

History 1403G
Twentieth Century Europe
Winter 2026

Instructor: **Eli Nathans**

Email: **enathans@uwo.ca**

Office: **Department of History, Lawson Hall 2217**

Office Hours: **Wednesdays, 1:30 to 3:30**

This is a **draft** outline. Please see the course site on OWL Brightspace for a final version.

Course Description

The course begins by examining the violent aftermath of the First World, with a special focus on the policies of the Communist Party in the Soviet Union under Stalin, the rise to power of the Nazi Party in Germany, and Nazi rule of the countries it conquered during the Second World War. In the second half of the term the course examines how the Soviet Union ruled the countries of Eastern Europe after 1945, why most West European nations managed to create stable parliamentary systems of government, in contrast to the experience of European countries after 1918, and the processes by which European colonies achieved independence. We examine the origins of the European Union. We also explore the changing significance of class in European societies and the new opportunities afforded women, as well as the barriers women continued to experience. We analyze why the Soviet empire in Eastern Europe and then the Soviet Union itself came to an end between 1989 and 1991, and the consequences for the lives of all Europeans. One class focuses on the civil wars in Yugoslavia. The final weeks of the course examine more recent developments, including Vladimir Putin's rise to power and rule and the Russian invasion of Ukraine. We examine European responses to migration within and from outside of Europe; the rise of right-wing populist parties hostile to immigration and to the European Union; the exit of Britain from the European Union; the development of an illiberal regime in Hungary; and European responses to climate change.

Students are asked to read excerpts from memoirs, diaries, political manifestos, and selected secondary sources. Lecture notes are published in the course OWL Bright space website, in the weekly assignment sections of the site. For this reason no textbook is assigned. Excerpts from some of the fascinating documentaries about this period are shown and discussed during many of the lecture periods.

Antirequisite: History 1401E

Course Syllabus

Students are expected to: attend bi-weekly lectures and weekly tutorials; complete the brief writing assignments due each week before tutorial; draft a model outline and body paragraph to help develop writing skills; take an in-class quiz in week six based on one of the

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two questions found in the syllabus; write an essay in response to one of four possible questions, listed on pages four through five of this syllabus, using the assigned sources; and take an in-person final examination requiring responses to two of five broad essay questions and brief discussions of quotations drawn from assigned original sources, as well as key terms and names.

Learning Objectives Students who pass this class will be able to:

Explain the causes and consequences of, and relationships between, key events and processes in twentieth century European history;

Evaluate primary sources, by showing that they understand the arguments made, the goals particular claims were meant to achieve, how these goals reflected the circumstances and experiences of the authors, the historical contexts in which documents were composed, and the larger historical significance of the sources;

Construct an analytic, logical, and clear historical argument in an essay that is based on a critical reading of assigned secondary sources and that correctly cites the sources used; and

Formulate concepts and ideas orally, and respond in clear and constructive ways to comments made and questions posed in a discussion of complex historical subjects.

Methods of Evaluation

The final grade will be determined as follows:

Weekly responses to questions on tutorial readings. Please note that responses may not be submitted after the tutorial meets unless a request for an accommodation has been submitted to the Student Absence Portal and approved by Professor Nathans. 10%

Tutorial participation: 10%

Model essay outline and body paragraph due in tutorials in the first half of the course, on the dates indicated in the syllabus, as part of a structured effort to teach essay-writing skills: 5%

An essay of roughly 1500-2000 words in length that answers one of four possible questions, given below in this syllabus, on the basis of assigned sources (as well as other sources students may find themselves). This essay is due at 9:00 pm on Monday, March 2nd; it should be uploaded by the due date to the Assignments section of the course website (open “Assessments” in the toolbar at the top of the OWL Brightspace webpage and then scroll down to “Assignments”). 25%

One in-class quiz on Wednesday, February 12th. Students will be given one essay question, drawn from the list of two questions provided in this syllabus and in the course OWL Brightspace website. The quiz is the course designated assessment for which students are not permitted to use an undocumented absence to request consideration. All requests to postpone the taking of the quiz must include documentation. 10%

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Final examination to be held in-person in the winter exam period. Before the end of the semester students will be given a list of essay questions from which the exam essay questions will be drawn. A model final exam will be provided to the class. 40%

Tutorials:

Weekly Responses to the question or questions posed about assigned readings for tutorials. Several days before most tutorials, the graduate student leading your tutorial, the Teaching Assistant (TA), will post on the tutorial website a question or questions about the readings assigned for the week. Students are required to post responses to these questions in the Quizzes section of the tutorial OWL website (found under “Assessments” in the toolbar at the top of the page) before the tutorial meets; the exact time will be set by the TA. These responses help provide a basis for discussion in tutorials. The lowest weekly grade for a response will not be considered in determining the grade for the weekly postings. If no response was received for one week, that week’s grade will, under this provision, not be included in the determination of the semester grade. All other weeks in which no response to the assigned questions is posted will be assigned a zero, unless a request for an accommodation has been submitted to the Student Absence Portal and approved by Professor Nathans. No questions will be posed with respect to the tutorials that meet during the first week of the term.

Tutorial Participation. Except as noted in the syllabus, tutorials will meet during weeks in which lectures are held. In tutorials the TA will lead discussions that will focus primarily on the interpretation of the assigned sources, all listed in the syllabus. **All reading assignments except those from Kovaly’s memoir can be accessed from the OWL Brightspace website of the lecture part of the class, History 1403G 001.** The links to reading assignments are accessed through the page for each week of the course. Please note that in tutorials discussions may focus both on the sources assigned for the tutorial and also those assigned for the lectures held prior to the time the tutorial meets. The TA will grade your participation. A passing grade for each meeting of the tutorial will require active participation in the tutorial; mere physical presence at a tutorial is not sufficient for a passing grade. The lowest weekly tutorial participation grade will not be considered in determining the grade for participation. If a tutorial is missed during the term the participation grade for this session will, under this provision, not be included in the determination of the grade. All other weeks in which a student is absent from a meeting of the tutorial will be assigned a zero, unless a request for an accommodation has been submitted to the Student Absence Portal and approved by Professor Nathans.

Students who must miss a meeting of their tutorial are encouraged to attend one of the other tutorials that week. Please notify Professor Nathans of your intent to do so (unless the alternate tutorial you attend is also led by your TA - that can be arranged with the TA without consulting Professor Nathans). Professor Nathans will send the TA of the tutorial you wish to attend notification that you will be attending the TA’s tutorial. The TA of that tutorial will send the participation grade for the tutorial to the TA of your regular tutorial.

Model Essay Outline and Body Paragraph: Guidance regarding how to write the essay outline and body paragraph can be found in the *Guide to Researching and Writing a History*

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Essay, found in the Resources Links and Descriptions section of the course OWL Brightspace website. Scroll down the toolbar on the left hand side of the page after clicking on Resources Links and Descriptions to find this and other resources for the course. Late essay outlines and body paragraphs will be accepted, but the grade will be reduced by ten points on a hundred point scale for each day that the outline or body paragraph is late. The imposition of the penalty starts at the end of the tutorial the student attends. Professor Nathans may reduce the penalty based on an accommodation request.

Essay due on Monday, March 2nd, at 9:00 pm:

Students are required to write an essay on one of the four questions provided below. **All of the assigned sources listed below must be used, and the essay should reflect reliance on the entirety of each source.** Students may, but need not, conduct further research to assist them in writing the essay.

Please upload your essay to the Assignments section of the course Owl Brightspace website by 9:00 pm on Monday, March 2nd. This is the designated deadline for submission. However, pursuant to Western policies encouraging lenience in the imposition of penalties for lateness, essay submissions will not incur a late penalty until 12:05 am (five minutes after midnight) on Tuesday, March 3rd. This will provide a margin for technical and other last-minute difficulties. Essays that are late will be penalized one point per day, including weekends, on a hundred point scale, starting at 12:05 am on Tuesday, March 3rd. For the purpose of determining the starting time of the late penalty, submission takes place when the essay is recorded as received in the Assignments section of the course OWL website. **No essays may be submitted after Friday, April 9th, without approval by the student's Academic Advising Office.**

As the descriptions below indicate, for questions one and two the required sources can be found on-line through Western libraries and in the Resources Links and Descriptions section of the course website. For this reason the number of students who may write on these two question is not limited. Essays written in response to questions three and four must be based in part on books found on the reserve reading shelves on the first floor of Weldon (when you enter Weldon, walk to the back of the reading room on the first floor. The shelves with the books held on reserve is on the right of the room with reserve books.) There are approximately 25 copies of each book on reserve. Since writing each essay requires access to the required book, in this instance the number of books available will limit the number of students who can write on each subject.

Students are asked to inform Professor Nathans by 5:00 pm on Friday, January 30th, of the question on which they propose to write their essay (please send the choice by email to enathans@uwo.ca, with the subject heading "History 1403G essay choice"). Students who wish to write on questions three or four, for which available sources are limited, should indicate a second choice as well. If more students select either question three or four than the available sources will support, then Professor Nathans will determine who will be able to select these questions using a method that treats all students who submit by the deadline equally. He will then write to each of the students who selected either of these two questions to let them know

whether they have been selected. In the past all students have been able to write on the question they preferred.

1. What explains the decision of the Soviet government, in the period between roughly 1935 and 1938, to kill or imprison hundreds of thousands of members and former members of the Communist Party, as well as the senior leadership of the Red Army, individuals labelled as “kulaks,” and people from a range of ethnic minorities? Please consider both the motives of Stalin and others involved in the process of selecting and executing the victims of the terror and their various possible motives with respect to different groups of victims; the institutions of the Soviet regime through which the terror was carried out; the historical legacies that may have facilitated the terror; as well as why there was not greater resistance.

Robert Service, *A History of Modern Russia: from Tsarism to the Twenty-First Century* (Cambridge: Harvard University Press, 2009 (3rd ed.)), 169-253. (available on-line through Western Libraries)

Robert Conquest, *The Great Terror. A Reassessment* (Oxford University Press, 1991 (2nd ed.)), 3-25, 53-57, 109-131 (available in the Resources Links and Descriptions section of the course OWL Brightspace website)

Oleg Khlevniuk, *Master of the House. Stalin and his Inner Circle* (New Haven: Yale University Press, 2008), 166-202. (available in the Resources Links and Descriptions section of the course OWL Brightspace website)

Nikita Khrushchev, *Khrushchev Remembers*, translated by Strobe Talbot (Boston: Little, Brown 1970), 71-89, 105-116. (available in the Resources Links and Descriptions section of the course OWL Brightspace website)

2. How did German Jews respond to persecution by the Nazi regime and by individual Germans between 1933 and 1939? Please consider the responses of both men and women, of children, and of the organized Jewish community. Please also note that this question focuses on the period before the start of the Second World War, and on Germany, not on any other country.

Michael Brenner, “Exclusion and Persecution,” from Michael Meyer and Michael Brenner, *German-Jewish History in Modern Times, Volume 4, Renewal and Destruction* (New York: Columbia University Press, 1998), 197-257, 313-332. (available in the Resources Links and Descriptions section of the course OWL Brightspace website)

Marion Kaplan, *Between Dignity and Despair. Jewish Life in Nazi Germany* (New York: Oxford University Press, 1998), introduction, chapters one through five, pp. 1-144. (available on-line through Western Libraries) Please note that to find page numbers, to permit citation, you will need to download the pdf of the assigned sections of the book from the library website.

3. Why did the war in Algeria that took place between 1954-1962 lead to mutinies in the French army? Please focus on the mutinies that challenged the authority of the elected governments of France, both before and after Charles de Gaulle became president. Note that

there were arguably three distinct mutinies in the period in question, with varying actors and goals. The essay should examine all three.

Alistair Horne, *A Savage War of Peace* (New York: Viking Press, 1977), 1-111, 165-207, 273-298, 330-460. (available on the course reserves shelves)

4. What were the most significant factors that from 1945 through the 1990s promoted the equality of French women with men in various spheres of life, including the family, the workplace, political institutions, and more generally in the perceptions and self-perceptions of the French? What were the most significant factors that inhibited the coming into being of greater equality?

Susan Foley, *Women in France since 1789. The Meanings of Difference* (Basingstoke: Palgrave Macmillan, 2004), 235-249, 255-273, 290–293. (available in the Resources Links and Descriptions section of the course OWL Brightspace website)

Abigail Gregory and Ursula Todd, eds., *Women in Contemporary France* (Oxford: Berg, 2000), 1-131, 153-190. (available on the course reserve shelves) Please note that English translations of quotations in French are given in the notes to each chapter.

Guidance in organizing and writing your essay, and regarding the proper citation of historical sources, is found in the *Guide to Researching and Writing a History Essay*, a document in the Resources Links and Descriptions section of the course website.

To submit the essay, please upload an electronic copy to the Assignments section of the course OWL Brightspace website. Please use Word or pdf formats. Note that plagiarism detection software licensed to Western University is used for textual similarity review. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted in any university course.

Final Examination and Quiz:

Make-up tests, midterms, and exams can only be approved by Academic Advising. Please see https://history.uwo.ca/undergraduate/program_module_information/policies.html for department procedures and requirements involving make-up tests and exams.

Students who are granted academic consideration with respect to the final examination or quiz will be provided with the opportunity to take a make-up final examination or quiz. Final examinations always require supporting documentation as the basis for academic consideration.

The undocumented absence procedure may not be used for the quiz on February 11th. The make-up quiz will consist of one of the two set questions found in the syllabus, although not necessarily the question that was posed to students who took the quiz on February 11th.

Course Materials

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KOVALY, HEDA MARGOLIUS, *Under a Cruel Star. A Life in Prague 1941-1968* (New York: Holmes & Meier, 1997)) This required book is being sold by the Western Bookstore for \$29.45 plus tax. Information about the prices of Kovaly's book and the coursepack that also can be purchased at the bookstore (see below) and availability can be found at the Western Bookstore's website for the class, at [textbook prices](#). Students are welcome to purchase second-hand or earlier editions of this book.

The principal secondary reading for the course consists of the lecture notes available on-line on the course website (owl.uwo.ca). The webpages for each week also contain links to the Power Points for most lectures and to the readings that will be discussed in class and in tutorials. Other materials - for example, texts required for the essays and the guide to researching and writing a history essay - are found in the Resources Links and Descriptions section of the course website. **A coursepack with the assigned documents may be purchased at the Western bookstore for \$50.00 plus tax of \$2.50. Purchase of the coursepack is not required. However, students are strongly encouraged to purchase the coursepack, since this will permit easier reference to documents in lecture and during tutorial discussions, and will help in preparing for the quiz and final examination, both of which will test knowledge of the assigned sources.**

Communication policies: I regularly read my emails, and almost always respond to an email within 24 hours of receipt. If you have not received a response to an email within 24 hours, feel free to write me a second time. It has happened that emails slip off the screen before I see them, or, on rare occasions, are caught as spam. Please write using your UWO email account; that is less likely to get sent to spam. If my office hours do not fit your schedule, I am happy to try to arrange an alternative time to meet. I am also happy to schedule telephone and Zoom calls. If you wish to see me during my office hours and I am seeing another student, please knock on the door to let me know that you are waiting. It is a good idea to schedule the time you wish to see me even during office hours, to reduce the likelihood that you will have to wait.

Course Schedule and Readings

Please read the assigned lecture notes, found on the course website, before each class.

Week of January 5:

1. Monday **Introduction**
2. Wednesday **The Russian Revolution**

Assigned Reading: Lenin, "The Proletarian Revolution and Kautsky the Renegade," pp. 372-5, 377-8.

Tutorials: Introductions to the tutorials; examples of how to respond on-line before the meeting of the tutorial to the questions posed each week about the assigned readings. Discussion of the close reading and writing skills the class aims to teach.

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Week of January 12: Based on the assigned readings for tutorial and the excerpts from the documentary *Letters from Karelia* shown in class on Monday, each tutorial will construct an outline of an essay that answers the following the question: “How did Soviet citizens react to Stalin’s terror?”

3. Monday **The Soviet Union, 1920-1939**

4. Wednesday **The Peace Treaties and Europe in the 1920s**

Tutorials: Diary of Andrei Stepanovich Arzhilovsky, from Veronique Garros, Natalia Korenevskaya, and Thomas Lahusen, *Intimacy and Terror. Soviet Diaries of the 1930s* (New York: New Press, 1995), 111-13, 128-33; Wolfgang Leonhard, *Child of the Revolution* (Chicago: Henry Regnery, 1958), 26-39. Based on these assigned readings and the excerpts from the documentary *Letters from Karelia* shown in class on Monday, each tutorial will construct an outline of an essay that answers the following the question: “How did Soviet citizens react to Stalin’s terror?”

Week of January 19: Based on the assigned readings for lecture and for tutorial, students should bring to tutorial an outline of an essay that answers the following the question: “How did Hitler appeal to young Germans, and in particular boys, to support the Nazi government and him personally?” This outline will be graded and the grade will worth two of the five points assigned to the exercises on writing history essays.

5. Monday **Fascism in Italy and the early years of the Nazi Party. The Great Depression**

Assigned Reading to be completed before the lecture: Hitler, *Mein Kampf*, translated by Ralph Manheim (Boston: Houghton-Mifflin, 1943; first published in German in 1925-6), 36-65, 176-86.

6. Wednesday **Nazi Germany, 1933-1939**

Assigned Reading to be completed before the lecture: The Hossbach Memorandum of November 1937.

Tutorials: Hermann Rauschning, *The Voice of Destruction* (New York: Putnam, 1940), 47-57; Alfons Heck, *A Child of Hitler. Germany in the Days when God wore a Swastika* (Frederick: Renaissance House, 1985), 8-18; Gregor Ziemer, *Education for Death. The Education of the Nazi* (Oxford, 1940), 145-153; Jost Hermand, *A Hitler Youth in Poland. The Nazis Program for Evacuating Children during World War II*, trans. by Margot Dembo (Evanston: Northwestern University Press, 1997), 46-56. Discussion of the essay outlines prepared on the question of how Hitler appealed to the youth of Germany.

Week of January 26: Bring to tutorial a body paragraph that begins with the sentence: “One important attraction of the Hitler Youth for some boys was its disregard for certain of the status and class barriers of German society.” Discuss evidence from the assigned excerpts from Heck, Ziemer, and Hermand’s books

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and use a quotation from at least one of these books to support your argument. Use correct footnote citation form, as described in the *Guide to Researching and Writing a History Essay*. To create a footnote in a Word document, click on “References” in the toolbar and then “insert Footnote” at the place you want to place the number for the footnote in the text, which is usually following the period at the end of the sentence that included the relevant evidence or quotation. The body paragraph will be graded and the grade will worth three of the five points assigned to the exercises on writing history essays, two points for the substance of the paragraph and one point for correct footnote form.

7. Monday **The Second World War**

8. Wednesday **Nazi Occupation Policies and Relationships with Allies and Satellite Regimes**

Tutorials: Juergen Forster, “Operation Barbarossa as a War of Conquest and Annihilation,” from *Germany and the Second World War*, Vol. 4, *The Attack on the Soviet Union* (Oxford: Clarendon Press, 1998), 481-5; Rolf-Dieter Mueller, “The Failure of the Economic ‘Blitzkrieg Strategy,’” from *Germany and the Second World War*, Vol. 4, *The Attack on the Soviet Union* (Oxford: Clarendon Press, 1998), 1140-7, 1172-7.

Week of February 2:

9. Monday **Genocide**

Assigned Reading to be completed before the lecture: Saul Friedlander, *Nazi Germany and the Jews, 1939-1945: The Years of Extermination* (Harper Perennial, 2007), 197-215, 261-8, 479-83.

10. Wednesday **Resistance. Preparation for the quiz on Wednesday, Feb. 11th**

Tutorials: Extracts from the Diary of Captain Wilm Hosenfeld, from Wladyslaw Szpilman, *The Pianist, the Extraordinary Story of One Man’s Survival in Warsaw, 1939-1945*, trans. by Anthea Bell (Toronto: McArthur and Co., 2003), 177-181, 193-208; Georg (Juergen) Wittenstein, Essay on the White Rose group, from John Michalczyk, *Confront. Resistance in Nazi Germany* (New York: Peter Lang, 2004), 196-207; Flyers of the White Rose group, from *Nazism, 1919-1945. A Documentary Reader*, ed. by J. Noakes and G. Pridham, Vol. 4, *The German Home Front in World War II* (Exeter, 1984), 457-9; Heda Margolius Kovaly, *Under a Cruel Star. A Life in Prague 1941-1968* (New York: Holmes & Meier, 1997), 5-66 (note: the Kovaly memoir must be purchased from the Western bookstore or on-line).

Week of February 9: In-class quiz on Wednesday during the lecture period

11. Monday **The aftermath of the Second World War. The expulsion of ethnic Germans from Poland, Czechoslovakia, and other Eastern European countries. Stalin establishes control of Eastern Europe. The division of Germany.**

12. Wednesday Quiz to be taken in-class, on one of the two questions given below - the instructor will choose which question will appear on the quiz. Students should prepare answers to both questions, since only one will appear on the quiz. Please note that this is a closed book, closed notes examination. No electronic devices of any kind may be used during the examination. Grading of the quiz will be based on the clarity, breadth, and logical development of the answer, and the extent to which claims are supported by references to the materials assigned for the class.

1. In the section of her book assigned for last week's class, pages 5-66, Kovaly explains why Communism, even in its Soviet form, came to appear attractive to many Czechs, including many Czech Jews, during and after the Second World War. What were the most important reasons that she discusses? How was it that the many crimes of Stalin, analyzed in the second week of the course, did not lead to greater skepticism regarding, if not rejection of, the Soviet model?
2. To what extent was Lenin's attack on capitalist societies and governments in his response to Karl Kautsky's criticism of the Bolshevik refusal to permit the elected Constituent Assembly to meet similar to the arguments made by Hitler in the assigned sections of *Mein Kampf*, and in what respects were they different? Please consider the ways in which each political figure attacked opponents for using illegitimate methods to gain and keep political power; disparaged the role of elections; and characterized those who disagreed with them. In considering the differences between the two men's arguments, compare the particular group or groups each criticized, the basis for each man's hostility to particular groups, and the methods each proposed to use in response to those whom they considered enemies. **The answer to this question must be based on the two assigned texts.**

No tutorials this week.

WEEK 7: 16-22 February Spring Reading Week (no classes, no tutorial meetings)

Week of February 23

13. Monday **The Soviet Union and Eastern Europe under Soviet Rule, 1945-1964**

14. Wednesday **Colonial Revolts against Britain, France, and the Netherlands in the Aftermath of World War II**

Tutorials: Nikita Khrushchev's "Secret Speech" of February 25, 1956 to the XXth Congress of the Communist Party of the Soviet Union, from *Khrushchev Remembers*, 559, 572-5, 578-89; Milovan Djilas, *The New Class. An Analysis of the Communist System* (New York: Praeger, 1957), 37-41, 46-7, 59-62; Heda Margolius Kovaly, *Under a Cruel Star. A Life in Prague 1941-1968* (New York: Holmes & Meier, 1997), 67-168.

Week of March 2: Final Essay due in the Assignments section of the course website by 9:00 pm on Monday, March 2nd.

15. Monday **Foundation of the European Union; Social and Cultural Change in Postwar Western Europe**

16. Wednesday **The Soviet Bloc and the Growth of Dissent, 1964-1986**

Tutorials: Zhores Medvedev, "The Legacy of Andrei Sakharov," *Index on Censorship* 3 (1990) 13-14; Natalia Rubinstein, "A People's Artist: Vladimir Vysotsky," *Index on Censorship* 7 (1986), 20-23; Heda Margolius Kovaly, *Under a Cruel Star. A Life in Prague 1941-1968* (New York: Holmes & Meier, 1997), 169-92.

Week of March 9

17. Monday **The Dissolution of the Soviet Empire in Eastern Europe and the Collapse of the Soviet**

18. Wednesday **The Yugoslav Civil Wars**

Tutorials: Svetlana Alexievich, *Secondhand Time. The Last of the Soviets* (Random House, 2016), ix-xiv, 18-27; Jana Hensel, *After the Wall. Confessions from an East German Childhood and the Life that Came Next* (Public Affairs, 2008), 63-79.

Week of March 16

19. Monday **The Yeltsin Era and the Rise to Power of Vladimir Putin**

Assigned Reading: Masha Gessen, *The Man without a Face. The Unlikely Rise of Vladimir Putin* (New York: Riverhead (Penguin), 2012), 48-53, 22-7, 36-42

20. Wednesday **Putin's Methods of Rule**

Assigned Reading: Karen Dawisha, *Putin's Kleptocracy. Who Owns Russia?* (New York: Simon & Schuster, 2014), 266-77, 285-91, 313-24, 340-50

Tutorials: The Litvinenko Inquiry. Report into the Death of Alexander Litvinenko," January 2016, Chairman Robert Owen, 9-10, 13-25, 51-58, 227-44. The Report can be found at <https://webarchive.nationalarchives.gov.uk/20160613090324/https://www.litvinenkoinquiry.org/report>.

Week of March 23:

21. Monday **The expansion of the European Union after 1990. The challenges created by rising levels of migration within the EU and immigration from Africa, South Asia, and the Middle East. Brexit.**

22. Wednesday **The growing attraction of the political right. Authoritarian methods of governments in Hungary and Poland.**

Tutorials: Paul Lendvai, "The Transformer. Orban's Evolution and Hungary's Demise," *Foreign Affairs* 98:5 (September/October 2019).

Week of March 30:

23. Monday **Open**

24. Wednesday **Ukraine, 1990-2022. The Russian invasion of Ukraine.**

Tutorials: Documents to be assigned

Week of April 6:

25. Monday **The European Union and Climate Change.**

26. Wednesday **Review for the final examination**

Tutorials: Review for the final examination.

FINAL EXAMINATION TO BE HELD IN-PERSON DURING THE TIME SCHEDULED BY THE REGISTRAR DURING THE FINAL EXAMINATION PERIOD, APRIL 12-30

Additional Statements

Communication policies: I am happy to speak with students after class, or during my weekly office hours. If these times are not convenient, I am happy to arrange alternative times to meet. I am in my office most days of the week. Please write me at enathans@uwo.ca to schedule a time to talk. I am also happy to talk by phone or via Zoom.

Use of electronic devices: No electronic devices, or books or notes, may be used during the quiz or the final examination.

Classroom behavior: Please turn off cell phones and refrain from using any recording devices during the class. Please remove earbuds during the class.

Use of electronic devices: No electronic devices, or books or notes, may be used during the quiz or the final examination.

Use of generative artificial intelligence (AI): Students may use artificial intelligence tools in studying for the class and in preparing the assigned essay. However, you should not take language from AI or make claims based on AI without verifying these claims in the sources assigned for each essay, or similar sources that you have located on your own. Citation to an anonymous source, like AI, is not acceptable.

Each essay must be primarily the student's own work. Note that AI often makes very general claims, and is likely not to reflect the particular claims and interpretations found in the assigned texts. ChatGPT and other AI tools have not yet - although one day perhaps they will - learned how to correctly cite the sources I have assigned for the essays, and the result is that essays written with ChatGPT and other AI tools fail to incorporate a necessary element of the required essay. **Essays submitted without accurate footnotes to the assigned sources will**

receive failing grades. As noted above, all of the assigned sources listed in the syllabus must be used in the assigned essays.

Please review the Department of History's shared policies and statements for all undergraduate courses at:

https://history.uwo.ca/undergraduate/program_module_information/policies.html for important information regarding accessibility options, make-up exams, medical accommodations, health and wellness, academic integrity, plagiarism, and more.