
MONDAY, MAR. 16, 2009: THE INDUSTRIAL REVOLUTION

As important as the French Revolution is, the Industrial Revolution may well claim even more significance. Starting during the mid-eighteenth century, the industrial revolution was a profound economic transformation, but its social and political implications might well be even more important. Today we will try to explain why the Industrial Revolution started when and where it did, then we will briefly discuss some of its implications.

Lecture: The Industrial Revolution

Reading:

Eric G.E. Zuelow, “ ‘Kilts *versus* Breeches’: The Royal Visit, Tourism, and Scottish National Memory,” *Journeys: The International Journal of Travel and Travel Writing* 7.2 (2006): 33-53.

WEDNESDAY, MAR. 18, 2009: THE “NEW” IMPERIALISM

The late-nineteenth century ushered in a “race to empire” in which European states, led by Great Britain, struggled to acquire overseas colonies, especially in Asia and Africa. Today we talk about this “new imperialism,” focusing primarily on the British Empire (by far the largest of all European empires).

Lecture: The New Imperialism

Reading:

George Orwell, “Shooting an Elephant,” available from Online Literature at:
<http://www.online-literature.com/orwell/887/>. (Accessed 8 December 2008).

William Henry Furness III, “A Visit to a Head-Hunter of Borneo,” available from Modern History Sourcebook at:
<http://www.fordham.edu/halsall/mod/1901borneo.html>. (Accessed 8 December 2008).

MONDAY, MAR. 23, 2009: WORLD WAR I

Although it did not begin until 1914, the First World War represents the true beginning of the twentieth century. The relative civility (if that is the right word) of the nineteenth century suddenly and utterly collapsed. Society was increasingly brutalized. What had seemed shocking in 1913—men turning into bugs or nearly naked dancers—was hardly surprising in a world where airplanes flew overhead, where motorcars sped at once unthinkable speeds,

where amputees were everywhere, and where hundreds of thousands of men could fall dead in mere hours. Today we will talk about the experience and implications of World War I.

Lecture: World War I and the Rise of Modernity

Reading:

Franz Kafka, *The Transformation (Metamorphosis) and Other Stories* (Penguin, 1995).

WEDNESDAY, MAR. 25, 2009: THE RUSSIAN REVOLUTION

One of the many implications of World War I was a revolution in Russia. The Russian Revolutions of 1917 brought a communist government to power for the first time, providing an opportunity to, at least theoretically, implement the ideas of the great nineteenth century social thinker Karl Marx. The Russian Revolution did not lead to a Marxist utopia, but it did install the first of the great authoritarian governments of the twentieth century—the first step toward creating a mortal struggle between democracy and what philosopher Hannah Arendt called “totalitarianism.”

Lecture: The Russian Revolution

Reading:

Lenin, Vladimir Illyich, “The Tasks of the Proletariat in the Present Revolution” (1917), *Lenin Works Archive*. Available online:
<http://www.marxists.org/archive/lenin/works/1917/apr/04.htm>. (Accessed 8/7/06).

Marx, Karl, *The Communist Manifesto*. Available online:
<http://www.anu.edu.au/polsci/marx/classics/manifesto.html>. (Accessed 7/31/07).

MONDAY, MAR, 30 2009: MID-TERM REVIEW #2

Discussion: Mid-Term Review #2

Reading:

No Reading Assignment

WEDNESDAY, APR. 1, 2009: MID-TERM EXAM #2

Mid-Term Exam #2

Reading:

No Reading Assignment

MONDAY, APR. 6, 2009: FASCISM!

Building on our discussion of the Russian Revolution, Mazower's argument, and the horrible realities of interwar Europe, we will now discuss the rise of a new form of totalitarian government—fascism. The brainchild of an Italian journalist named Benito Mussolini, fascism quickly spread to other states, most notably Germany, but as it spread it changed. No two fascist governments were alike: a fact that constantly challenges students of fascism. Today we will talk about the rise of fascism, focusing specifically on the two most prominent cases: Italy and Germany.

Lecture: German and Italian Fascism

Reading:

Richard Bessel, "The Nazi Capture of Power," *Journal of Contemporary History*, Vol. 39, No. 2, Understanding Nazi Germany (Apr. 2004): 169-188.

WEDNESDAY, APR. 8, 2009: WORLD WAR II

The Second World War was truly total war. Bombs rained down on European cities. Civilians were imprisoned and murdered. A considerable portion of the war was fought through the new mediums of radio and cinema. Propaganda was everywhere. Today we will engage in a whirlwind discussion of World War II in Europe.

Lecture: World War II in Europe

Reading:

A collection of speeches by major European leaders (Hitler, Churchill, Molotov) during World War II, available online at: *Modern History Sourcebook*, <http://www.fordham.edu/halsall/mod/modsbook/html>. (Accessed on 9 December 2008).

MONDAY, APR. 13, 2009: THE HOLOCAUST

Few events stand as a more potent symbol of the horror of the twentieth century than the Holocaust. In only about four years, nearly eleven million men, women, and children were murdered for no reason other than their race, their politics, their physical/mental challenges, or their sexual orientation. How did arguably the most civilized society in the world become one of the most bloodthirsty? How might we account for the Holocaust? How did the Nazis carry out mass murder? Today we will struggle to find answers.

Lecture: The Holocaust

Reading:

Art Spiegelman, *The Complete Maus: A Survivor's Tale* (Pantheon, 1996), 5-161.

WEDNESDAY, APR. 15, 2009: HOLOCAUST MEMORY

One of the most prevalent slogans in the post-war world is that we should “never forget” the Holocaust. But what does this mean? What are we to remember? Whose story? Gays and gypsies died in depressing numbers, just as did Jews. Should one story receive primacy? Most of us quickly reply “absolutely not!” yet how does one construct a narrative of events that is easily accessible to the masses while being truly representative? The death camp at Auschwitz, for example, makes little reference to Jewish victims, instead focusing on “Polish” martyrs. Most memorials celebrate the death of six million Jews, ignoring gays, gypsies, the infirm, and myriad others. Today we will watch a short movie (about 30 minutes) that raises some of the challenges inherent in Holocaust memory; then we will debate how best to “remember.”

Discussion and Film Showing: Holocaust Memory / *Night and Fog* (Movie)

Reading:

Spiegelman, *Maus*, 164-296.

MONDAY, APR. 20, 2009: THE COLD WAR

The struggle between totalitarianism and democracy did not end after World War II. Fascism was more or less vanquished, but Communism remained. In 1946, the great British lion, Winston Churchill, proclaimed that an Iron Curtain has descended across Europe. The Cold War, an ideological struggle for world supremacy, was “fought” around the globe, but Europe, and especially Germany, was its focal point. Today we will talk about the origins and character of the Cold War.

Lecture: The Cold War

Reading:

Cold War documents, available online at: *Modern History Sourcebook*, <http://www.fordham.edu/halsall/mod/modsbook/html>. (Accessed on 9 December 2008).

WEDNESDAY, APR. 22, 2009: VICTORY OF DEMOCRACY?

Few people imagined that the Cold War would end between 1989 and 1991. There were certainly a few Soviet specialists who recognized that the USSR was in deep trouble, but the suddenness of the collapse caught virtually everybody off-guard. For some, the end of communism in Europe was a clear sign that democracy had finally arrived. Yet was this really true? Right wing political parties are gaining popularity in many places. Today we will talk about the reasons that the Soviet Union and its satellites collapsed, then we will ask whether the end of the Cold War truly represents the victory of democracy or whether the battle for Europe's soul continues.

Lecture: The Collapse of Communism

Reading:

Charles S. Maier, "The Collapse of Communism: Approaches for a Future History,"
History Workshop, No. 31 (Spring, 1991): 34-59.

MONDAY, APR. 27, 2009: FINAL EXAM REVIEW

Discussion: Final Exam Review

Reading:

No Reading Assignment