

HIST 102 10A  
Ashmore  
History of Western Civilization II  
Absolutism to World War Two  
p.m.  
Fall 2001, MWF 10:40-11:30  
Humanities Hall 201

Dr. Susan Youngblood

Office: Language Hall 101  
Office Hours: MWF 2:00-3:00

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## COURSE SYLLABUS

### Course Description and Goals:

This course will examine Western Civilization from the Age of Absolutism to World War Two. As a survey course we will focus on the making of modern Western Civilization by reviewing politics, philosophy, science, industrial development, and war. In addition, we will look at how Europeans responded to their changing society. This course will help students develop reading, research, and writing skills that will benefit them in upper division classes. Finally, the study of history will help students develop an understanding and appreciation for their culture and the world in which they live.

**Required Reading:** The books are available at the campus bookstore, the documents and journal articles are available through the library E-reserves.

Richard Westfall, The Life of Isaac Newton, (Cambridge University Press: New York, 1993).

Charles Dickens, Hard Times, (Oxford University Press: New York, 1998, originally published in 1854).

Erich Maria Remarque, All Quiet on the Western Front (Fawcett Crest: New York, 1958, originally published in 1928).

Marion A. Kaplan, Between Dignity and Despair: Jewish Life in Nazi Germany, (Oxford University Press: New York, 1998).

Documents and articles on E-reserves through the library web-page.

**Optional Reading:** This book is available at the campus bookstore. Although not required, you may find it helpful in your preparation for the course.

John P. McKay, Bennett D. Hill, John Buckler, A History of Western Society, Vol II, From Absolutism to the Present, 6th edition, (Houghton Mifflin Company: New York, 1999).

### Grading and Assignments:

Midterm essay exam (20%) given on **Oct 12**; book review on each of the 4 books due *beginning* of class on **the days we have book discussion—Sept 19** (Westfall), **Oct 24** (Dickens), **Nov 21** (ReMarque), **Dec 5** (Kaplan) (20%); 4 unannounced document/journal quizzes (10%); review of reading journal (15%); final essay exam (30%) given on **Friday, December 14th from 2:00-5:00 p.m.**; class participation and attitude (5%). All assignments as well as your final

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course grade will be based on the +/- system. Study questions for the midterm exam and the final exam will be passed out at least one week prior to each exam.

**Reading Journals**--Throughout the semester we will read documents and journal articles that have been placed on E-reserve through the library web page. Your responsibility is to read all of the documents and journals assigned throughout the semester and keep a reading journal that answers assigned questions relating to each journal article. I will divide the class into study groups of 4-5 people. The purpose of these study groups is to provide you with the opportunity to discuss the documents and journal articles together outside of class in order to prepare your own reading journal. Your group may want to meet at a regular time each week, it is up to you. I will also use these groups to do in-class projects throughout the semester. You will turn in your reading journal to me every four weeks so that I can review your progress. Reading journal review dates are: **Sept 14, Oct 17, Nov 9, Nov 30.**

#### **Honor Code:**

We are a community of scholars. Therefore, academic dishonesty is not tolerated. Your signature or name on any work submitted for credit shall indicate you have neither given nor received unauthorized information on the work, nor have you condoned the giving or receiving of unauthorized information by others. As a student at Oxford College of Emory University you have agreed to abide by the honor pledge and have taken upon yourself the responsibility of upholding the Honor Code; you are urged to inquire of the Honor Council about any doubtful case at any time throughout the semester. For complete details on the Honor Code please see pages 94-95 in Oxford College 2001-2002 Catalog.

#### **Attendance Policy:**

Class begins at 10:40 and ends at 11:30. Regular attendance and active participation in class should be considered an essential part of the learning process. Roll will be taken. Students are allowed three absences, every absence after that will deduct points from the class participation portion of your final course grade. Occasionally participation in a college-sponsored event is an excused absence. However, you must inform me prior to the absence and present written proof of college sponsorship. It is your responsibility to obtain missed lecture notes and turn in all assignments on time. I expect you to be awake and focused on the material being covered in class. Do not study for another course while you are in my class. During class discussions of reading material I expect you to have prepared before class.

If you miss the midterm or the final exam, **only absences due to medical or family emergencies** (for example, attending the funeral of an immediate family member) are valid. You will need to present written evidence of your illness or family emergency for an excused absence. Students will only be allowed to make up missed work after presenting written proof of a medical or family emergency. All make-up midterm exams will be given on **December 11th** during my office hours. You cannot change the time of your final exam because of travel plans, vacation plans, job opportunities, or having more than one final exam on one day.

If you miss the due date on a written assignment, a late penalty of **five points per day** (including weekends) will be deducted from your grade for that assignment.

Please feel free to visit me during my office hours, or make an appointment with me if my office hours are not convenient with your schedule. One of the positive experiences you can have at Oxford College is getting to know your professors well. So, take advantage of that opportunity and come see me throughout the semester.

#### **E-Mail Etiquette:**

We will have a class conference on LearnLink that corresponds with this course. I will post all assignments on the conference as well as other pertinent items that may enhance class discussion. When communicating with your fellow classmates on the conference, or with me on

my personal e-mail address do not post anything that you would not be comfortable saying to your classmates or to me in person.

## SCHEDULE

Aug 31	Syllabus, Introductions, Why Study History?	
Sept 3	No Class/Labor Day	
Sept 5	Absolutism in France	E-reserves
Sept 7	Louis XIV	E-reserves
Sept 10	Constitutionalism in Britain	E-reserves
Sept 12	Constitutionalism in Britain	E-reserves
Sept 14	Scientific Revolution	Westfall; E-reserves
	<b>Turn in Reading Journal</b>	
Sept 17	Scientific Revolution	Westfall; E-reserves
Sept 19	<b>Book Review due of Westfall</b> and Discussion of same with E-reserves	
readings.		
Sept 21	The Age of Enlightenment	E-reserves
Sept 24	The Age of Enlightenment	E-reserves
Sept 26	The French Revolution	E-reserves
Sept 28	The French Revolution	E-reserves
Oct 1	The Terror	E-reserves
Oct 3	The Terror	E-reserves
Oct 5	The Directory/Napoleon	E-reserves
Oct 8	Napoleon	E-reserves
Oct 10	Origins of the Industrial Revolution	E-reserves
Oct 12	<b>Midterm Essay Exam</b>	
Covering Absolutism through Napoleon; Westfall; E-reserves readings; and lectures through Oct 3. <b>Blue Book required</b>		
Oct 15	No Class--Fall Break	
Oct 17	Industrial Revolution	E-reserves; Dickens
	<b>Turn in Reading Journal</b>	
Oct 19	Social Consequences of the Indust.Revl.	E-reserves; Dickens
Oct 22	Social Consequences of the Indust.Revl	E-reserves; Dickens
Oct 24	<b>Book Review due of Dickens</b> and Discussion of same with E-	
reserves readings.		
Oct 26	Conservatism	E-reserves
Oct 29	Liberalism	E-reserves
Oct 31	New Principles of Authority-Darwin	E-reserves
Nov 2	New Principles of Authority-Marx	E-reserves
Nov 5	Nationalism	E-reserves
Nov 7	German Unification	E-reserves

Nov 9	German Unification <b>Turn in Reading Journal</b>	E-reserves
Nov 12	From Peace to War–Origins of WWI	E-reserves; ReMarque
Nov 14	WWI and Its Impact on Society	E-reserves; ReMarque
Nov 16	WWI and Its Impact on Society	E-reserves; ReMarque
Nov 19	Treaty of Versailles	
Nov 21	<b>Book Review due of ReMarque</b> and Discussion of same with	
E-reserves readings.		
Nov 23	No Class–Thanksgiving	
Nov 26	Rise of National Socialism	E-reserves; Kaplan
Nov 28	Rise of National Socialism	E-reserves; Kaplan
Nov 30	Nazi Germany <b>Turn in Reading Journal</b>	E-reserves; Kaplan
Dec 3	Nazi Germany	E-reserves; Kaplan
Dec 5	<b>Book Review due of Kaplan</b> and Discussion of same with E-	
reserves readings.		
Dec 7	World War II	E-reserves
Dec 10	World War II and Its Impact on Society	E-reserves
Dec 12	Reading Day	
Dec 14	<b>Final Exam, 2:00-5:00 p.m.</b> Blue Book <b>required</b>	

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Explanation of Writing Assignments

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Reading Journal: Reading journal review dates are: **Sept 14, Oct 17, Nov 9, Nov 30.**

For each journal article that is placed on E-reserve answer the following questions:

- what is the author’s thesis or argument?
- how does the author support the thesis or argument?
- what sources did the author use?
- how persuasive was the argument?
- how does the journal article relate to the primary documents?
- how does the journal article relate to class lecture?

Book Review: Due dates are **Sept 19** (Westfall), **Oct 24** (Dickens), **Nov 21** (ReMarque), **Dec 5** (Kaplan)

Your book reviews should be typed using double-spaced lines and about 700-750 words (3 pages). For each book we read in class prepare a book review that includes the following:

–At the top of your book review include the bibliographical information for the book, including author, title, and publication information. e.g.: Thomas Munck, The Enlightenment: A Comparative Social History 1721-1794, (Oxford University Press: New York, 2000).

–Give a statement of the subject of the book, which is a brief overview of the book’s main point. E.g.: Using new scholarship on the enlightenment, Thomas Munck explains what the age of reason meant for those in the upper levels of society as well as those who were uneducated, demonstrating that the reach of the enlightenment extended beyond the traditional view of those privileged few who were a part of the salon culture.

–Give the author’s thesis. Are there any outstanding contentions, disclosures, or points of interest? Discuss these.

–What is the utility or importance of the book? Comment concisely and intelligently on the general value or lack of value of the book. Does it add to our understanding of an important historical development; refute errors or misconceptions, either public or scholarly; contribute to the general knowledge of the reader; make public documentary evidence heretofore unknown?

–What is the validity of the book? Does the book present facts accurately? Are its conclusions warranted by the evidence presented? What sources does the author use? Does the author present a certain bent in interpretation? Did the author misrepresent or abuse sources? Was the author concerned mainly with propagandizing or expressing a certain point of view, or was the author an impartial seeker of knowledge? Do certain unstated assumptions underlie the author’s approach to humanity, history, historical method, evidence, or reason? If biased or filled with unstated assumptions, then how and to what extent? Is the book significantly marred as a result? Does the book conflict with material you know is true? Are there internal contradictions in the book? Contradictions between the book and another noted authority?

#### Writing Style:

Even though this is not an English class, your writing style is important. Historians communicate through writing so you should treat a paper written for a history class just like you would for an English class. Your journal entries and book reviews should be written well: use complete sentences, strong paragraph construction, active voice, correct spelling, and no abbreviations or contractions. If you need to cite sources in your book review **do not use MLA style citations for this assignment**. Historians use either footnotes or endnotes to reference the works they use in a paper. See Mary Lynn Rampolla, A Pocket Guide to Writing History (on reserve in the library and in the writing center in Language Hall) for the correct way to reference your citations. Points will be deducted from your book review if you do not use either footnotes or endnotes.

#### Other helpful hints for writing a book review:

1. Start writing your book review using a detailed outline. An outline is not a list of topics but rather a progressive development of a subject.
2. Give yourself enough time. No one can draft a well-written review the first go around. Review a draft of your essay closely, and make the needed corrections before turning in a final version. You might try reading your review out loud to yourself. If a phrase does not sound right, re-word it until it is correct.
3. Be sure that each paragraph has a topic sentence.
4. Do not use one-sentence paragraphs.
5. Avoid passive voice (instead of “He was run out of town by the mob.” use “The mob ran him out of town.”).
6. Do not use verbs as nouns (words ending in ing, ion, etc., where the stem is a verb). Try instead to use a noun and a verb.
7. Use the past tense.
8. Do not split infinitives (“She wanted to quickly run to the store.” Should read “She wanted to run quickly to the store.”)
9. Make sure you know when to use “which” and when to use “that.” Use “which” when the phrase that follows is not essential to understanding the sentence, a comma should set off this phrase. Use “that” when the phrase that follows is essential to understanding the sentence, a comma is not necessary when using “that”. “He put on his hat, which was discolored.” “He gave him the book that cost twenty dollars.”

10. Use “who” or “whom” to refer to people, never “which” or “that.” “A person who...” is correct. “The soldier that. . .” is incorrect.

11. Follow the rule of antecedent. Any pronoun must refer to the nearest preceding noun applicable: “Mr. Globule saw Miss Glunk sitting with her cat. He loved her.” Was Globule attracted to the cat? Was the cat enamored of Miss Glunk? The latter is probably the best reading.

Come see me during my office hours, or make an appointment with me if you have any questions on the assignment or on your writing ability. Writing well is something everyone can learn how to do, it is not a gift that some people have and others do not. I am here to help you in any way I can. You should also let one of the writing tutors who work in the Writing Center (the first floor of Language Hall) review a draft of your paper. This will not only improve your work it will also strengthen your writing skills.

## Original Documents and Readings for History 102, Fall 2001 Dr. Susan Youngblood Ashmore

### Absolutism/Louis XIV

Document:

The Edict of Nantes 1598, found at <http://www.stetson.edu/~psteeves/classes/edictnantes.html>

Revocation of the Edict of Nantes, Fontainebleau, October 25, 1685, in William Beik, Louis XIV and Absolutism: A Brief Study with Documents, (Bedford/St. Martin's: Boston, 2000), pp. 193-198.

Readings:

W.H. Lewis, “The Court,” The Splendid Century: Life in the France of Louis XIV, (Morrow Quill: New York, 1978), pp. 39-63.

Carolyn Lougee Chappell, “The Pains I Took to Save My/His Family”: Escape Accounts by a Huguenot Mother and Daughter After the Revocation of the Edict of Nantes,” *French Historical Studies* 1999 22 (1): pp. 1-64.

Jeffrey Merrick, “Conscience and Citizenship in Eighteenth-Century France,” *Eighteenth-Century Studies*, Vol. 21, No. 1 (Autumn 1987), pp. 48-70.

### Constitutionalism in Britain

Document:

1689 Declaration of Rights, in Jack N. Rakove, Declaring Rights: A Brief History with Documents, (Bedford/St. Martin's: Boston, 1998), pp. 41-45.

Readings:

Mark Kishlansky, “The Case of the Army Truly Stated: The Creation of the New Model Army,” *Past and Present*, 1978 (81): 51-74.

Lois G. Schwoerer, “Propaganda in the Revolution of 1688-1689,” *American Historical Review*, Vol 82, No. 4 (Oct 1977) p. 843-874.

### Scientific Revolution

Document:

Galileo's Letter to the Grand Duchess Christina, in Maurice A. Finocchiaro, editor, The Galileo Affair: A Documentary History, (University of California Press: Berkeley, 1989), pp. 87-118.

Readings:

Richard Westfall, The Life of Isaac Newton, (Cambridge University Press: New York, 1993).

## The Enlightenment

Documents:

Cesare Bonesana Beccaria "On Crimes and Punishment" 1764, in David Williams, editor, The Enlightenment: Cambridge Readings in the History of Political Thought, (Cambridge University Press: New York, 1999), pp. 441-467.

Jean Jacques Rousseau, "Discourse on the Origin and the Foundations of Inequality among Men," 1755, in Williams, pp. 106-118.

Readings:

Robert C. Darnton, "The Forbidden Bestsellers of Pre-Revolutionary France," in Rewriting the French Revolution, ed. C. Lucas, (Oxford University Press: New York, 1991), pp. 1-32.

Durand Echevernia, "The Pre-Revolutionary Influence of Rousseau's Social Contract," *Journal of the History of Ideas*, Vol. 33, No. 4, (Oct-Dec 1972), p. 543-560.

Lester G. Crocker, "The Discussion of Suicide in the Eighteenth Century," *Journal of the History of Ideas*, Vol 13, No. 1, (Jan 1952), p. 47-72.

## Road to Revolution/French Revolution

Documents:

Declaration of the Rights of Man and Citizen 1789, found at <http://www.yale.edu/lawweb/avalon/rightsof.htm>

Readings:

Jennifer Harris, "The Red Cap of Liberty: A Study of Dress Worn by French Revolutionary Partisans, 1789-1794," *Eighteenth-Century Studies*, Vol 14, No. , (1981), p.283-312.

Ruth Graham, "The Revolutionary Bishops and the Philosophes," *Eighteenth-Century Studies*, Vol. 16, No. 2 (Winter 1982-1983), p. 117-140.

Bronislaw Baczko, "The Social Contract of the French: Sieyes and Rousseau," *The Journal of Modern History*, Vol 60, Supplement: Rethinking French Politics in 1788 (Sep 1988), p. S98-S125.

## The Terror

Documents:

Law of Suspects (September 17, 1793), in Leo Gershoy, The Era of the French Revolution, 1789-1799: Ten Years that Shook the World, (D. Van Nostrand Co: New York, 1957), pp. 159-160.

Readings:

Harvey Mitchell, "Resistance to the Revolution in Western France," *Past and Present*, No. 63, (May 1974), pp. 94-131.

## Napoleon

Documents:

Jakob Walter, "Campaign of 1806-1807," and "Campaign of 1809," The Diary of a Napoleonic Foot Soldier, (Doubleday: New York, 1991), pp. 1-31.

"Of the Rights and Respective Duties of Husband and Wife," "Of Causes of Divorce," "Of the Effects of Divorce," The Napoleonic Code found at <http://sterlingholycross.edu/departments/history/tmcbride/NapoleonicCode.htm>

Readings:

Lynn Hunt, David Lansky, and Paul Hanson, "The Failure of the Liberal Republic in France, 1795-1799: The Road to Brumaire," *Journal of Modern History*, Vol. 51, (1979), pp. 734-759.

Harold T. Parker, "Why Did Napoleon Invade Russia? A Study in Motivation and the Interrelations of Personality and Social Structure," *Journal of Military History*, 1990 54 (2): 131-146.

Victor Coffin, "Censorship and Literature Under Napoleon I," *American Historical Review*, Vol. 22, No. 2 (Jan 1971), p. 288-308.

Andres Dorpalen, "The German Struggle Against Napoleon: The East German View," *Journal of Modern History*, Vol. 41, No. 4, (Dec 1969), p. 485-516.

Christopher Clark, "The Wars of Liberation in Prussian Memory: Reflections on the Memorialization of War in Early Nineteenth-Century Germany," *Journal of Modern History*, Vol. 68, No. 3 (Sept 1996), p. 550-576.

Lynn Hunt, "Forgetting and Remembering: The French Revolution Then and Now," *American Historical Review*, Vol. 100, No. 4 (Oct 1995), p. 1119-1135.

## Industrial Revolution

Documents:

Charles Dickens, Hard Times, (Oxford University Press: New York, 1998, originally published in 1854).

"War with Fever," "Ground in the Mill," "One of Our Legal Fictions," in *Household Words: A Weekly Journal*, Vol IX, 1854.

Friedrich Engels, "The Great Towns," in The Condition of the Working Class in England, (New York: Penguin, 1987, first published in Germany 1845), pp.68-110.

Readings:

Larry Stewart, "A Meaning for Machines: Modernity, Unity, and the Eighteenth Century British Public," *Journal of Modern History*, Vol. 70, No. 2 (June 1998), p. 259-294.

Geoffrey Carnall, "Dickens, Mrs. Gaskell, and the Preston Strike," *Victorian Studies*, Vol. III, No. 1, (Sept 1964), pp. 31-48.

## Conservatism/Liberalism

Documents:

Edmund Burke, "Reflections on the Revolution in France," in Mark A. Kishlansky, ed. Sources of the West: Readings in Western Civilization, Vol. II, 3rd edition, (Longman Press: New York, 1998), pp. 120-122.

Samuel Smiles, "Self Help," 1882, found at <http://www.fordham.edu/halsall/mod/1882smiles.html>

Readings:

Rachel Vorse, "Vagrancy and the New Poor Law in Late Victorian and Edwardian England," *English Historical Review*, 1977 92 (362): 59-81.



John A. Phillips and Charles Wetherell, "The Great Reform Act of 1832 and the Political Modernization of England," *American Historical Review*, Vol. 100, No. 2 (Apr 1995), p. 411-436.

Howard M. Wach, "A 'Still Small Voice' from the Pulpit: Religion and the Creation of Social Morality in Manchester, 1820-1850," *Journal of Modern History*, Vol 63, No 3, (Sep 1991), p. 425-456.

Robin Gilmour, "The Gradgrind School: Political Economy in the Classroom," *Victorian Studies*, Vol. XI, No. 2, (Dec 1967), pp. 207-224.

## Materialism and Realism: Darwin and Marx

### Documents:

Charles Darwin, "Natural Selection," The Origin of Species, (Penguin Press: New York, 1985 first printed by John Murray, 1859), pp. 130-172.

Karl Marx and Friedrich Engels, "Bourgeois and Proletarians," and "Position of the Communists in Relation to the Various Existing Opposition Parties," The Communist Manifesto, (Penguin Press: New York, 1985, first published 1848), pp.79-94, 119-121.

### Readings:

Maurice Mandelbaum, "Darwin's Religious Views," *Journal of the History of Ideas*, Vol. 19, No. 3 (Jun 1958), p. 363-378.

Edward Caudill, "The Bishop-Eaters: The Publicity Campaign for Darwin and On The Origin of the Species," *Journal of the History of Ideas*, Vol. 55, No. 3, (Jul 1994), p. 441-460.

John Richards Betts, "P.T. Barnum and the Popularization of Natural History," *Journal of the History of Ideas*, Vol. 20, No. 3 (Jun-Sep 1959), p. 353-368.

Donald R. Kelley, "The Metaphysics of Law: An Essay of the Very Young Marx," *American Historical Review*, Vol. 83, No. 2, (April 1978), p. 350-367.

Gerald A. Cohen, "Bourgeois and Proletarians," *Journal of the History of Ideas*, Vol. 29, No. 2 (Apr-Jun 1968), p. 211-230.

Marshall Berman, "Caught Up in the Mix: Some Adventures in Marxism," in Adventures in Marxism, (Verso: New York, 1999), pp. 1-18.

## Nationalism

### Documents:

Arthur de Gobineau, "Essay on the Inequality of the Human Races," in Michael D. Biddiss, editor, Gobineau: Selected Political Writings, (Jonathan Cape: London, 1970), pp. 57-79, 97-108.

"The Girl Without Hands," "Frau Trude," and "The Water of Life," in The Complete Grimm's Fairy Tales, (Pantheon Books: New York, 1944), pp. 160-166, 208-209, 449-455.

### Readings:

James Allen Rogers, "Darwinism and Social Darwinism," *Journal of the History of Ideas*, Vol. 33, No. 2, (Apr-Jun 1972), p. 265-280.

Richard Weitz, "The Origins of Social Darwinism in Germany, 1859-1895," *Journal of the History of Ideas*, Vol. 54, No. 3, (Jul 1993), p. 469-488.

## German Unification

Documents:

"The Ems Dispatch," and "Alsace-Lorraine," in Frederic B. M. Hollyday, editor, Bismarck: Great Lives Observed, (Prentice-Hall: New Jersey, 1970), pp. 31-41.

Readings:

Roberto Vivarelli, "1870 in European History and Historiography," *Journal of Modern History*, Vol. 53, No. 2, (Jun 1981), p. 167-188.

Sinclair Armstrong, "The Social Democrats and the Unification of Germany, 1863-1871," *Journal of Modern History*, Vol 12, No. 4, (Dec 1940), p. 485-509.

## World War I

Documents:

David Lloyd George, "The great pinnacle of sacrifice," September 21, 1914, in Brian MacArthur, editor, The Penguin Book of Twentieth-Century Speeches, (Penguin Books: New York, 1992), pp. 31-36.

"The Soldier," by Rupert Brooke, "Dulce et Decorum Est," by Wilfred Owen, "They," and "Trench Duty," by Siegfried Sassoon, in Candace Ward, editor, World War One British Poets: Brooke, Owen, Sassoon, Rosenberg and Others, (Dover: New York, 1997), pp. 3, 21, 34, 38.

Readings:

Erich Maria Remarque, All Quiet on the Western Front, (Fawcett Crest: New York, 1958, originally published in 1928).

## Treaty of Versailles

Documents:

The 14 Points, found at <http://www.yale.edu/lawweb/avalon/wilson14.htm>

Woodrow Wilson, "The world must be made safe for democracy," April 2, 1917, in MacArthur, pp. 55-58.

Henry Cabot Lodge, "America I was born," August 12, 1919, in MacArthur, pp. 71-74.

Readings:

Marc Rachtenberg, "Reparation at the Paris Peace Conference," *Journal of Modern History*, Vol. 51, No. 1 (Mar 1979), p. 24-55.

## Rise of National Socialism and Nazi Germany

Documents:

Adolf Hitler, "An indomitable aggressive spirit," January 27, 1932, in MacArthur, pp. 112-120.

Adolf Hitler, "The supreme justiciar of the German people," July 13, 1934, in MacArthur, pp. 129-132.

Readings:

Eleanor Hancock, "Ernst Rohm and the Experience of World War I," *Journal of Military History*, Vol. 60, No. 1 (Jan 1996), p. 39-60.

James M. Diehl, "Victors or Victims? Disabled Veterans in the Third Reich," *Journal of Modern History*, Vol. 59, No. 4, (Dec 1987), p. 705-736.

Arnold A. Offner, "Appeasement Revisited: The United States, Great Britain, and Germany, 1933-1940," *Journal of American History*, Vol. 64, No. 2 (Sep 1977), p. 373-393.

Marion A. Kaplan, Between Dignity and Despair: Jewish Life in Nazi Germany, (Oxford University Press: New York, 1998).

## World War II

### Documents:

Adolf Hitler, "My patience is now at an end," September 26, 1938, in MacArthur, pp. 164-168.

Neville Chamberlain, "Peace for our time," September 30, 1938, in MacArthur, pp. 168-169.

Winston Churchill, "A total and unmitigated defeat," October 5, 1938, in MacArthur, pp. 169-172.

Neville Chamberlain, "Is this an attempt to dominate the world by force?," March 17, 1939, in MacArthur, pp. 172-176.

Neville Chamberlain, "This country is at war with Germany," September 3, 1939, in MacArthur, pp. 176-178.

Reinhard Heydrich, "The final solution," January 20, 1942, in MacArthur, pp. 204-207.

William Faulkner, "The agony and the sweat," December 10, 1950, in MacArthur, pp. 243-244.

### Readings:

Christian Gerlach, "The Wansee Conference, the Fate of German Jews, and Hitler's Decision in Principle to Exterminate All European Jews," *Journal of Modern History*, Vol. 70, No. 4 (Dec 1998), pp. 759-812.