

Objectives:

The over-all objective in all my courses is the development of a healthy sense of scepticism within the democratic framework. Both in Political Science and History the so-called "objective" approach would be tantamount to ideological indoctrination or mindless rote learning of facts and dates. As a bona fide member of a democratic community I am instinctively repelled by anything which smacks of witless regimentation.

Mode of Evaluation;

In all my courses I expect the student to (a) absorb a minimal amount of factual knowledge (which' can be q-uantified for computer-type test purposes) which in turn would (b) enable him to develop an insight into and an understanding of the particular discipline for which he has professed an interest. The B part is obviously not susceptible to any "objective" (i.e., "true-or-false") type of testing. It involves subtle mental processes whose very existence and validity can be gauged intuitively only by a well-educated and highly experienced instructor.

This particular instructor is cognizant of the fact that a present-day devotee of "objectivism" will find such terms as "scepticism", "insight" and "understanding" vague and unacceptable. Therefore he suggests the following: Those things which matter most in life are beyond the grasp of reason and consequently beyond mathematical, quantitative analysis and evaluation. Reflect upon such intangibles of Love, Truth, Beauty and Faith. Scepticism, etc., belongs to the same category and as such can be evaluated only in a subjective and intuitive manner. The ability of the instructor must be accepted on the basis of results or not at all. What is the result? It is the development of an educated person. After all, the difference between training and education may be reduced to the simplistic proposition that training renders a technician a better technician; while education develops the full potential of man.

GRADING SYSTEM

An "A" will mean that a student has achieved substantially all of the course objectives. To relate this statement to traditional numerical marking, the "A" means that the student has achieved 80% or more of the general objectives.

A "B" means that the student has achieved 70% to 80% of the general objectives.

A "C" means that the student has achieved the objectives of the course at the minimal acceptable level or that he has achieved all of the objectives deemed absolutely essential.

The "I" is designed for students who in the opinion of the instructor can benefit from the "make-up" period of instruction. See guidelines below.

An "R" will be reserved for final grading. Numerically the "R" is 0.

NOTE; The qualitative aspects of the grading system will be as defined by the individual instructor's objectives.

GUIDELINES

Students should be aware from outset that the make-up period is for those who have attended classes regularly as defined by the instructor (e.g. in course objectives). Make-up privileges will be accorded at the discretion of the instructor.

Students receiving an "I" grade on any particular unit of work will be allowed to make-up such work to a maximum grade of 55%. Absence for a test (or other work) except for verified illness, bereavement, or other compassionate grounds, will be recorded as a zero mark. If a student is legitimately absent, as defined above, a first test in the topic may be Conducted on his return at the discretion of the instructor.

Assignments are due on the day indicated. Except in exceptional circumstances, assignments handed in after the "due date" will not be accepted.

Evaluation may be based upon such things as tests, assignments, term papers, group participation, oral presentations, seminars, and tutorial sessions.

An "R" may be given prior to the make-up period if, in the opinion of the instructor, the student is so deficient as to be unable to complete his course during the make-up period.

Subjective evaluation of creativity and originality may be a valid part of the total evaluation process in many areas.

Three unauthorized absences during one semester will automatically result in an R.

Each student will be expected to review one of the books mentioned. The primary emphasis is on a critical evaluation of what has been read. This involves asking and answering such questions as:

What was the author's purpose?

What were his conclusions?

Were the author's conclusions justified by his presentation?

Is there evidence of bias or misrepresentation?

Was it a good book? Why?

What were the weaknesses of the book?

Is it worth recommending to other students?

The Twentieth Century

Course Outline

First Semester

1. Introduction.
2. Origins of World War I the International State System and its Motive Forces.
3. World War I
 - (a) Strategic Plans for a Short War
 - (b) Initial Phase
 - (c) The Nature of Trench Warfare
 - (d) Blockade, Colonial and Sea Warfare
4. The Revolutions
 - (a) Collapse of Russia
 - (b) Military Rule in Germany
 - (c) Disintegration of Austria-Hungary
5. Canadian Content (to be determined)
6. U. S. Entry into the War
- 7* Ideological and Imperialist Objectives
8. Collapse of the Central Powers
9. The Peace Settlements
 - (a) Range of Problems
 - (b) Personnel at the Peace Conference
 - (c) The "Fourteen Points"
 - (d) The Treaties - Outline and Discussion

10. International Organization and Relations*
 - (a) Enforcement of the Peace Treaties
 - (b) Allied Control of Germany
 - (c) The League of Nations
11. Intermediate Europe: Failure of Democracy
12. Turkey and the Middle East
13. Italy - the Rise of Fascism!
 - (a) Misgovernment, 1919-22
 - (b) Fascism - Doctrine and Leadership
 - (c) Fascist Reorganisation of Government and Society
14. The Weimar Republics
 - (a) Republican Government and Politics
 - (b) Obstacles to Liberal Democracy
 - (c) Inflation and Economic Revival
15. The U.S.S.R.
 - (a) **Theoretical Framework**
 - (b) **Civil War**
 - (c) **Recovery**
 - (d) **Establishment of Stalinism**
 - (e) **Collectivisation, Famine and the Great Purges**
16. **The World Economic Crisis? 1929-33**

Second Semester

1. **Rise and Establishment of National Socialism**
2. **The League of Nations in Decline:**
 - I (a) **The Manchurian Crisis**

- (b) **The Ethiopian Crisis**
- 3. **The Spanish Civil War as a Microcosm of the Political Polarisation during the 1930s.**
- h. **The failure of Democracy**
 - (a) **New International Setting**
 - (b) **Totalitarian Diplomacy**
 - (c) **Italian* Japanese and German expansion**
 - (d) **Munich & an Analysis**
- 5. **World War II a Topical Approach**
- 6. **The Postwar Settlement and the U.N. O.**
- 7. **Canadian Content (to be determined)**
- 8. **The Cold War**
 - (a) **Reasons for it**
 - (b) **The U.S. Assumes Free World Leadership**
 - (c) **Communist Aggression in Europe and Asia**
 - (d) **Formation of V.A.T.O. and the Reorganisation of Europe**
- 9* **Collapse of Western Imperialism**
- 10. **The Soviet Blocs**
 - (a) **The U.S.S.R. - 1945-1953**
 - (b) **Acquisition of a Soviet Empire**
 - (c) **Yugoslavia Defies Stalin**
 - (d) **The Khrushchev Era**
 - (e) **Communism in Asia**
- 11. **Concluding Remarks.**

History 222-24 (T.C.H.)

Texts; H.S. Hughes, Contemporary Europe, Prentice-Hall,
Toronto, 1972

G. Wright & A. Mejia (eds.), An Age of Controversy:
Discussion Problems in 20th Century History,
Dodd, Mead & Co., Toronto, 1967

R. Hansen, Putsch, Dell Books, 1971

Supplementary Readings for both Semesters:

1. Laforte, The End of Glory, Ch. I
2. M. Liebmann, The Russian Revolution, Ch. I
3. J. Farrell, "The Intervention of the U.S."
4. E. Taylor, Fall of the Dynasties, Ch. 12
5. "Rasputin Reconsidered"
6. G. Mann, "Weimar"
7. G. Ritter, "The E-cult of Man Democracy"
8. A. Bullock, "The Talents of Tyranny"
9. "Essentials of Leninism"
10. R. Chambers, "The Communist Mentality"
11. "Franco"
12. Symposium of the R.C. Church re "The Characteristics of
the Communist Revolution" (in Spain).
13. H.W. Baldwin, "Our Worst Blunders of the War"
14. Th. ron Laue , "Why Lenin" Why Stalin?", Ch. I

Symposium 1: Ideological Aspects of History: the Origins of
Nazi Movement.

1. C. Quigley, Tragedy and Hope, pp. 409-416
2. A.J. P. Taylor, The Course of German History
3. G. Mann, The History of Germany Since 1789; pp. 3-21
4. W. Shirer, The Rise and Fall of the Third Reich, Ch. 4
5. K. Epstein, "Shirer's History of Nazi Germany", Review of
Politics, April, 1961; pp. 230-45
6. K. Pinson, "Germany and the Germans: The Problem of Europe"
7. E. Hoffer, "The True Believer, Mentor; relevant sections;
-..™i«monfpH by Lindner's "'Political Creeds and Character"

Symposium II, The Role of Personality in History: Lenin

1. R. Payne, "The Ape and the Skull"
2. A. Balabanoff, Impressions of Lenin
3. D. Shubb, Lenin, chs. 1 and 21
4. V. Chernov, "Lenin: A Contemporary Portrait"
5. A.B. Ulam, "Lenin: His Legacy"