

## Daily Calendar of Learning and Teaching Activities

Your one-stop shop for ALL course deadlines.

If we are compelled to make changes, these changes will appear in the Daily Calendar Module of BOLT.

<b>European History since 1650 History 126-01</b>	
Spring 2023 Meeting Room: AAB 018 Meeting Times: 12:00-12:50 AM MWF (1200)                      Syllabus updated on 21 Jan 2023	Dr. Stallbaumer-Beishline Office: AAB 251 Office Phone: 570-389-4979 Email: <a href="mailto:Lstallba@bloomu.edu">Lstallba@bloomu.edu</a>
<b>Student Drop-in Hours</b>  Monday-Thursdays: 1:00-1:45 PM (in-person or Zoom if pre-arranged)  Happy to schedule appointments outside these times as well; just contact me.	<b>Email Etiquette:</b> <ul style="list-style-type: none"> <li>• Always include the topic of your email in the memo line.</li> <li>• Never assume that I read my email more than once a day, or that I will respond immediately when you send a message.</li> <li>• The lack of planning on your part does not constitute an emergency on my part.</li> </ul>
Zoom Room for Student Drop-in Hours and if we encounter a sudden shift to remote: <a href="https://bloomu.zoom.us/j/197602557">https://bloomu.zoom.us/j/197602557</a> Meeting ID: 197 602 557 Dial by your location if you run into any audio-mic problems, computer problems +1 301 715 8592 US (Germantown) +1 312 626 6799 US (Chicago) +1 646 876 9923 US (New York)	

This syllabus is subject to change.


**Estimated time to read and study** in preparation for any class meeting varies between 30-60 minutes with some minor exceptions.

Date & Day	<ul style="list-style-type: none"> <li>• With the exception of <i>Four Lives in Auschwitz</i>, all readings are located in the European History since 1648 <b>Workbook</b>.</li> <li>• I provide Estimated Reading Times but keep in mind that these are estimates and you made need to invest more time.</li> <li>• You will find an Optional Reading listed: This is an Open Educational Resource Textbook – very readable and provides context that is sometimes lost while taking Make notes during Lecture: notes.</li> </ul>
Mon, 23 Jan	<b>Course Introduction</b> <ol style="list-style-type: none"> <li>1. What are the expectations for the course?</li> <li>2. How do you get organized to study for this history course?</li> <li>3. What are primary and secondary sources?</li> </ol>
Between Classes do the following:	<input type="checkbox"/> <b>Preview</b> WTL 1 <input type="checkbox"/> Explore syllabus details more and bring questions to class <input type="checkbox"/> <b>Read and make notes:</b> Doing History, pp. 9-19 in preparation for discussion on Friday, 27 January
Wed, 25 Jan	<b>Discussion</b> about the Big Idea and Questions about the Syllabus: <ol style="list-style-type: none"> <li>1. <b>BIG IDEA:</b> The legacy of European history is ambiguous and serves as a warning against western hubris.</li> <li>2. What is absolutism?</li> </ol>

Between Classes do the following:	<input type="checkbox"/> <b>Read and make notes:</b> Doing History, 9-19 <input type="checkbox"/> <b>Optional:</b> Religious Wars (11 pages) and Absolutism (19 pages)
Fri, 27 Jan	<b>Discussion:</b> <ol style="list-style-type: none"> <li>1. What does it mean to "do history"?</li> <li>2. What have you discovered about "doing history" that might help you engage in the course?</li> </ol>
Between Classes do the following:	<input type="checkbox"/> <b>Develop and type</b> a response to the <b>WTL #1</b> ; bring a hard copy to class and upload to BOLT noon, Monday, 30 January <input type="checkbox"/> <b>Review</b> Absolutist Regimes <b>FKSG and Timeline</b> , pp. 7-8 <input type="checkbox"/> <b>Optional:</b> Religious Wars (11 pages) and Absolutism (19 pages)
Mon, 30 Jan	<b>Make notes during Lecture:</b> <ol style="list-style-type: none"> <li>1. What explains the timing of absolutist monarchs?</li> <li>2. What made them absolute?</li> </ol>
Between Classes do the following:	<input type="checkbox"/> <b>Read and make notes</b> in preparation for discussion on Wednesday, 1 February: Witchcraft in the Age of Reason, pp. 24-34
Wed, 1 Feb	<b>Discussion:</b> <ol style="list-style-type: none"> <li>1. Why would individuals confess to being witches? Why were women targeted in witch hunts?</li> <li>2. In what ways did Friedrich von Spee challenge the witch hunt investigations?</li> <li>3. How do we read primary sources? What challenges did you face in reading? How did you handle the challenges?</li> <li>4. What do we learn about the reliability of the trial transcript given the details of the confession?</li> </ol>
Between Classes do the following:	<input type="checkbox"/> <b>Review</b> Age of Reason <b>FKSG and Timeline</b> , pp. 21-23 <input type="checkbox"/> <b>Preview</b> WTL #2 <input type="checkbox"/> <b>Optional:</b> Scientific Revolution (15 pages)
Fri, 3 Feb	<b>Make notes during Lecture:</b> <ol style="list-style-type: none"> <li>1. What is the place of the Scientific Revolution in the master narrative of Western Civilization?</li> </ol>
Between Classes do the following:	<input type="checkbox"/> <b>Read and make notes:</b> Was the Scientific Revolution Revolutionary? Sources 1 & 2, pp. 35-40 <input type="checkbox"/> <b>Develop and type</b> a response to the <b>WTL #2</b> ; bring a hard copy to class and upload to BOLT noon, Monday, 6 February
Mon, 6 Feb	<b>Discussion</b> <ol style="list-style-type: none"> <li>1. What are the arguments in favor of calling the Scientific Revolution revolutionary? What are the arguments opposed?</li> <li>2. How did Shapin and Butterfield's understanding of significance shape their interpretations?</li> <li>3. What do you discover about "doing history" by reading these two sides of a debate?</li> </ol>
Between Classes do the following:	<input type="checkbox"/> <b>Review</b> Age of Reason <b>FKSG and Timeline</b> , pp. 21-23 <input type="checkbox"/> Review notes from Lecture: notes <input type="checkbox"/> <b>Optional:</b> The Enlightenment (14 pages)
Wed, 8 Feb	<b>Make notes during Lecture:</b>

	1. What is the Enlightenment and its place in the master narrative of Western Civilization?
Between Classes do the following:	<input type="checkbox"/> <b>Start reading</b> Race and Enlightenment <input type="checkbox"/> Review Lecture notes and FKSG in preparation for Quiz 1 <input type="checkbox"/> <b>Optional:</b> The Society of Orders (12 pages)
Fri, 10 Feb	<b>Make notes during Lecture:</b> 1. Continued What is the Enlightenment and its place in the master narrative of Western Civilization?
Between Classes do the following:	<input type="checkbox"/> <b>Online Quiz 1</b> opens at 1 PM, Friday, 10 Feb and closes on Monday, 13 February at 11:59 PM <input type="checkbox"/> <b>Preview</b> WTL #3 <input type="checkbox"/> <b>Read and make notes:</b> Race and Enlightenment: Introduction, and Sources 1 & 2, pp. 41-53
Mon, 13 Feb	<b>Discussion:</b> 1. Why did Enlightenment authors become interested in race? 2. Were Enlightenment authors racists? Is this a presentist question? 3. What do you discover about reading primary sources and "doing history"?
Between Classes do the following:	<input type="checkbox"/> <b>Read and make notes:</b> Race and Enlightenment: Introduction, and Sources 3 & 4, pp. 54-65 <input type="checkbox"/> <b>Develop and type</b> a response to the <b>WTL #3</b> ; bring a hard copy to class and upload to BOLT noon, Wed, 15 February
Wed, 15 Feb	<b>Discussion:</b> 1. Why did Enlightenment authors become interested in race? 2. Were Enlightenment authors racists? 3. Why is a "scientific" explanation of race dangerous?
Between Classes do the following:	<input type="checkbox"/> <b>Review:</b> French Revolution and the Origins of Human Rights <b>FKSG and Timeline</b> , pp. 62-63 <input type="checkbox"/> <b>Preview</b> WTL #4 <input type="checkbox"/> <b>Begin reading Introduction:</b> Revolutionary Origins of Human Rights by Lynn Hunt and Declaration of the Rights of Man and Citizen <input type="checkbox"/> <b>Optional:</b> The French Revolution (12 pages) and Napoleon (10 pages)
Fri, 17 Feb	<b>Make notes during Lecture:</b> The French Revolution and the Origins of Human Rights 1. What drove the French into revolutions? 2. In what ways were human rights revolutionary?
Between Classes do the following:	<input type="checkbox"/> <b>Read and make notes:</b> Introduction: Revolutionary Origins of Human Rights by Lynn Hunt and Declaration of the Rights of Man and Citizen, pp. 64-75 (these page numbers refer to the workbook pages) <input type="checkbox"/> <b>Begin Reading and making notes one of the following, depending upon what you signed up for:</b> Group A (pp. 76-84), Group B (pp. 85-94), or Group C (pp. 95-106)
Mon, 20 Feb	<b>Discussion</b> 1. What are human rights? What are natural rights? 2. How do you distinguish between political and civil rights?

	3. What are the arguments for and against to extend human rights to religious minorities & "questionable professions," free blacks & slaves, and women?
Between Classes do the following:	<input type="checkbox"/> <b>Read and make notes:</b> Either Group A (pp. 76-84), Group B (pp. 85-94), or Group C (pp. 95-106) documents (depending upon what you drew or volunteered for) <input type="checkbox"/> Prepare your notes with a familiarity that would enable you to teach your classmates about the content
Wed, 22 Feb	<b>Discussion</b> 1. Should human rights be extended to your group during the French Revolution, circa 1791/92 before the French National Assembly? 2. Members of each group will be expected to teach their classmates the For/Against positions; Classmates should take notes in order to do well on WTL 4.
Between Classes do the following:	<input type="checkbox"/> <b>Develop and type</b> a response to the <b>WTL #4</b> ; bring a hard copy to class and upload to BOLT noon, Fri, 24 February <input type="checkbox"/> <b>Review:</b> Imperializers and the Imperialized FKSG + Industrial Revolutions FKSG and Timeline, pp. 107-108 <input type="checkbox"/> <b>Optional:</b> The Industrial Revolution (13 pages) and Political Ideologies and Movements (20 pages)
Fri, 24 Feb	<b>Make notes during Lecture:</b> The Industrial Revolutions in Europe 1. Why did some European nations industrialize and not others? 2. How did the Industrial Revolution inspire politics and political movements?
Between Classes do the following:	<input type="checkbox"/> <b>Online Quiz 2</b> Opens at 1 PM on Friday, 24 February and closes on Monday, 27 February at 11:59 PM <input type="checkbox"/> <b>Review:</b> Imperializers and the Imperialized FKSG + Industrial Revolutions FKSG and Timeline, pp. 107-108 <input type="checkbox"/> <b>Preview</b> WTL #5 <input type="checkbox"/> <b>Optional:</b> The Politics of the Nineteenth Century (22 pages) Culture, Science, and Pseudo-Science (22 pages)
Mon, 27 Feb	<b>Make notes during Lecture:</b> The Isms of the 19 <sup>th</sup> Century and Global Domination 1. What ideologies developed out of the apparent rapid changes that many parts of Europe experienced in the 19 <sup>th</sup> C? 2. How do these ideologies and specifically imperialism impact the globe?
Between Classes do the following:	<input type="checkbox"/> <b>Read and Make notes:</b> Imperializers and Imperialized (Sources 1-3), pp. 109-117, 126-129 <input type="checkbox"/> <b>Optional:</b> Imperialism (18 pages)
Wed, 1 Mar	<b>Discussion:</b> 1. What were the motives of the imperializers? 2. How are their motives a manifestation of 19 <sup>th</sup> century isms?
Between Classes do the following:	<input type="checkbox"/> <b>Read and make notes:</b> Imperializers and Imperialized, pp 10-17 (Sources 4-5), pp. 118-125

	<input type="checkbox"/> <b>Develop and type</b> a response to the <b>WTL #5</b> ; bring a hard copy to class and upload to BOLT noon, 3 March
Fri, 3 Mar	<b>Discussion:</b> 1. How did the indigenous people (imperialized) assess the impact of imperialism on their people?
Between Classes do the following:	<input type="checkbox"/> <b>Review</b> Feminism in Context FKSG and Timelines, pp. 131-133 <input type="checkbox"/> <b>Preview</b> WTL #6
Mon, 6 Mar	<b>Make notes during Lecture: Feminism in Context</b> 1. How does context shape feminism in Great Britain through many decades/centuries?
Between Classes do the following:	<input type="checkbox"/> <b>Online Quiz 3</b> opens at 1 PM on Wednesday, 6 March and closes on Friday, 10 March, 11:59 PM <input type="checkbox"/> <b>Read and Make notes:</b> Feminism in Context (Sources 1 & 2), pp. 135-139
Wed, 8 Mar	<b>Discussion:</b> 1. What demands does Mary Astell and Mary Wollstonecraft make? In what ways are they similar and different given the context? 2. In what ways does the author try to persuade her readers? 3. How does context impact the author's rhetorical style and demands?
Between Classes do the following:	<input type="checkbox"/> <b>Read and make notes:</b> Feminism in Context (Sources 3 & 4), pp. 140-147 <input type="checkbox"/> <b>Develop and type</b> a response to the <b>WTL #6</b> ; bring a hard copy to class and upload to BOLT noon, Fri, 10 March <input type="checkbox"/> <b>Review</b> World War I & Total War FKSG and Timeline, pp. 149-150 <input type="checkbox"/> <b>Online Quiz 3</b> closes at 11:59 PM, Friday, 10 Mar
Fri, 10 Mar	<b>Discussion:</b> 1. What demands does Harriet Taylor Mill and Emmeline Pankhurst make? In what ways are they similar and different? 2. In what ways does the author try to persuade her readers? 3. How does context impact the author's rhetorical style and demands?
13-17 Mar	Spring Break 
Between Classes do the following:	<input type="checkbox"/> <b>Read and Make Notes:</b> Origins of the "Great War": What is Just War?, pp. 151-158 <input type="checkbox"/> <b>Review</b> FKSG World War I and Total War FKSG and Timeline, pp. 149-150 <input type="checkbox"/> <b>Preview</b> WTL #7 <input type="checkbox"/> <b>Optional:</b> World War I (17 pages)
Mon, 20 Mar	<b>Make notes during Lecture:</b> Europe on the Eve of Total War

Between Classes do the following:	<input type="checkbox"/> <b>Read and Make Notes:</b> Origins of the "Great War": What is Just War? Selected documents about Austria-Hungary and Serbia, pp. 158-168 <input type="checkbox"/> <b>Review</b> FKSG World War I and Total War FKSG and Timeline, pp. 149-150
Wed, 22 Mar	<b>Make notes during Lecture and Discussion:</b> <ol style="list-style-type: none"> <li>1. What are the origins of the First World War?</li> <li>2. Did Austria-Hungary or Serbia have just cause for war?</li> <li>3. What do the documents suggest about responsibility for war and whether the cause was just?</li> </ol>
Between Classes do the following:	<input type="checkbox"/> <b>Read and Make Notes:</b> Origins of the "Great War": What is Just War? Selected documents about Germany and Russia, pp. 169-180 <input type="checkbox"/> <b>Develop and type</b> a response to the <b>WTL #7</b> ; bring a hard copy to class and upload to BOLT noon, Fri, 24 March
Fri, 24 Mar	<b>Make notes during Lecture and Discussion:</b> <ol style="list-style-type: none"> <li>1. What are the origins of the First World War?</li> <li>2. Did Germany and Russia have just cause for war?</li> <li>3. What do the documents suggest about responsibility for war and whether the cause was just?</li> </ol>
Between Classes do the following:	<input type="checkbox"/> <b>Review</b> Europe in the 1920s and 1930s & Making a Totalitarian Regime FKSG and Timeline, pp. 181-182 <input type="checkbox"/> <b>Optional:</b> The Early Twentieth Century (18 pages)
Mon, 27 Mar	<b>Make notes during Lecture:</b> The Experience of Total War <ol style="list-style-type: none"> <li>1. What made the Great War total?</li> <li>2. Did "just conduct" during war (<i>jus in bello</i>) place limits on war?</li> </ol>
Between Classes do the following:	<input type="checkbox"/> <b>Review</b> FKSG Europe in the 1920s and 1930s and Making a Totalitarian Regime, pp. 181-182 <input type="checkbox"/> <b>Optional:</b> The Early Twentieth Century (18 pages) and Fascism (17 pages)
Wed, 29 Mar	<b>Make notes during Lecture:</b> Europe in the 1920s and 1930s <ol style="list-style-type: none"> <li>1. Why were so many European countries facing authoritarian or totalitarian threats in the inter-war years?</li> </ol>
Between Classes do the following:	<input type="checkbox"/> <b>Review</b> FKSG Europe in the 1920s and 1930s and Making a Totalitarian Regime, pp. 181-182 <input type="checkbox"/> <b>Preview</b> WTL #8 <input type="checkbox"/> <b>Optional:</b> Fascism (17 pages)
Fri, 31 Mar	<b>Make notes during Lecture:</b> Europe in the 1920s and 1930s <ol style="list-style-type: none"> <li>1. What made the Nazis appealing?</li> <li>2. What is fascism and totalitarianism?</li> </ol>
Between Classes do the following:	<input type="checkbox"/> <b>Online Quiz 4</b> opens on Friday, 31 Mar at 1 PM and closes on Monday, 3 April, 11:59 PM <input type="checkbox"/> <b>Read and Make Notes:</b> Making a Totalitarian Regime (Sources 1-5), pp. 183-191

Mon, 3 Apr	<p><b>Discussion:</b></p> <ol style="list-style-type: none"> <li>1. What are techniques used by the Nazis to establish a totalitarian regime?</li> <li>2. How much coercion did they plan to use?</li> </ol>
Between Classes do the following:	<input type="checkbox"/> <b>Read and Make Notes:</b> Making a Totalitarian Regime (Sources 6-10), pp. 191-195 <input type="checkbox"/> <b>Develop and type</b> a response to the <b>WTL #8</b> ; bring a hard copy to class and upload to BOLT noon, Wed, 5 Apr
Wed, 5 Apr	<p><b>Discussion:</b></p> <ol style="list-style-type: none"> <li>1. What are techniques used by the Nazis to establish a totalitarian regime?</li> <li>2. How much coercion did they plan to use?</li> </ol>
Between Classes do the following:	<input type="checkbox"/> <b>Read and Make Notes:</b> Documentary Films (a group of PPT slides that offer a brief introduction to how documentary films are made), pp. 199-203 <input type="checkbox"/> <b>Review</b> FKSG Origins of World War II, pp. 197-198 <input type="checkbox"/> <b>Preview</b> WTL #9 <input type="checkbox"/> <b>Optional:</b> World War II (16 pages)
Fri, 7 Apr	<p><b>Film Preview</b></p> <ol style="list-style-type: none"> <li>1. What is the thesis being advanced in the documentary, <i>The Nazis: A Warning from History, The Wrong War?</i></li> <li>2. What are the cinematography techniques used by the director to persuade the audience?</li> <li>3. What questions do you have about the documents thus far?</li> </ol> <p><b>We will not be able to complete the documentary in class because I will be pausing to point out techniques.</b></p>
Between Classes do the following:	<input type="checkbox"/> <b>Finish</b> studying documentary outside of class (available in BOLT Content) <input type="checkbox"/> <b>Read and Make Notes:</b> The Wrong War? (Sources 1 and 2), pp. 205-208
Mon, 10 Apr	<p><b>Discussion:</b></p> <ol style="list-style-type: none"> <li>1. What do the documents reveal about Hitler's perceptions of the British and the potential for war against the British?</li> <li>2. Does the evidence presented support or refute the "wrong war" thesis advanced by the documentary?</li> </ol>
Between Classes do the following:	<input type="checkbox"/> <b>Read and Make Notes:</b> The Wrong War? (Facts as Evidence 1-4, Sources 3-4), pp. 209-215 <input type="checkbox"/> <b>Develop and type</b> a response to the <b>WTL #9</b> ; bring a hard copy to class and upload to BOLT noon, Wed, 12 Apr <input type="checkbox"/> <b>Review</b> Origins of the Holocaust FKSG and Timeline, pp. 217-218 <input type="checkbox"/> <b>Optional:</b> The Holocaust (11 pages)
Wed, 12 Apr	<p><b>Discussion:</b></p> <ol style="list-style-type: none"> <li>1. What do the documents reveal about Hitler's perceptions of the British and the potential for war against the British?</li> <li>2. Does the evidence presented below support or refute the "wrong war" thesis advanced by the documentary?</li> </ol>

Between Classes do the following:	<input type="checkbox"/> <b>Review</b> FKSG Origins of the Holocaust FKSG, pp. 217-218 <input type="checkbox"/> <b>Preview</b> WTL #10 <input type="checkbox"/> <b>Optional:</b> The Holocaust (11 pages)
Fri, 14 Apr	<b>Make notes during Lecture:</b> Origins of the Final Solution 1. How did the so-call "final solution" develop in the Third Reich?
Between Classes do the following:	<input type="checkbox"/> <b>Online Quiz 5</b> opens on Friday, 14 Apr at 1 PM and closes on Monday, 17 April, 11:59 PM <input type="checkbox"/> <b>Read and Make Notes:</b> Origins of the Final Solution (Sources 1-3), pp. 219-225 <input type="checkbox"/> <b>Review</b> FKSG Origins of the Holocaust FKSG and Timeline
Mon, 17 Apr	<b>Discussion:</b> 1. Did the meaning of "the final solution" change over time? 2. When was a decision made to exterminate European Jews? 3. Who all was involved or took a leading role in that decision-making? 4. What is the place of the so-called T-4 project in explaining the decision to kill European Jews?
Between Classes do the following:	<input type="checkbox"/> <b>Read and Make Notes:</b> Origins of the Final Solution (Sources 4-7), 225-234 <input type="checkbox"/> <b>Review</b> Origins of the Holocaust FKSG and Timeline, pp. 217-218 <input type="checkbox"/> <b>Develop and type</b> a response to the <b>WTL #10</b> ; bring a hard copy to class and upload to BOLT noon, Wed, 19 April
Wed, 19 Apr	<b>Discussion:</b> 1. Did the meaning of "the final solution" change over time? 2. When was a decision made to exterminate European Jews? 3. Who all was involved or took a leading role in that decision-making? 4. What is the place of the so-called T-4 project in explaining the decision to kill European Jews?
Between Classes do the following:	<input type="checkbox"/> <b>Read and make notes:</b> Four Lives in Auschwitz: An Introduction (in workbook), pp. 235-237 <input type="checkbox"/> Preview One Life in Auschwitz assignment <input type="checkbox"/> <b>Begin reading and making notes:</b> the memoir excerpts that you have been randomly assigned or volunteered for are in BOLT <ul style="list-style-type: none"> <li>○ Through a Jigsaw Activity, be prepared to teach classmates about the experiences of your survivor so that you can gain an understanding of the diversity of experiences, look for patterns, and the absence of patterns. Classmates will need the content for the final exam.</li> </ul>
Fri, 21 Apr	<b>Make notes during Lecture:</b> Auschwitz in Historical Context
Between Classes do the following:	<input type="checkbox"/> <b>Preview</b> One Life in Auschwitz assignment <input type="checkbox"/> <b>Read and make notes:</b> the memoir excerpts that you have been randomly assigned or volunteered for are in BOLT <ul style="list-style-type: none"> <li>○ Olga Lengyel</li> <li>○ Gisella Perl</li> <li>○ Elie Wiesel</li> <li>○ Shlomo Venezia</li> </ul>
Mon, 24 Apr	<b>Discussion/Jigsaw Activity:</b>



	<ul style="list-style-type: none"> <li>During this session, part of our time will be dedicated to sharing what you have learned with others who have read the same memoir, <b>THEN if time permits</b>, you will begin to teach others and learn from your classmates to develop a larger, more complete picture of Four Lives in Auschwitz.             <ol style="list-style-type: none"> <li>What were the experiences of the victims of the Holocaust?</li> <li>What lessons about human nature can we learn from the Holocaust?</li> <li>In what ways are the survivors' experiences similar and different?</li> <li>What accounts for these similarities and differences?</li> </ol> </li> </ul>
Between Classes do the following:	<input type="checkbox"/> <b>Preview</b> One Life in Auschwitz assignment <input type="checkbox"/> <b>Read and make notes:</b> the memoir excerpts that you have been randomly assigned or volunteered for are in BOLT
Wed, 26 Apr	<b>Discussion/Jigsaw Activity:</b> We will continue to teach each other about the Four Lives in Auschwitz. <ol style="list-style-type: none"> <li>What were the experiences of the victims of the Holocaust?</li> <li>What lessons about human nature can we learn from the Holocaust?</li> <li>In what ways are the survivors' experiences similar and different?</li> <li>What accounts for these similarities and differences?</li> </ol>
Between Classes do the following:	<input type="checkbox"/> Submit <b>One Life in Auschwitz: Museum Exhibit</b> bring a hard copy to class and upload to BOLT noon, Fri, 28 April <input type="checkbox"/> <b>Review</b> Europe after Catastrophe and the Iraq <b>War FKSG and Timeline</b> , pp. 239-241 <input type="checkbox"/> <b>Optional:</b> The Soviet Union and the Cold War (16 pages); Postwar Conflict (17 pages); Postwar Society (15 pages)
Fri, 28 Apr	<b>Make notes during Lecture:</b> How did Europe rebuild after catastrophe?
Between Classes do the following:	<input type="checkbox"/> <b>Review</b> Europe after Catastrophe and the Iraq <b>War FKSG and Timeline</b> , pp. 239-241 <input type="checkbox"/> <b>Optional:</b> The Soviet Union and the Cold War (16 pages); Postwar Conflict (17 pages); Postwar Society (15 pages)
Mon, 1 May	<b>Make notes during Lecture:</b> Do Europeans have a united identity?
Between Classes do the following:	<input type="checkbox"/> <b>Online Quiz 6</b> opens on Monday, 1 May at 1 PM and closes on Friday, 6 May, 11:59 PM <input type="checkbox"/> <b>Read and Make Notes:</b> Do Europeans have a United Identity, pp. 242-258 <input type="checkbox"/> <b>Optional:</b> Toward the Present (15 pages)
Wed, 3 May	<b>Discussion:</b> <ol style="list-style-type: none"> <li>What values or characteristics did participants see as central to European identity during the debate over the Iraq crisis?</li> <li>On the whole, what did "Europe" and "European" mean to those who took part in the debate?</li> </ol>
Between Classes do the following:	<input type="checkbox"/> Be preparing for the final exam. See syllabus details.
Fri, 6 May	Discussion of the final exam.
Between Classes do the following:	<input type="checkbox"/> Be preparing for the final exam. See syllabus details.
Final Exam	Wednesday, 10 May, 12:30-2:30