GENERAL EDUCATION NOTICE: The University Senate has mandated the inclusion of language in the syllabus regarding: "Required Language for Course Syllabi. Explaining [the] Place of the Course in [the] General Education Program". The portions relevant to History 105/106 follow.

"Foundations
This course is one of nine courses that you will take in General Education Foundations. Foundation courses cultivate skills in reading, writing, research, communication, computation, information literacy, and use of technology. They furthermore introduce you to basic concepts, theories[,] and approaches in a variety of disciplines in order to provide the intellectual breadth necessary to help you integrate the more specialized knowledge gathered in your major areas of study into a broader world picture....

"This course is one of four Foundations courses that you will take in the area of Humanities and Fine Arts. Upon completing of this area of Foundations, you will be able to: 1) analyze written, visual, or performed texts in the humanities and fine arts with sensitivity to their diverse cultural contexts and historical moments; 2) describe various aesthetic and other value systems and the ways they are communicated across time and cultures; 3) identify issues in the humanities that have personal and global relevance; 4) demonstrate the ability to approach complex problems and ask complex questions drawing upon knowledge of the humanities."

APPROACH OF COURSE: The primary focus of this course will be the events, issues, traditions, and concepts as they have unfolded in the history of Western Civilization. The overall field of consideration will be the second half of Western Civilization, from the Renaissance to the Modern Era; in terms of emphasis, somewhat greater concentration will be given in this course to the emergence and flowering of pre-modern and modern European society, i.e., the period from the eighteenth to twentieth centuries. The course will be divided into three segments or parts, each of approximately five weeks duration. Part I will begin by discussing the breakdown of the medieval world and the foundations of the Early Modern period, specifically the Renaissance, Reformation, and Counter-Reformation, before moving to a short discussion of the Scientific Revolution and the Enlightenment. This segment will end with an extensive and lengthy investigation of the first precocious steps toward modern society, epitomized by the collapse of the "ancien regime" and the events of the French Revolution. Part II will deal with the nineteenth century: the Industrial Revolution and its impact on workers and political philosophy; the surge of nationalism and state-building in the late nineteenth century; and the division of Europe into hostile camps as the Great War approaches. Part III will encompass Europe from the First World War through the aftermath of World War II. It will oversee the death of the civilization of the late nineteenth-early twentieth centuries, and focus on the dismal failure of the "War to End All War" and its consequences: western 'decadence'; the 'modern' answer of the Russian Revolution; and the mythical 'answer' of the Nazi Revolution.
As such, the twentieth century would represent the fulfillment of the Renaissance and Enlightenment ideals of man's domination and control over Nature, if not human nature.

REQUIRED MATERIALS:

HISTORY 106 Student Packet.

Four (4) Scantrons, Form No. 815-E, with a No. 2 pencil. (Conditional).

WHY THEY ARE REQUIRED: The Student Packet constitutes notes from the lectures, styled as a power point presentation, already rendered into a hard copy so that copying from the screen is unnecessary. (Indeed, displaying the hard copy on the screen would be redundant.) It also incorporates copies of sample tests, with their answers. The scantrons are necessary for those taking the four film quizzes. Note: you need to get this particular form ("Quizsstrip") or the Scantron machine will not be able to read your answer sheet.

No textbook has been required for this course, for a variety of reasons, including cost to student vs. the utility of such a text. If you would like such a text for background purposes, I would suggest checking with your local library. Any standard text, even if not the latest edition, should serve the purpose well, and at considerably less cost than a book store version. Additionally, some students have taped lectures, for later reference.

COURSE STRATEGY: The paradigm for instruction in this course will base itself on a lecture/film model. The core of the course and course grade, will derive from lecture; films will occupy approximately 20% of class time, and see their grade input via extra-credit points.

By referring to the 'Approach of Course' above, and the perusal of the Synopsis of Lecture Topics at the end of the syllabus, one should gain an overall view of the direction of the course and the particulars of the topics to be dealt with in lecture. The use of film, however, could use some elaboration. In the History 106 course, the films focus on the events and attitudes in the period from the French Revolution to the pre-WWII era. The Scarlet Pimpernel is an iconic British work championing a Zorro-like English aristocrat saving French nobles from the Terror. In Germinal, we switch to the epic French tale of the degradation of the worker during the Industrial Revolution, and to a devastating strike among French coal miners. All Quiet on the Western Front, although formerly German, fits a broader European malice and revulsion at warfare in the post-WWI age. And Cabaret, packaged as a brilliant musical, addresses the frenzied desperation of those who sense the darkness at the end of tunnel that leads to the rise of Nazism in Germany.

GRADES: The course grade will be mainly determined by the student's results in tests, with some potential effect from extra-credit.

1) Tests: There will be two midterms and one final examination in this course. The format for the all three tests will be the same, and result in a possible raw score of 144 points. A multiplier of 2 or 3 will be used to weight the tests; midterms will be worth 288 points each,
the final will be worth 432 points. The details and breakdown of scoring are addressed later in the syllabus on the Course Grade Scale sheet; it is sufficient at this point to note that, roughly, each midterm represents 30% of the course grade, with the final representing 40%. [For the mathematically precise, the division is 2/7, 2/7, and 3/7.] A class discussion of the details of the test format will come presently. However, for those wishing precise knowledge now, look to the student packet. In the packet are sample tests for all three tests (and their answers) in the identical format that will be used for ‘live’ tests this semester. Tests are not cumulative.

2) Test Security – Maintaining the integrity of a test – preventing cheating – is significant in providing a level playing field for all students and generating a true assessment of student academic achievement. I could argue that cheating ultimately harms the cheater; more to the point, it disadvantages those who don’t cheat. Therefore, for rather obvious reasons, a student who arrives significantly late for a test, or absents himself from the testing area in mid-test without permission, may find that he will not be permitted to begin, or continue, the test.

EXTRA-CREDIT – FILM: Film is a relatively modern medium, but can be used to illustrate past historical eras. For this History 106 class, the films are:

Scarlet Pimpernel, 1934, Leslie Howard, Merle Oberon, directed by Harold Young. [A classic British take on the anti-French Revolution/Terror theme.]

Germinal, 1993, Gerard Depardieu, directed by Claude Berri. [A graphic, or as its author Émile Zola would say, ‘naturalistic’, rendering the plight of the French working classes during the Industrial Revolution, focusing on a disastrous coal mine strike.]

All Quiet on the Western Front, 1930, Lew Ayres, John Wray, directed by Lewis Milestone. [The iconic German statement on the futility of war, after the first ‘Great War’.]

Cabaret, 1972, Liza Minnelli, Michael York, directed by Bob Fosse. [The full-throttle Weimar era racing toward the train wreck that is the rise of Nazism in Germany, rendered musically.]

1) Attendance: five points for full attendance at a film showing, to a maximum of 40 points.

2) Quizzes: points for correct answers on film quizzes, to a maximum of 40 points. Answers that the Scantron machine can not register will not count.

As designed, it would be possible to gain the maximum of 80 points without attending all the showings, or taking all the quizzes.

COURSE GRADE SCALE: The scale used to calculate test grades is attached to this syllabus. The Course Grade Scale is the simple extension (horizontal addition) of the test grades – the extra-credit forms no part in determining the scale. Do, however, add your extra-credit points to your score in determining your course grade.
CREDIT/NO-CREDIT: University policy specifies that a "credit" grade requires the student achieve the equivalent of a "C" grade in the course; a "C-", for example, is not sufficient for a grade of "credit".

GENERAL SCHEDULE AND VIEWING SCHEDULE: A copy of the course General Schedule of class meetings and lecture topics, as well as film showings and quizzes, is attached to this syllabus. Consult it, and budget your time accordingly. Take note and remedy any scheduling conflicts NOW. In the event of emergencies, of course, limited accommodations can usually be worked out; in non-emergency situations, the likelihood of such arrangements typically improves if sufficient notice is given prior to the event.

CLASSROOM DEPORTMENT – general: The standards for student behavior in a classroom should be obvious – especially for students in their second decade of education – experience has demonstrated that not all students recognize the obvious. I, other instructors, deans, and others have for years tried to generate that all-inclusive code of conduct for classroom behavior, without much universal success. So I shall keep it simple. IF YOU CAN NOT GIVE THE CLASS YOUR UNDIVIDED ATTENTION, DO NOT COME TO CLASS.

Classroom deportation – electronics. By definition, you can not give the class your undivided attention if you are engaged communicating with the world outside of the classroom. DURING CLASS, TURN OFF AND PUT AWAY CELL PHONES, LAPTOP COMPUTERS AND ANY OTHER INTERNET OR WIRELESS DEVICE. OR LEAVE.

ATTENDANCE: I would argue that attendance at lecture is critical to performing well on tests. I recognize that some students do not hold to that view, and some actually perform well without attending frequently. So be it. If you choose to attend, be courteous: arrive on time, and wait for the end of class to leave. If you have a habit of arriving late and departing early, attend Dodger games, and not this classroom.

Should you have the misfortune of missing a lecture, I am available during office hours or at another appropriate time to discuss the major points of that lecture with you; this does NOT mean that I shall summarize the last three weeks of lectures for you on the eve of a midterm.

There will be times when a record of student attendance will be kept – typically in the form of sign-in sheets. This would occur primarily in three instances: a) at the beginning of the course, in relation to the process of removing students registered in the class, and replacing that with crashers; b) in relation to student presence at film screenings and extra credit; c) at tests, for the benefit of the student who forgets to put his name on the test.

ADA: Pursuant to the Americans with Disabilities Act, students with disabilities needing academic accommodation should discuss options with their instructors early in the semester. If the accommodation involves the taking a test under the auspices of Disability Students Services, bear in mind that the procedure involved can be a ponderous one. If you do not address the issue well in advance of the test date, it is likely that no test or testing time will be available.
In a more general sense, and exclusive of ADA concerns, if you have a conflict with a testing date based on a substantial and foreseeable consideration, e.g., pregnancy, jury duty, etc., early consultation regarding a contingency plan is advised.

RETURN OF WORK AND POSTING OF GRADES: Students will have the opportunity to receive back all graded materials. Quizzes are normally returned at the next class meeting; tests are typically returned within a week or so. Uncollected work is kept for one semester after the end of the course before being destroyed; it may be retrieved from my office during that period. Furthermore, if you wish to receive your final examination, or course grade, after the final examination, leave a self-addressed and stamped envelope or postcard with me at the final. Moreover, your course grade will be available on Web Portal as soon as the instructor submits them.

On a number of occasions this semester, grades will be posted by printout in the classroom. For purposes of identification, the posting number will be the last four digits of the student ID number.

SEAT ASSIGNMENT: In response to disruptive behavior, I reserve the right to make or change seating arrangements in the classroom.

OFFICE HOURS AND OFFICE: Office Hours: I will have office hours, 11:00-11:30, Monday/Wednesday/Friday, at the Arts and Letters Building, Room 553 ((619) 594-8458) If unable to contact me directly, student messages may be left for me at the History Department, on the fifth floor. Additionally, through the voice mail system at Mesa College, a recorded message can be left by dialing (619) 388-2767, mail box #5127. Please indicate your name, class, and as necessary, phone number (with area code), CLEARLY – my ears are old, and with literally hundreds of students each semester, I can't rely on recognizing your 'phone voice'. I am also available via e-mail, again through the Mesa College system – wguthrie@sdccd.edu.

MY OFFICIAL OFFICE HOURS ABOVE ARE VERY LIMITED BECAUSE OF MY COMPRESSED CLASS SCHEDULE. IN THE EVENT THEY ARE NOT CONVENIENT TO YOU, DO SPEAK TO ME, CALL ME, E-MAIL ME, SO WE CAN ARRANGE A MUTUALLY AGREEABLE MEETING TIME.

MODIFICATIONS TO COURSE OR COURSE MATERIALS: I reserve the right to make modifications to the course content, requirements, or materials. They will be announced in class, and frequently covered in hand-out materials as well. Students will be held accountable for such changes, whether they attend class or not!
Dr. Guthrie
SDSU

History 106 Schedule Fall 2013
#21579/Sec#2/LSN-111
MW/2-3:15PM

Week #1
(26Aug-30Aug)
Monday/Wednesday, Introduction/Syllabus.
Italian Renaissance/Northern Renaissance.

Week #2
(2-6Sep)
Monday/Wednesday, Monday: Holiday
Reformation/Counter-Reformation.

Week #3
(9-13Sep)
Monday/Wednesday, Scientific Revolution and Enlightenment I/II.
Wednesday: Scarlet Pimpernel Screening 1.

Week #4
(16-20Sep)
Monday/Wednesday, Ancien Regime; Origins of the French Revolution.

Week #5
(23-27Sep)
Monday/Wednesday, Year of Ignition, 1789; The Terror, 1793-94.
Wednesday: Scarlet Pimpernel Screening 2.

Week #6
(30Sep-4Oct)
Monday/Wednesday, Directory; Napoleonic Revolution.
Wednesday: Scarlet Pimpernel quiz

Week #7
(7-11Oct)
Monday/Wednesday, Monday: FIRST MIDTERM.
Reaction and the Congress of Vienna I.; Begin II.

Week #8
(14-18Oct)
Monday/Wednesday, Congress II; Industrial Revolution to 1850.
Wednesday: Germinal Screening 1.
Week #9
(21-25Oct)
Monday/Wednesday, Working Class Conditions in the Early Industrial Revolution; Mid-Century Revolts of 1848.
Wednesday: Germinal Screening 2.

Week #10
(28Oct-1Nov)
Monday/Wednesday, German Unification.; Begin Late 19th Century Frictions and the Diplomacy to WWI.
Wednesday: Germinal Screening 3.

Week #11
(4-8Nov)
Monday/Wednesday, Cont. Diplomacy.
Monday: Germinal Quiz.
Wednesday: SECOND MIDTERM.

Week #12
(11-15Nov)
Monday/Wednesday, Monday: Holiday.

Week #13
(18-22Nov)
Monday/Wednesday, Russian Revolution; Post-World War I Patterns – 1920's/Mussolini.
Wednesday: All Quiet on the Western Front Screening 2.

Week #14
(25-29Nov)
Monday/Wednesday, Weimar – Weimar to 1923; Early Hitler and Nazism.
Wednesday: All Quiet on the Western Front Screening 3.

Week #15
(2-6Dec)
Monday/Wednesday, Hitler's Rise to Power – Late Nazism; Gleichschaltung.
Monday: All Quiet Quiz.
Wednesday: Cabaret Screening 1.

Week #16
(9-13Dec)
Monday/Wednesday, Monday: Begin 1930's – Franco and Stalin
Cabaret Screening 2/Cabaret Quiz.
Wednesday: Cont. 1930's: German Foreign Policy;
Review/Grade Assessment.

2PM Class Final: 1300-1500, Monday, 16 December 2013.
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**TESTS – Points for Midterms and Final:** Part I, 48 points; Part II, 48 points; Part III, 48 points. Maximum raw value of each test: 144. Multiplier effect for both Midterms: 2 [200%]. Maximum multiplied value of each Midterm: 288. Multiplier effect for Final: 3 [300%]. Maximum multiplied value of Final: 432. Approximate course value of tests: 30%; 30%; 40%.

**BASIS FOR GRADE SCALE:** The base number for determining letter grades above is not directly the maximum possible, but the amount set forth for an "A+" grade. For tests, that is approximately 90% (e.g., 264/288 on midterms). An "A-" is 90% of that; a "B-" is 80%, etc.
History 106 – Synopsis of Lecture Topics

(Below is a listing of topics within each lecture – the listings are illustrative, not exhaustive.)

**To First Midterm:**

**Italian Renaissance/Northern Renaissance:** Chronology – qualities of Renaissance art – Why Italy? – the dichotomy of retrogressive and progressive – the growing tension between Classicism and Humanism – Petrarach, poster-child for the fragmenting Renaissance – Pico and the Dignity of Man – the product: Renaissance Man – special case, the Northern Renaissance as the conduit between the Italian Renaissance and the Protestant Reformation – IR/NR comparison – More and Erasmus, critical, moralist, and reforming – Brothers of the Common Life, penetration of an ethos to the masses, the audience for Luther.

**Reformation/Counter-Reformation:** Luther and the indulgences issue – Luther on salvation: anguish at its impossibility, then joy with the new mechanism of faith – Luther’s Bible and conflict with the Church – Calvin and Calvinist activism – Counter-Reformation and the Councils of Trent.


**Enlightenment II:** Political impact – legitimacy through a social contract, Bossuet/Louis XIV, Hobbes/Charles II, Locke/William and Mary – defining the state of nature – the limited practical clout of Enlightenment writers, and the alliance with Enlightened Despots – Montesquieu and checks and balances – Rousseau and the General Will.

**Ancien Regime:** Baseline for the French Revolution – characteristics of a status society – the medieval division of the 3 Orders.

**Beginnings of the French Revolution:** 10 factors of the French Revolution – growing crisis and the stalemate between crown and parlements – Louis XVI and Turgot, Necker, Calonne, Brienne – Louis XVI’s 1788 violation of the ‘ancient constitution’, and the noble/bourgeoisie opposition – Necker’s scramble to re-connect with the bourgeoisie.

**Year of Ignition, 1789:** Positions of the king and the Orders in May, 1789 – divisions within the Third Estate – voting by head or by order – bourgeois discontent and the June Days – National Assembly, Tennis Court Oath – sans-culottes and the Popular Revolt/Bastille – peasants and the Great Fear – August, 1789, practical transfer of power to the Liberals – Declaration of Rights of Man and Citizen.

**Constitutional Monarchy, 1789-92:** Liberal restructuring of France: constitutional, streamlined, and rational – property and voting – political spectrum from extreme right to extreme left – finances and the Church – Civil Constitution of the Clergy and peasant-based civil war – the ‘kidnaping’ of Louis XVI – Liberal-Radical tensions, and the massacre of Champ-de-Mars – war with Austria/Prussia and radicalization of Paris – August, 1792, transfer of power to the Radicals.


Napoleonic Revolution: Significance and influence of the Napoleonic era – Napoleon Bonaparte, the man – Napoleon the revolutionary, Napoleon the general – Napoleonic Wars: consolidation, unbroken victories, the Russian campaign and defeat – the 100 Days – revolutionary effect outside France: Germans and budding nationalism, Spain (and New World) revolts – the totalitarian regime of Napoleon, yet social mobility for the talented and loyal.

To Second Midterm:

Reaction and the Congress of Vienna I: The 2 peace treaties of Paris: one lenient, one harsh – Congress System and differing motivations: British/anti-French, Continental/anti-revolutionary – discontent among the allies, Holy Alliance, Quintuple Alliance – British disaffection and New World fears – Monroe Doctrine – France to 1848 – the revival of France, progress under Louis XVIII, reaction under Charles X – 1830 revolution and the Bourgeois King – the harsh liberalism of Guizot.


**Late 19th Century Frictions and Diplomacy to WWI:** Two chronologies: 1878-1908, and 1890 – the Bismarckian System and the ham-stringing of Europe – Russo-Turkish War of 1878, the “honest broker” – Bismarck’s dismissal – Anglo-German rivalry: Le Queux and popular sentiment, economic challenge, navalism and the risk theory, splendid isolation, Boer War, William II – Morocco and the Entente Cordiale – Anglo-Russian relations: Russo-Japanese War and Persia – 1908 Bosnian Crisis – 1911-13, wars of (Turkish) disintegration – assassinated at Sarajevo – the final slide to the Great War.

**To Final Examination:**


**Post-World War I Patterns – 1920's/Mussolini:** ‘Name that country’ – the 5 ‘Solutions’ (democratic, conservative, Fascist, Marxist, Nazi) – fallacies of the 1920’s – failure at Versailles – winners that lost – pervasiveness of the traditionalist solution – the Fascist solution – Italy, a discontented victor – Mussolini, the ex-Marxist – March on Rome – the Fascist, corporate, state.

**Early Weimar - Weimar to 1923:** The diverse Weimar ‘Spirits’ – 1918, the impossibility of German victory – Kiel mutiny sparks unplanned revolution – the ‘Weimar Coalition’ makes peace, the November Criminals – the non-revolutionary SPD – cancelling out: Weimar Republic and Treaty of Versailles – Article 231 – Germany adrift – uprisings on the left, Spartacus League, and right, Kapp Putsch – triumph of political violence.

**Early Hitler and Nazism:** Hitler’s early life – Vienna, and political instruction – WWI – Munich: finding a political platform, DAP to NSDAP – Hitler as a regional politician – the opportunity of the Ruhr invasion of 1923 – Munich Putsch, failure in the streets, victory in the courtroom – Mein Kampf, and the new strategy of Hitler.

**Hitler’s Rise to Power - Late Nazism:** Finally, the roaring 20’s – Locarno, Briand, Stresemann – Kellogg-Briand Pact, the end of war – Great Depression and the collapse of the political middle – reparations and the Young Plan, Hitler’s re-entry into national politics – government by Article 48 – von Schleicher vs. Papen, the courting of Hitler – Chancellorship.

The 1930's - Franco and Stalin: The unstable 30's, economic and political – Popular Front Movements – Franco and the Conservative/Authoritarian Solution – post-war Spain, de Rivera, military coup, and republic – Popular Front vs. Falange – Spanish Civil War – Franco, not a fascist, but a fascist’s friend – Stalin’s Russia and the Marxist Solution – Socialism in One Country – elimination of rival leaders – the First Year Plans – the Cult of Stalin and the Purges – Stalin’s temporary opening to the West, then deal with Hitler.

German Foreign Policy, Appeasement, and World War II: Hitler the peacemaker (1933-4), the violator of Versailles Treaty (1935-6), the champion of national self-determination (1938), the invader (1939) – the logic of appeasement – Munich, a bribe for “Peace in Our Time” – WWII: Phony War, Blitzkrieg, Battle of Britain, 1941-year of USSR/USA, Stalingrad to D-Day, Hiroshima.
