

**THE UNIVERSITY OF MANITOBA**

**DEPARTMENT OF HISTORY**

**Fall Term, 2020**

**HISTORY 4000/7772 THE THIRTY YEARS' CRISIS, 1914-1945 (G)**

**Tuesday, 2:30-5:15PM**

**This course will be delivered remotely by WebEx or Zoom. Students will be required to have access to a computer and internet service adequate to permit them to be present during the scheduled class time on Tuesdays and to access materials on UMLearn and on line in Dafoe Library.**

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Office Hours: On Skype by appointment.

This is a reading seminar for students interested in twentieth century global history. The focus of the course will be on understanding the economic, political and social factors that generated the global crisis of war and revolution during the period from World War I to the end of World War II.

**CLASS DISCUSSION AND SEMINARS**

Since the usefulness of seminars depends on engaged class discussion, 20% of the final mark will be based on class participation. Seminar attendance is required. Satisfactory seminar participation requires that students complete the reading for each seminar, attend class, and make a serious effort to discuss the issues and problems raised by the reading.

The aim of a reading seminar is to come to grips with the assumptions, arguments, and perspectives of an author and to evaluate them critically. Seminars provide the opportunity to discuss such issues, to clear up confusions arising from the material, and to attempt together to go beyond the limitations of existing literature. I do not expect that you will arrive in class with a perfect understanding of what is often very challenging material. I do, however, expect that you will be able to contribute your initial assessment of the reading and raise questions about matters that you think need clarification.

A seminar meeting is not a public space but a classroom setting where all participants need to feel secure about participating. *It is therefore not permitted to record seminars.* Students should use a notebook and make handwritten notes relating to the content of seminars.

**ASSIGNED READINGS**

Given that we must meet remotely and that we will not have the usual in-person access to the bookstore and library, I have as far as possible assigned reading that is accessible online through UMLearn or Dafoe Library. The two exceptions to this are Shelley Baranowski's *Nazi Empire: German Colonialism and Imperialism from Bismarck to Hitler* (Cambridge University Press, 2011) and Wendy Z. Goldman's *Terror and Democracy in the Age of Stalin: The Social Dynamics of Repression* (Cambridge University Press, 2007). These books can be obtained from the University Bookstore through curb side pickup or mail order. Since the Baranowski comes early on the reading list, I have provided access to the first chapter on UMLearn in case there is a delay in receiving the assigned paperback copy. Otherwise, the readings for each seminar are available as indicated in the following outline. For those who would like to review the general history of this period, I would recommend any edition of William R. Keylor and Jerry Bannister, *The Twentieth Century World*. The bookstore has some copies and there are no doubt used ones available.

### SCHEDULE OF MEETINGS AND READING

September 15: Introduction

September 22: Imperialism

Eric Hobsbawm, *The Age of Empire, 1875-1914*, Overture(1-12) and Chapter 2(34-55). (UMLearn)

Dominic Lieven, *Towards the Flame: Empire, War and the End of Tsarist Russia*, Introduction, 4-15; Chapter 1, 17-45. (UMLearn)

Shelley Baranowski, *Nazi Empire: German Colonialism and Imperialism from Bismarck to Hitler*, Chapter 1. (UMLearn)

Sven Beckert, American Danger: United States Empire, Eurafrika, and the Territorialization of Industrial Capitalism, 1870–1950, *The American Historical Review*, Volume 122, Issue 4, October 2017, Pages 1137–1170, <https://doi-org.uml.idm.oclc.org/10.1093/ahr/122.4.1137> (On line, Dafoe Library)

September 29: World War I

Alexander Anievas, *Capital, the State and War: Class Conflict and Geo-politics in the Thirty Years' Crisis, 1914-1945*, Chapter 3 (On line Dafoe Library).

Joachim Remak, "1914--The Third Balkan War: Origins Reconsidered." *The Journal of Modern History* 43, no. 3 (1971): 354-66. [www.jstor.org/stable/1878559](http://www.jstor.org/stable/1878559) (On line, Dafoe Library).

October 6: The Bolshevik Revolution

S. A. Smith, *Russia in Revolution: An Empire in Crisis, 1890-1928*, Introduction and chapters 1-4. (On line, Dafoe Library)

Ronald Grigor Suny, "Toward a Social History of the October Revolution," *The American Historical Review*, Feb., 1983, Vol. 88, No. 1 (Feb., 1983), pp. 31- 52  
<http://www.jstor.com/stable/1869344> (On line, Dafoe Library)

### **OCTOBER 12: THANKSGIVING, UNIVERSITY CLOSED**

October 13: World War I: Aftermath

Alexander Anievas, "International Relations between the War and Revolution: Wilsonian Diplomacy and the Making of the Treaty of Versailles," *International Politics* (2014) 51, 619–647. doi:10.1057/ip.2014.26 (on line, Dafoe Library)

Baranowski, Chapter 2. (UM Bookstore)

Smith, Chapters 5-6.

October 20: Stalinism: Revolution from Above

Hiroaki Kuromiya, *Stalin*, pp. vii-132. (On line, Dafoe Library)

Patrick Flaherty, "The Socio-Economic Dynamics of Stalinism," *Science and Society*, vol. 52, no. 1 (Spring 1988), 35-58. (On line, Dafoe Library)

October 27: Stalinism: Terror

Wendy Z. Goldman, *Terror and Democracy in the Age of Stalin: The Social Dynamics of Repression* (Cambridge, 2007). (UMBookstore)

Sheila Fitzpatrick, "Stalin and the Making of a New Elite, 1928-1939," *Slavic Review*, Vol. 38, No. 3 (September 1979), 377-402. (On line, Dafoe Library)

November 3: From "Normalcy" to Crash

Paul Kennedy, *The Rise and Fall of the Great Powers*, Chapter 6, pp. 275-291. (UMLearn)

Kiran Klaus Patel, *The New Deal: A Global History.*, pp. 1-44. (On line, Dafoe Library)

Baranowski, Chapter 3-4.

Robert Cruden, *The End of the Ford Myth* (On line at  
<https://www.marxists.org/history/usa/parties/cpusa/international-pamphlets/n24-1932-The-End-of-the-Ford-Myth-Robert-L-Crudon.pdf>)

"Union Maids" (1976) <https://www.youtube.com/watch?v=74gvcvXlgnM>

### **NOVEMBER 10: NO CLASS--NOVEMBER 9-13 FALL BREAK**

November 17: World War II: Origins

Kennedy, pp. 291-343. (UMLearn)

Baranowski, Chapter 5.

Anievas, *Capital, the State and War*, Chapter 6. (On line, Dafoe Library)

Thomas J. McCormick, *America's Half-Century*, Chapter 2. (UMLearn)

Michael Mann, *The Sources of Social Power: vol. 3: Global Empires and Revolution, 1890-1945*, Chapter 12 (On line, Dafoe Library)

### **NOVEMBER 23: VOLUNTARY WITHDRAWAL DATE**

November 24: World War II: Genocide

Baranowski, Chapter 6.

Adam Tooze, *The Wages of Destruction: The Making and Breaking of the Nazi Economy*, Preface, Chapter 14; pp. 486, 501-512; Chapter 16. (UM Learn)

*Night and Fog* (<https://vimeo.com/189672641>)

December 1: The Chinese Revolution

Maruice Meisner, *Mao's China and After* (Third Edition), Part I (UM Learn)

Mark Selden, "Yan'an Communism Reconsidered," *Modern China*, Vol. 21, no. 1, January 1995, 8-44. (UM Learn)

Michael Mann, *Sources of Social Power: Vol. 3*, Chapter 13 (On line, Dafoe Library)

December 8: Three Worlds

Hiroaki Kuromiya, *Stalin*, Chapters 6 and 7. (On line, Dafoe Library)

Adam Tooze, "The War of the Villages," in *The Cambridge History of the Second World War: Vol. 3, Total War: Economy, Society and Culture*, Chapter 14. (On line, Dafoe Library)

Melvyn P. Leffler. "The American Conception of National Security and the Beginnings of the Cold War, 1945-48." *The American Historical Review* 89, no. 2 (1984): 346-81. doi:10.2307/1862556 (On line, Dafoe Library).

Gabriel Kolko, *Century of War*, pp. 224-229, 246-253, 255-260, 263-267, 281-309. (UM Learn)

### **WEDNESDAY, DECEMBER 11 LAST DAY OF CLASSES**

#### **WRITTEN WORK**

## ESSAYS

The purpose of these essays is to provide an opportunity for students to come to terms on their own with questions relating to the assigned reading. *Consequently, students must not use commentaries, reviews or other secondary sources when preparing essays.*

Please note: The page limitation indicated below applies to students registered in HIST 4000. For students registered in HIST 7772 the page limitation for Essays I and II is eight to ten pages (2000-2500 words) and for Essay II is ten to twelve pages (2500-3000) words.

All essays must be typed, must be written in correct English, and must be correctly and thoroughly footnoted. Students should consult Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th ed. ( Chicago: University of Chicago Press, 2018), which includes comprehensive instructions on correct footnoting and bibliography (see also [http://umanitoba.ca/libraries/units/infolit/media/citing\\_turabian.pdf](http://umanitoba.ca/libraries/units/infolit/media/citing_turabian.pdf)). A useful introduction to correct English usage is William Strunk and E. B. White, *The Elements of Style*. Papers must also adhere to the limitations on length stipulated in the Course Outline. Failure to do so may mean the return of the paper without a mark.

## ACADEMIC INTEGRITY

I expect strict adherence to the University's policies on academic honesty. Students are required to submit work that they have produced themselves, that is not plagiarized, that is properly footnoted, and that is produced for this course and no other.

Academic dishonesty is a very serious offense. Students should familiarize themselves with the University's policies regarding academic dishonesty found in the 'Academic Integrity' section of the General Academic Regulations in the online Academic Calendar and Catalog and the Faculty of Arts regulation at [http://umanitoba.ca/faculties/arts/student\\_resources/student\\_responsibilities\\_integrity.html](http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html) which reads in part:

*The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.*

*The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.*

*The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from*

registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

## **ESSAY TOPICS**

**Essay I, five to seven typed pages (1250-1750 words). Due in UMLearn on Friday, October 9, 2020 (20% of final mark):**

Discuss the interpretation of the origins of World War I provided by Alexander Aneivas in Chapter 3 of *Capital, the State and War*. How does Joachim Remak's treatment of the same problem differ from that of Anievas? How would Anievas respond to Remak's account?

**Essay II, five to seven typed pages (1250-1750 words): Due in UMLearn on Friday, November 6, 2020 (20% of the final mark):**

Discuss Ronald Grigor Suny's social interpretation of the Bolshevik Revolution. To what extent is Suny's approach reflected in S. A. Smith's *Russia in Revolution* and Hiroaki Kuromiya's *Stalin*?

**Essay III, eight to ten typed pages (2000-2500 words) Due in UMLearn on Friday, December 11, 2020) (30% of final mark):**

To what extent does the reading for this course support the claim that what Sven Beckert calls "the territorialism of industrial capitalism" is a major factor in the creation of the thirty years' crisis?

**REWRITES:** Students who hand in essays I and II on time may rewrite their papers in an effort to improve their marks. Rewrites must be handed in to UMLearn no later than Wednesday, December 11, 2020.

## **FINAL EXAMINATION**

The final examination will be three hours in length, will cover the materials assigned in the Course Outline, and will constitute 10% of the final mark. The examination will be scheduled by the Student Records Office for the regular final examination period in December (December 12-23, 2020) University regulations require that all students be present for the examination on the date stipulated; travel and employment must be arranged accordingly.

## **PROVISION OF EVALUATION**

Marked copies of Essays I and II will be returned by Monday, November 23, 2020, that being the deadline for withdrawing from the course without academic penalty. Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them. Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

## **FINAL STANDING**

Essay I	20%
Essay II	20%
Essay III	30%
Final Examination	10%
Class Participation	20%

## MARKING SCALE

85-100 A+	61-66 C+
80-84 A	55-60 C
75-79 B+	48-54 D
67-74 B	0-47 F

## STUDENT RESOURCES

**\*Student supports and resources are available throughout the Fall and Winter terms. Please consult the appropriate webpages for information on virtual appointments or other modes of contact during this period of limited in-person services.**

### Academic Resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/>. The History department will also make a writing tutor available exclusively to History students in the department on one day a week. More information about scheduling, etc., TBA.

The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage ([http://umanitoba.ca/student/resource/student\\_advocacy/](http://umanitoba.ca/student/resource/student_advocacy/)).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>.

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the

History subject librarian, tailored just for you! They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/history>. Students who need research assistance can also schedule an appointment with a librarian through the website.

### **Student Counselling Centre**

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling. <http://umanitoba.ca/student/counselling/index.html>

### **Student Support Case Management**

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team. <http://umanitoba.ca/student/case-manager/index.html>

### **University Health Service**

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation. <http://umanitoba.ca/student/health/>

### **Student Advocacy**

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. <http://umanitoba.ca/student/advocacy>