorial we will look at why the figure of Hitler was so pivotal for the Nazi regime?

Tutorial essay question

Why was the cult of the Führer so central to the political system of the Third Reich?

Essential reading


Additional reading


Week 9

The Origins of the Second World War

The problem

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 that removed some of the blame from the Germans by arguing that Hitler was merely intent on overthrowing the Versailles Treaty. Taylor was vehemently criticized by Hugh Trevor Roper. In this tutorial we will discuss the Taylor thesis in the light of Hitler’s foreign policy aspirations.

Tutorial essay question

What were Hitler’s foreign policy objectives and how did he achieve them?

Essential reading


Additional reading


The major essay is due on Monday 12 October at 5 p.m. and must be delivered to the Hub.
Week 10

Extremities:
Holocaust Perpetrators

**The problem**

In 1996, a young (and good looking) political scientist from Harvard University, Daniel Goldhagen, published a book in which he argued that as many as half a million ‘ordinary Germans’ were directly involved in the murder of European Jews and that they acted with ‘joyful enthusiasm’ in doing so. Moreover, he argued that because the killers were ‘ordinary Germans’, any number of other Germans would have behaved in the same way had they been called to do so. The thesis was bitterly attacked by professional historians who have accused him of oversimplification, and ignorance of the most recent scholarly research. In this tutorial, we will look at his arguments, one critic’s views, and what makes ‘ordinary Germans’ become murderers.

**Tutorial essay question**

Were the German people willing accomplices in the extermination of the Jews?

**Essential reading**


**Additional reading**


Michael Marrus, *The Holocaust in History* (Hanover, 1987).

Week 11

The Decision to Drop the Atomic Bomb

The problem

Almost before the Second World War had come to an end two superpowers, the United States and the Soviet Union, became engaged in a battle for the control of war torn Europe and Asia. 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. The fact that the US had the Bomb and was prepared to use it did not help matters. This tutorial will look at the reasons behind the bombing of Japan in 1945 and its impact on relations between the United States and the Soviet Union.

Tutorial essay question

Would the Japanese have surrendered without the bombing of Hiroshima and Nagasaki?

Essential reading


Additional reading


W. Lafeber, America, Russia and the Cold War (New York, 1993).


Major Essay Topics

Make sure you read this before you begin

The Major Essay is the most important work you will have to submit this semester. It is worth 40% of the total mark. You should, therefore, take the preparation of the essay very seriously, allow plenty of time to carry out the research, and submit a thoughtful and well-organized piece of work. Given that you have so many weeks to write it in, we will expect a work of the highest standard and will mark it accordingly.

This essay should be regarded as a research essay, that is, one of the criteria on which you will be judged will be your ability to find relevant material. Your research will inevitably take you to the library, where you will find as much material as possible. Hopefully the library orientation exercise that you completed in the early part of the year will hold you in good stead. If you haven’t been on one and are lost, then book your name in for a guided tour as soon as possible. If you are still experiencing difficulties finding the material you need, consult the library staff or your tutor.

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 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.

Submission deadline — 5 p.m., Monday 12 October.

1. Remember, this essay counts for 40% of your grade. Do not ask your tutor for an extension. If an extension is needed then you must contact the course coordinator. The course coordinator will then decide if it is a suitable excuse. Work commitments are not taken into consideration. Late essays are penalised 10% per week or part thereof.

2. The minimum requirement for the bibliography is six books and two articles. No web sites, dictionaries, or encyclopaedias will be accepted.
The First World War

Question 1

How useful are the personal experiences of Robert Graves for an historical understanding of the impact of the Great War on English society?

Primary source

Secondary sources


The Bolshevik Revolution

Question 2

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

Primary source

OR


Secondary sources

The Spanish Civil War

Question 3

How reliable is George Orwell as an historian of the Spanish Civil War?

Primary source

Secondary sources
George Orwell, *Looking Back on the Spanish Civil War,* in *The Penguin Complete Longer Non-fiction of*
Peter Stansky and William Abrahams, Orwell: the transformation (London, 1979), part IV.
Julian Symons’s introduction to Homage to Catalonia (Harmondsworth, 1966), pp. v-xiii.
Hugh Thomas, The Spanish Civil War (Harmondsworth, 1986).

Question 4
How useful are the recollections of British/American volunteers in Spain to an historical understanding of the involvement of foreign volunteers in the Spanish civil war?

Primary source
OR
Harry Fisher, Comrades: Tales of a brigadista in the Spanish Civil War (Lincoln, 1998).

Secondary sources
Patricia Knight, The Spanish Civil War (Basingstoke, 1991), ch. 3.
Hugh Thomas, The Spanish Civil War (Harmondsworth, 1986).

Nazism

Question 5
How useful to an historical understanding of resistance to National Socialism are the recollections of Marie Vassiltchikov?

Primary source

Secondary sources
Peter Hoffmann, German Resistance to Hitler (Cambridge, Mass., 1988).
Question 6
What insights do the memoirs of Albert Speer offer into the nature of the Nazi regime?

Primary source

Secondary sources

Question 7
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
Anna Maria Sigmund, *Women of the Third Reich* (Richmond Hill, 2000).

Question 8
How useful are the memoirs of Felix Kersten for an understanding of the fate of homosexuals under the Third Reich?

Primary source

Secondary sources

**Stalinist Repression**

**Question 9**

How useful are the first person account of Janusz Bardach to an historical understanding of the nature of Stalinist repression?

**Primary source**


OR


**Secondary sources**


**The Holocaust**

**Question 10**

How useful are the writings of Primo Levi to an historical understanding of the experiences of an Italian prisoner in Auschwitz?

**Primary source**


OR


**Secondary sources**

Question 11
Evaluate the first person account of Anne Frank as an example of Jewish response to Nazi occupation.

Primary source

Secondary sources
Tony Kushner, ‘I want to go on living after my death; the memory of Anne Frank’, in Martin Evans and Kate Lunn (eds), *War and Memory in the Twentieth Century* (Oxford, 1997), pp. 3-27.

Question 12
Evaluate the first person accounts of experiences of the Holocaust in Eastern Europe contained in *Those were the Days* to an historical explanation of the Holocaust.

Primary Source

Secondary Sources
Michael Marrus, *The Holocaust in History* (Hanover, 1987).

Question 13
How useful are the autobiographical recollections of a Polish Jewish childhood to an historical understanding of the Holocaust survivors and who helped them?

Primary source

Secondary sources
Michael Marrus, *The Holocaust in History* (Hanover, 1987).

**Question 14**

Asses the value of the historical novel *Schindler’s List* (also published as *Schindler’s Ark*) to an historical understanding of the operation of National Socialist racial policy in Eastern Europe and the responses it evoked?

**Primary source**


**Secondary sources**


**The Second World War**

**Question 15**

What historical insights can be gained into the Soviet perspectives on the Eastern Front from the Russian writer Vassili Grossman?

**Primary source**


**Secondary sources**

Question 16

How useful are the recollections of German soldiers and their experiences on the Eastern Front to an historical understanding of the war on Russia?

Primary source


OR

Gottlob Herbert Bidermann, *In deadly combat: a German soldier’s memoir of the Eastern Front* (Lawrence, 2000).

Secondary sources

[See the Secondary Sources for Question 15]