



***Comparing and Contrasting Vladimir Putin
to Adolf Hitler, Domestically and Internationally, through the Use of Mass Media***
by Roshan R. Varghese, 2014 CTI Fellow
David W. Butler High School

This curriculum unit is recommended for:
Grade 12: American History II-Honors and Standard
Grade 11 & 12: United States History-Honors & Standard

Keywords: *American History, United States History, World History, European History, Vladimir Putin, Russia, Adolf Hitler, Germany*

Teaching Standards: See [Appendix](#) for Common Core Standards addressed in this unit.

Synopsis: In this Curriculum Unit, the life and reign of Vladimir Putin of Russia will be compared and contrasted to Adolf Hitler of Germany, domestically and internationally, through the use of mass media. As the events involving Vladimir Putin have unfolded in 2014, many Americans and other Westerners may have harkened back to a time when the world witnessed constant territorial expansion and blatant disregard for the rights of a sovereign nation. In the periods between World War I and World War II (1919-1939), and often known as “the Interwar Era”, the world witnessed much changing of borders, not by popular choice or nationalistic fervor, but rather by will and expedience of a few powerful men. The world witnessed as Chancellor Adolf Hitler’s German troops marched into Austria and the subsequent appeasement of Hitler with the German-speaking Sudetenland of sovereign Czechoslovakia, prior to the Germans steamrolling over much of the European continent. Now today, one such individual is causing the world the same type of alarm and his desires and ambitions do not translate to that tension be reduced as the days pass. That man is Vladimir Putin, the current president of Russia, who in the past few months has put the world on notice through his invasion of Ukraine-controlled Crimea, as well as, his financial and militaristic support of pro-Russian separatists in Eastern Ukraine, which further compromise that state’s sovereignty.

I plan to teach this Curriculum Unit during the coming years, 2014-15 & 2015-2016, to over 200 students in Grade 12, American History II-Honors & Standard & Grades 11 and 12, United States History-Honors & Standard at David W. Butler High School.

I give permission for the Charlotte Teachers’ Institute to publish my curriculum unit & synopsis in print & online. I understand that I will be credited as the author of my work.

Comparing and Contrasting Vladimir Putin to Adolf Hitler, Domestically and Internationally, through the Use of Mass Media

Roshan R. Varghese

Introduction/Rationale

The history of mankind has been defined by a series of powerful men and women who have used their power and influence to rule and reign over various groups of people, conquer and control vast lands and create and sustain powerful empires and nationalities. The twentieth century was no exception, as many of the most well-known and recognizable figures in world history mark those times. Men whose names are synonymous with power, influence and legacy (positive and negative) come to mind when one discusses the twentieth century. From Winston Churchill of Great Britain, Charles de Gaulle of France, Franklin Delano Roosevelt and John F. Kennedy of the United States of America to Adolf Hitler of Germany and Joseph Stalin of the Union of Soviet Socialist Republics, the second quarter of the 1900s saw some real heavyweights of our historical records. Their charisma, their leadership and their drive took each of their respective nations to places they never could have imagined.

After the fall of the Soviet Union and subsequent end of the Cold War in the early 1990s, the world sought to ensure that if powerful leaders should emerge with their attempts to leave their footprints on history, they would be men and women of peace and harmonious accord with their fellow leaders. With the occasional flare-ups of men like Saddam Hussein of Iraq, Mahmoud Ahmadinejad of Iran and Kim Jong Il of North Korea over the past two decades, no one leader has been able to maintain a level of influence that has allowed them to be continuously remembered by many throughout history after their respective reigns of terror. However, one such individual is causing the world much alarm these days and his desires and ambitions do not indicate to those watching that the growing tension will be reduced in the near future. That man is Vladimir Putin, the current president of Russia, who in the past few months has put the world on notice through his invasion of Ukraine-controlled Crimea, as well as, his financial and militaristic support of pro-Russian separatists in Eastern Ukraine, which further compromise that state's sovereignty.

As these events involving Vladimir Putin have unfolded in 2014, many Americans and other Westerners (used loosely, for the nationalities that comprise the North Atlantic Treaty Organization, a.k.a. NATO), may have harkened back to a time when the world witnessed constant territorial expansion and blatant disregard for the rights of a sovereign nation. In the periods between World War I and World War II (1919-1939), and often known as "the Interwar Era", the world witnessed much changing of borders, but rather

by will and expedience of a few powerful men. The world witnessed as Chancellor Adolf Hitler's German troops marched into Austria and the subsequent appeasement of Hitler with the German-speaking Sudetenland of sovereign Czechoslovakia, prior to the Germans steamrolling over much of the European continent. The world witnessed as Il Duce Benito Mussolini's Italian troops seized the African country of Ethiopia, in hopes of pillaging their vast diamond mines. The world witnessed as Premier Joseph Stalin's Soviet troops invaded Finland, despite that country's objections, prior to "assisting" Hitler in the carving up of sovereign Poland. Literally, through the actions of these three men, along with the fascist tendencies of Francisco Franco of Spain, the entire European continent with all of its written and acknowledged borders was in essence, erased and rewritten.

While President Vladimir Putin has not been able to rewrite European borders to the extent as the men listed previously, he has put the leaders of the West on high alert for such maneuvers. United States Secretary of State John Kerry was quoted as saying on the CBS' political talk show, "Face the Nation" about President Putin's actions that "you just don't in the 21st Century behave in 19th Century fashion by invading another country on completely trumped up pre-text."ⁱ Secretary Kerry would later state that morning on another Sunday political talk show, NBC's "Meet the Press" that "It's an incredible act of aggression. It is really a stunning, willful choice by President (Vladimir) Putin to invade another country. Russia is in violation of the sovereignty of Ukraine. Russia is in violation of its international obligations."ⁱⁱ Mr. Putin, in return, once referred to British Prime Minister David Cameron, as "Britain is a small island – nobody pays any attention to them apart from the Russian oligarchs who have bought up Chelsea."ⁱⁱⁱ

In essence, this harkens back to the tit for tat exchanges that occurred in the World War II era between the "defenders of democracy" and some of the totalitarian leaders of the age, who attempted to circumvent democratic principles. The British Prime Minister Winston Churchill in 1941 was quoted as saying, "Hitler is a monster of wickedness, insatiable in his lust for blood and plunder. Not content with having all Europe under his heel, or else terrorized into various forms of abject submission, he must now carry his work of butchery and desolation among the vast multitudes of Russia and of Asia."^{iv} Adolf Hitler would later say in jest, "As lunatics like that drunkard Churchill and Maccabees and numskulls like that brilliantined dandy Eden are at the helm we've to be prepared for just about anything!"^v

These two exchanges between John Kerry (who represents United States President Barack Obama) and Vladimir Putin along with Winston Churchill and Adolf Hitler, represent the fears that totalitarian leaders brings about with the West and the difficulties they experience in controlling such aggression. Mr. Putin through the annexation of the Crimea, the crushing of the Georgian and Chechnyan uprisings and the visible support of pro-Russian separatists, has blatantly made a hardline stand that the Russia he was born and grew up in, will return once again to the major influence, it once held at the height of

the Soviet Union's power. In many ways, that is no different than the perspectives of Adolf Hitler desiring to create a Third Reich that "would last for a thousand years" or Benito Mussolini attempting create within Italy "a new Roman Empire." The intended end-product is driven around a psychological desire not only to greater one's self and one's nation, in spite of the direct opposition they may face from their contemporary peers.

In this Curriculum Unit, in correlation with the Common Core Standards and the North Carolina Standard Course of Study for American History II and World History (along with the soon-to-be defunct United States History), the life and rule of Vladimir Putin will be compared and contrasted to Adolf Hitler, domestically and internationally, through the use of mass media. This Curriculum Unit has been designed to individually meet the needs of Advanced Placement, honors, standard and inclusion students, based upon their instructional needs. The academic rigor can be altered and adapted to meet the capabilities of students involved based on their learning abilities.

In the wake of the events of 2014 involving Russia, led by Putin, and the ever-cautious West, the material from this Curriculum Unit should be extremely relevant and applicable to our students, of all academic levels, as they are witnessing the world changing everyday around them. And as the future voters in our American democracy, they will have the opportunity to influence American responses to these pressing changes. As our classrooms become more and more diverse all the time, with the increasing numbers of students, whose families are immigrating from all over the world, it is vital that we teach all of them, a holistic view of where we have come from and out of that, where we are going. This is not only as a part of the curriculum standards to which we are obligated, but also as a indestructible link to "the living past," of which they are a significant part. As we emphasize those connection points, we will be able to provide our students the opportunity to create for themselves their "own stories", and that it will always be, an evolving phenomenon that affects them personally on a daily basis.

Objectives

In correlation with the Common Core Standards (adopted by the state of North Carolina in 2010, to be fully implemented and operational within all of the state's classrooms by 2013) and the North Carolina Standard Course of Study for American History II (formerly United States History) and World History, this Curriculum Unit will individually meet the needs of honors, standard and inclusion students, based upon their instructional needs using a series of differentiation techniques. Since North Carolina has just recently adapted the Essential Standards for Common Core within the last few years, the ability to fully connect the specific content to the required Essential Standard is much more difficult than it was to the previous Competency Goal and Objective, according to the North Carolina Standard Course of Study.

As defined by the state of the North Carolina, the purpose of the Common Core Standards is to strengthen academic standards for students, as they were developed by national experts with access to best practices and research from across the nation. Despite the uniformness amongst states that Common Core has brought, it has been highly speculated within North Carolina, that the state will choose to withdraw its participation within the consortium as early as 2015, so please be mindful that these Essential Standards may not still exist if you use this Curriculum Unit. Please reference www.NCPublicSchools.org for updated information, regarding to the state's curriculum for these specific disciplines.

Below are the Common Core Essential Standards via the North Carolina Department of Public Instruction for American History II (www.ncpublicschools.org/docs/acre/standards/new-standards/social-studies/american-history-2.pdf) and World History (<http://www.ncpublicschools.org/docs/acre/standards/new-standards/social-studies/world.pdf>) that would effectively correspond to the content discussed within this particular unit:

As part of Essential Standard AH2.H4 of American History II, the student will be able to analyze how conflict and compromise have shaped politics, economics and culture in the United States. Within this Essential Standard, the student will be able to analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., Populism, Progressivism, working conditions and labor unrest, New Deal, Wilmington race riots, eugenics, Civil Rights Movement, anti-war protests, Watergate, etc.), as part of clarifying objective AH2.H.4.1. Also according to clarifying objective AH2.H.4.2, the student will be able to analyze the economic issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., currency policy, industrialization, urbanization, laissez-faire, labor unrest, New Deal, Great Society, supply-side economics, etc.).

As part of Essential Standard AH2.H.5 of American History II, the student will be able to understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States. Within this Essential Standard, the student will be able to summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems since Reconstruction (e.g., "separate but equal", Social Darwinism, social gospel, civil service system, suffrage, Harlem Renaissance, the Warren Court, Great Society programs, American Indian Movement, etc.), as part of clarifying objective AH2.H.5.1.

As part of Essential Standard AH2.H.6 American History II, the student will be able to understand how and why the role of the United States in the world has changed over time. Within this Essential Standard, the student will be able to explain how national

economic and political interests helped set the direction of United States foreign policy since Reconstruction (e.g., new markets, isolationism, neutrality, containment, homeland security, etc.), as part of clarifying objective AH2.H.6.1. Also according to clarifying objective AH2.H.6.2, the student will be able to explain the reasons for United States involvement in global wars and the influence each involvement had on international affairs (e.g., Spanish-American War, World War I, World War II, Cold War, Korea, Vietnam, Gulf War, Iraqi War, etc.).

As part of Essential Standard AH2.H.7 of American History II, the student will be able to understand the impact of war on American politics, economics, society and culture. Within this Essential Standard, the student will be able to explain the impact of wars on American politics since Reconstruction (e.g., spheres of influence, isolationist practices, containment policies, first and second Red Scare movements, patriotism, terrorist policies, etc.), as part of clarifying objective AH2.H.7.1. Also according to clarifying objective AH2.H.7.2, the student will be able to explain the impact of wars on the American economy since Reconstruction (e.g., mobilizing for war, war industries, rationing, women in the workforce, lend-lease policy, World War II farming gains, GI Bill, etc.). With clarifying objective AH2.H.7.3, the student will also be able to explain the impact of wars on American society and culture since Reconstruction (e.g., relocation of Japanese Americans, American propaganda, first and second Red Scare movement, McCarthyism, baby boom, Civil Rights Movement, protest movements, ethnic, patriotism, etc.).

As part of Essential Standard WH.H.8 of World History, the student will be able to analyze global interdependence and shifts in power in terms of political, economic, social and environmental changes and conflicts since the last half of the Twentieth Century. Within this Essential Standard, the student will be able to evaluate global wars in terms of how they challenged political and economic power structures and gave rise to new balances of power (e.g., Spanish-American War, World War I, World War II, Vietnam War, colonial wars in Africa, Persian Gulf War, etc.), as part of clarifying objective WH.H.8.1. Also according to clarifying objective WH.H.8.2, the student will be able to explain how international crisis has impacted international politics (e.g., Berlin Blockade, Korean War, Hungarian Revolt, Cuban Missile Crisis, OPEC oil crisis, Iranian Revolt, “9/11”, terrorism, etc.). With clarifying objective WH.H.8.3, the student will also be able to analyze the “new” balance of power and the search for peace and stability in terms of how each has influenced global interactions since the last half of the Twentieth Century (e.g., post-World War II, post-Cold War, 1990s globalization, New World Order, global achievements and innovations). The student will also be able to analyze scientific, technological and medical innovations of postwar decades in terms of their impact on systems of production, global trade and standards of living (e.g., satellites, computers, social networks, information highway), according to clarifying objective WH.H.8.4.

Continuing within the previous Essential Standard of WH.H.8 of World History, the student will be able to explain how population growth, urbanization, industrialization, warfare and the global market economy have contributed to changes in the environment (e.g., deforestation, pollution, clear cutting, ozone depletion, climate change, global warming, industrial emissions and fuel combustion, habitat destruction, etc.), as part of clarifying objective WH.H.8.5. Also according to clarifying objective WH.H.8.6, the student will be able to explain how liberal democracy, private enterprise and human rights movements have reshaped political, economic and social life in Africa, Asia, Latin America, Europe, the Soviet Union and the United States (e.g., U.N. Declaration of Human Rights, end of Cold War, apartheid, perestroika, glasnost, etc.). And finally within this Essential Standard, in accordance with clarifying objective, WH.H.8.7, the student will be able to explain why terrorist groups and movements have proliferated and the extent of their impact on politics and society in various countries (e.g., Basque, PLO, IRA, Tamil Tigers, Al Qaeda, Hamas, Hezbollah, Palestinian Islamic Jihad, etc.).

As for the connection points to the North Carolina Standard Course of Study for the stand-alone United States History course, three appropriate goals are addressed and examined. The first being Goal 10, World War II and the Beginning of the Cold War (1930s-1963), in which the student should be able to analyze United States involvement in World War II and the war's influence on international affairs in following decades. The second is Goal 11, Recovery, Prosperity, and Turmoil (1945-1980), where the student will be able to trace economic, political, and social developments and assess their significance for the lives of Americans during this time period. Finally, Goal 12, the United States since the Vietnam War (1973-Present), in which the student will be able to identify and analyze trends in domestic and foreign affairs of the United States during this time period.

Demographic Background

David W. Butler High School is one of the twenty-plus high schools within the Charlotte-Mecklenburg School System, but the only located within the town limits of Matthews. Opened in 1997, Butler High School was named in honor of David Watkins Butler, an outstanding mathematics teacher at West Charlotte High School who tragically lost his life in a house fire while attempting to save his family. In 2010, David W. Butler High School was recognized as an Honor School of Excellence, a distinction held by only 35 high schools in the state. This means that our composite End-of-Course Scores exceeded the requirement of 90th percentile. David W. Butler High School also met 20 out of 20 goals for 2011-12, fulfilling the federal guidelines for the No Child Left Behind mandate. The graduation rate at BHS in 2012 was at 89.74%.

Out of the current student enrollment of 2066 at David W. Butler High School, the racial/ethnic breakdown is, as follows: 47.3% white, 30.4% African-American, 13.6%

Hispanic, 4.2% Asian, 12.5% multi-racial, 5.4% Native American and 0.2% Native Hawaiian/Pacific Islander. Of those numbers, 49% and rising, subscribe to free/reduced lunch requirements, due to economic hardships and disadvantages.

Why share this information? By examining the demographic background of the entire school population, it will give a glimpse of the breakdown within our own individual classrooms. Unlike most, if not all, schools with Charlotte-Mecklenburg Schools, David W. Butler High shows a tremendous amount of diversity amongst its student body. Since the end of the *Swann* era (the legendary Supreme Court case, *Swann v. Charlotte-Mecklenburg Schools*, 1971 was overturned in 2001), most CMS schools are predominately white or predominately African-American. Examples include Providence and Ardrey Kell High Schools (suburban), which are at least 97% white, while schools like West Charlotte High School (urban) are decidedly African-American (98%+). For Butler to be nearly a 50/50 split between whites and non-whites is eerily similar to how all schools with Charlotte-Mecklenburg Schools looked like in the *Swann v. CMS* era between 1971 and 2001.

These figures are only mentioned, in order that one might compare and contrast their own classrooms to the classroom setting that this Curriculum Unit was not only written for, but will be implemented upon. It has been effectively tailored to meet the learning needs and styles of the students involved, with the understanding that it may be adapted and altered accordingly for any educating practitioner for their specific classroom setting.

Content Background

From the onset of his rise to power, it was evident that Adolf Hitler had bigger aspirations in mind than just becoming the leader of Germany. In his autobiography, Mein Kampf, Hitler outlined much greater aspirations than just simply ascending to the height of the German republic. Rather, his desires and ambitions stretched well past the present borders of Germany, and on to the sovereign lands of many other European nationalities. Through these overarching objectives, his motivations would clash with the established, but weakened (due to the prolonged and deadly fighting of World War I) powers of Europe, specifically Great Britain, France and Russia.

The greatest threat to Germany's reemergence as not only a European power, but a global power was the incredibly harsh terms of the Treaty of Versailles of 1919. Despite being one of the many nations of the Central Powers, Germany was targeted out by the "Big Four" (Great Britain under David Lloyd George, France under George Clemenceau, Italy under Vittorio Orlando and the United States under Woodrow Wilson) and others at the Paris Peace Conference as the sole belligerent within the First World War. Along with the "war guilt clause" attached to their legacy, the Germans were forced by the Allied Powers to also pay off the costs of the war, in the form of reparations. With this

incredible bruising to their egos and the indignant emptying of their wallets, the German people had much to feel remorse over. Thus, it is clear why they sought a leader, who would not only restore their national pride, but stabilize their economy back to levels of prosperity. And in many ways, they found that leader in Adolf Hitler, to the extent they affectionately called him “der Führer,” German for “the leader.”^{vi}

“By the time Nazism entered the German government, with its leader as chancellor, in January 1933, Hitler’s leadership of the NSDAP was utterly secure, and the place of his leadership central to the party’s ideology...Most of these were given expression in *Mein Kampf*— not, admittedly, a detailed *plan* of action, but a revealing blueprint for much of what was to be essayed between 1933 and 1945.”^{vii}

“When Hitler came to power in January 1933 he had already outlined a clear direction for German foreign policy. The overriding aim of Nazi policy was expansion eastward into Russia...This objective was inspired, in part, by the traditional pan-German ideology of expansion and colonization in the east, which had experienced something of an explosion during the First World War. Hitler had married this ideology to a crude social Darwinism and a virulent racism which made his views on foreign policy far more radical than the most extreme conservative revisionists in Weimar Germany. *Lebensraum* in European Russia would provide Germany with the arable land and raw materials to ensure both domination of the continent and world power status. Before assuming power, Hitler continually pointed to France as the chief threat to the successful realization of this *Ostpolitik*. French power constituted ‘a question of life and death for Germany’ and would have to be destroyed in order to ‘make it possible for our people finally to expand in another quarter.’ It is possible that Hitler was willing to envisage co-existence if France accepted German domination of Europe. But if France refused to surrender its status as a European power, another European war was inevitable.”^{viii}

Despite Peter Jackson’s assertion above that Nazi policy dictated the necessity to move east towards Russia, Adolf Hitler’s initial expansionistic tendencies focused west and south. In March 1936, Hitler’s restored and rearmed military marched into the Rhineland, a bordering region close to the borders between Germany and France. This fertile territory had become demilitarized after World War I, as part of the provisions of the Treaty of Versailles. Hitler’s army moved into the Rhineland, expecting some sort of resistance from France and Great Britain, but none came from the Allied Powers to the west. Sensing an opportunity, the German leader marched his growing military machine into his homeland of Austria. In March 1938, Austria joined the German Reich with much fanfare within Austria and Germany.^{ix} With this annexation of Austria, many tell-tale signs pointed to German expansion to continue into the future. And despite these signs, many of the Allies waited for more German acts of aggression, before responding.

After the successful takeover of the Rhineland and the subsequent annexation of Austria, and with no resistance from his adversaries, Adolf Hitler turned his sights towards the Sudetenland, a German-speaking region of Czechoslovakia. As part of the Munich Conference negotiated between September 12th-30th, and finalized on September 30th, 1938, Czechoslovakia relinquished rights over the Sudetenland over to the Third Reich. Prime Minister Neville Chamberlain of Great Britain, who felt remorse over giving away a region of a sovereign nation to Hitler, was guided by a desire to avoid another world war at all costs. This policy of appeasement, which the world would eventually regret, only enabled the German Chancellor in his pursuit for greater *Lebensraum*. On March 15th, 1939, not even six months after the Munich Conference, German troops seized Prague, the capital of Czechoslovakia, giving Adolf Hitler now control over Czechoslovakia, Austria, and the Rhineland.^x

A common phrase that has often been shared with my students when discussing the Allies' policy of appeasement is "if you give a mouse a cookie...he is going to want a glass of milk." They rarely forget the actions of Neville Chamberlain towards Adolf Hitler by associating Hitler with the mouse who always wants more and more. Even though, it is a silly analogy, it can be very appropriate because even though, war was avoided with the Munich Conference, it only saturated Hitler's appetite for more. On September 1st, 1939, Germany invaded Poland, despite constant warnings not to do so. Now faced with the realities that action must be taken or Germany would swarm over the entire continent without constraint, Great Britain and France declared war on Germany.^{xi}

"The key to the implementation of Hitler's foreign policy programme lay in the the transformation of German society. The first objective of the Nazi regime was to establish complete control of the machinery of state. Once this control was established the next step was to implement a policy of 'co-ordination' (*Gleichschaltung*) which would reorganize German society around the principles of National Socialism. The objective was the creation of a militarized national community that would march in harmony behind the leadership of *Führer* and party. The overriding aim was material and psychological rearmament in preparation for the coming war. Three days after becoming chancellor, Hitler outlined this programme to a gathering of the German high command. He concluded with the judgment that 'the most dangerous time will be during the reconstruction of the army. It will show whether or not France has any true *statesmen*. If so, she will not leave us time but will attack us.'"^{xii}

It is bold hindsight perspective, but a common one, to think that if Great Britain and France had responded immediately to the German takeover of the Rhineland back in 1936, then there is a possibility that Adolf Hitler's march towards World War II would have squelched or at least, minimized. After all, the mouse only asked for milk, only after he got the cookie. So, were the British and the French simply clueless at the wheel, unaware of the risks they were taking by allowing a leader of Hitler's mentality and

personality to have whatever he desired, without any consequences for his aggression? Even though, it has been duly noted at the time, that there were a few vocal opponents of appeasement, such as future British Prime Minister Winston Churchill, there was not a tremendous amount of pushback to the policy, which allowed for Neville Chamberlain to proclaim now foolishly, “peace in our time,” when returning to London after the Munich Conference. But were the Allies really fully aware of Hitler’s ambitions, and despite the knowledge, unwilling to proceed with a resistance of his aggression? More and more research points that French intelligence made French military and political leaders aware of the growing threat, and watched as those entities, in essence, ignore those threats. Logic would probably dictate that the British government and military authorities possessed that same intelligence, and equally disregarded it.

“Historians have reached this conclusion without considering the response of France’s intelligence services to the advent of Nazism. A look at the archival record reveals that French soldiers and statesmen were better informed about the nature of the Nazi menace than has hitherto been assumed. French intelligence warned that the situation inside Germany had changed fundamentally on 30 January 1933. Intelligence appreciations consistently predicted that the new regime was intent on a policy of massive rearmament and territorial expansion. Yet this intelligence had little effect on the course of French foreign and defense policy. France was an inward-looking society, committed to the policies of disarmament and preoccupied with the debilitating effects of the Great Depression. These factors shaped the French response to Hitler in 1933.”^{xiii}

Over the last year, 2014, the West has been as inundated with the movements of Russian troops as it once was of German troops in the late-1930s. It has seen Russian troops move into Crimea, a coastal region of Ukraine, and after watch as the Russian government successfully annexed the Crimea away from sovereign Ukraine into the fold of Russia. It watched as Russian separatists, being armed slyly by the Russian military, began to wage all-out war versus the Ukrainian military in eastern Ukraine, in their hopes that that region, if not all of Ukraine, would also be annexed by “mother Russia.” And arguably, the most tragic result of this new form of Russian aggression has seen the missile takedown of Malaysian Airlines flight 17 (MH17), who passed through Ukrainian airspace flying on its way from Amsterdam, Holland to Kuala Lumpur, Malaysia, in which all 298 passengers and crew were killed. The flight shot down by those Russian-backed separatists in the Ukraine, were using anti-aircraft weaponry supplied by the Russian military. As these events unfolded, the West and specifically N.A.T.O. (the North Atlantic Treaty Organization, a military alliance involving the United States and other Western European nations), turned its glaring focus to the man behind Russia’s aggression, President Vladimir Putin.

As Vladimir Putin directs his military to expand the present borders of Russia, it has been articulated by some that despite some of the economic sanctions and travel bans that

have been instituted on Russia that the policy of appeasement may be happening again by the former Allied Powers towards an aggressive leader who threatens Western stability? There are many in the West who believe that everything Putin has wanted, he has gotten, from the Crimea, to eastern Ukraine, to Georgia back in 2008, to even the Sochi Winter Olympics of 2012. For all he has gotten, he has not faced tremendous international backlash, minus those economic sanctions and travel bans. Those factions have argued for a military response, similar to how the British or French should have responded to German aggression in the Rhineland or in the Sudetenland.

Edward Lucas, a journalist with [The Economist](#) and author of [The New Cold War: Putin's Russia and the Threat to the West](#), is quite direct when he stated that, "Twenty years after Mikhail Gorbachev started dismantling communism, Russia is reverting to Soviet behavior at home and abroad, and in its contemptuous disregard for Western norms."^{xiv}

There are other factions that argue that the comparison of Putin to Adolf Hitler is ludicrous and any level of military discussions, if or without appeasement, threatens world peace and stability. However as Putin is discussed abroad by Western governments and militaries, a question begs to be answered: with the ever-growing stretch of mass media, due to the explosion of social media, how does a man like President Vladimir Putin grow in favor amongst his people, despite the negativity portrayed on him by those outside of Russia?

Vladimir Putin, in many ways, has built up a "cult of personality" using the mass media amongst the Russian people, similar to what Adolf Hitler was able to do with the German people in the early 1930s, prior to his aggressive expansionism within Europe. According to www.Dictionary.com, a cult of personality is defined as a cult-like "adulation of a living national leader or public figure." Through the use of television, the radio, newspaper articles, books, social media, blogs, etc., President Putin has been able to influence his populace to love him like Hitler was able to do through his book, [Mein Kampf](#), and the Nazi Party's powerful use of the radio, to create a reverence of him by the German people. Hitler and the Nazis knew exactly how to cater to the people and the people responded accordingly, by supporting his rise through the political ranks, all the way to the chancellorship and even after, when his hostile actions clearly predicated war with his adversaries.

"From its Bavarian beginnings onwards, the NSDAP was consistently more successful, proportionally speaking, in attracting the support and votes of lower-middle-class and, during the late 1920s, peasant Germans. From its relaunching in 1925, the party's principal emphasis shifted from that of 'alternative socialism' to one of 'people's community' (Volksgemeinschaft), and from 1926 concentration upon the cities was replaced by attempts at seeking support from every kind of

community and all layers of society. This reflected both the way party support was naturally evolving, and also the increasing influence of a leader who, unlike some of his subordinates, had no prewar roots in ‘German socialism’ and who, far from feeling any affinity with the working class, actually nursed a fear of it that betrayed his petit-bourgeois, status-conscious origins. For reasons both ideological (his belief in a ‘people’s community’ rather than a society on class) and tactical (his increasing desire to woo the middle class and employers in particular), Hitler gave little encouragement to those Nazis who wished to develop a powerful Nazi trade union movement; the dispersed and unthreatening NSBO (Nazi Factory Cell Organization) was much as he would permit.”^{xv}

“Hitler ideas brought together, in a highly distinctive fashion, prewar pan-Germanism, virulent anti-Semitism, biological racism, crude Social Darwinism, German-centered ‘geopolitics’, and ——— the last major ingredient to be added ——— obsessive anti-Marxism. Focused and projected by an individual utterly sure of his own rightness, wisdom and destiny, and possessed of an extraordinary will and power of persuasion, this toxic cocktail became the central ideology of the Nazi regime. In practical terms it involved the imposition of unity upon a fragmented society, the replacement of a ‘decadent’ democratic culture by a new, Germanic one, the abandonment of the humiliating provisions of Versailles, the incorporations of all Germans within a single Reich, the ‘colonization’ of easterly territory required as German ‘living space’, the destruction of Soviet Communism, and the ending ——— by means that remained unspecified ——— of the alleged power of world Jewry.”^{xvi}

Using that same mentality, Vladimir Putin has united the Russians into a solitary force, guided by his personality and his desires. In some ways, it can be deemed as almost a “Russian Social Darwinism,” in which he believes the Russian people to be the most fit and thus, the most able to survive through the long haul. Are there dissenters? Yes of course! Russian pop artists such as Pussy Riot, pro-homosexual protesters from around the globe and world-renown athletes and celebrities who boycotted the 2012 Winter Olympics in Sochi, Russia because of President Putin’s “cult of personality.” which dominated affairs. But through the powerful use of the Russian mass media, these dissenters have ironically, not only strengthened his agenda, they have denigrated anyone else’s, in opposition to him.

“For all of his attacks on other freedoms, he has preserved the ones that the “new Russians” most care about. More than ever before Russians can plan their lives: they can save, educate themselves, travel, and bring up their children as they like; they can buy anything they can afford, own property at home or abroad, worship (mostly) as they like; they can even live according to their sexual preference (if not always publicly)... Though they lack the freedom to choose their elected representatives, to organize publicly to influence their government, or to change

their political systems, never in Russian history have so many Russians lived so well and so freely. That is a proud boast, and one that even those who dislike Russia's current path must honestly acknowledge."^{xvii}

Due to its overabundance of natural resources, oil and natural gas, the economy of Russia has been able to keep that level of economic stability necessary for President Vladimir Putin to use his influential power domestically and internationally. So, even though his expansionist tendencies may be controversial by Western leaders abroad, he is able to keep considerable clout at home to push forward with his agenda at home. And though his record on human rights is poor according to Western standards, Putin is able to keep a chokehold on Russian politics, by highlighting the economic growth experienced by Russia under his watch. Granted, with the rapid decline of the costs of fossil fuels recently, that becomes harder to bank upon. But due to the image he has built amongst his people, it becomes possible for him to hit rough patches and overcome them quickly due to the political capital he has been able to accumulate through his successes.

"The regulators of the world's financial centers must rethink how they deal with Russian (and for that matter Chinese) companies wanting to use them. The free market cannot be decoupled from the free society. The industrialized world has shown its capacity for collective action in dealing with money laundering. It could do the same for corporate governance and property rights. That would mean, for example, that any company wanting to list its shares or sell its bonds in London, New York, or Frankfurt would have to make it clear that it was engaged in a real business, not the collection of artificial rents; that its property was not stolen; and that its ownership was clear and truly private. Gazprom and (the Russian oil company) Rosneft, along with most big Russian companies, would be immediately disqualified...Either (the G-8) should become a big-economies club (in which case China, India and Brazil should join), or it is a body for rich countries that respect the rule of law and political freedom. In that case Russia does not even belong in the waiting room...If you believe that capitalism is a system in which money matters more than freedom, you are doomed when people who don't believe in freedom attack using money."^{xviii}

However, differences do exist between the cult of personalities that Adolf Hitler was able to initiate within the German Reich and that of which Vladimir Putin is able to do presently within modern-day Russia. In order for this concept to apply, the mass media must be manipulated by that respective leader and his or her followers. Within Germany, it was easier for Hitler and his Nazi party to censor unappealing news and completely ban parts of the mass media, if they so desired, including unwanted reports from outside the country. This was because the party, which obviously controlled the German civilian and military governments, also had complete control over all images and sounds that could come forth from the media (i.e. "propaganda chief" Joseph Goebbels with the radio). As a result, the media could be slanted to portray Hitler, in the manner as he hoped to be

portrayed. In the 1935 Nazi propaganda film, Triumph of the Will, filmmaker Leni Reifenstahl, through various camera angles and musical selections, is able to not only portray Adolf Hitler as a powerful Chancellor, but as a “god”-like entity.

Despite what he so desires, Vladimir Putin lives in a mass media world, heavily influenced by all of the advances in communication technology. Even though, he is able to use the many forms of media available today to further his cause, those same forms (television, internet, social media, blogs, etc.) can come back to hurt his cause. This is because even though Putin does attempt to control the mass media within Russia, he cannot control the mass media globally. And in such an interconnected world, that inability to do so, allows the filter of his personality to be in essence, diluted. Thus, no matter how strong of a figure he has built up within his borders, he can be perceived exactly the opposite, if need be by the mass media outside of Russia. As a result, it is understandable why he believes that if he cannot control criticism of him online, he can control it within Russian law enforcement. Often those in Russia, who verbally oppose or criticize Putin are jailed (i.e. the members of Pussy Riot and other influential academics). Eventually because of that external mass media, he is forced to release those dissidents.

Due to Vladimir Putin being a product of the times, it is virtually impossible for him to completely control all of the information that could be released about him and his government. In Adolf Hitler’s world, due to the fact that certain forms of mass media had not yet been invented and information sharing was limited, he could manipulate his image domestically and internationally. As a result, Putin does not have the clout that Hitler was able to have within Germany, but he can still push forward to portray himself as a larger-than-life personality, through what he can control in the media. Thus, the Russian people are inundated with images of Putin showing off his incredibly-built physique or engaging in activities that show off his masculine bravado, traits valued by the Russian culture. These portrayals within the Russia mass media are able to, at least in Russia, enhance the charismatic appeal of Vladimir Putin.

In many ways, the cult of personality that Vladimir Putin has created within Russia and that consistently surrounds him, has fueled tremendous nationalistic pride and spirit. And it is without a doubt, moving his nation into a period, they have not yet experienced. The Catch-22 is that it has already come at the price of threatening Western ideals. The question now becomes how many more of these ideals will be threatened as Putin invents and transforms more Russian traditions, into exactly how he so desires. The nations of N.A.T.O. and the West will be watching, waiting for his next move, to see how they should respond, and to gauge, if they already given this particular mouse too much of a cookie, that he should so desire a glass of milk.

Strategies and Activities

This Curriculum Unit, on comparing and contrasting the life and reign of Vladimir Putin of Russia with Adolf Hitler of Germany, domestically and internationally, through the use of different forms of mass media, is designed to be a six-day unit, with the last day being set aside for a formal assessment, in the form of a standardized assessment or alternatively, through a document-based question (DBQ) essay.

On day one of the Curriculum Unit, it is necessary to introduce students to Vladimir Putin. This can be done by exploring the state of the Russian state, after the fall of the Cold War and the subsequent collapse of the Soviet Union. Students will be introduced to the men that followed Premier Mikhail Gorbachev in power: Boris Yeltsin and correspondingly, Putin. Initially, the ideal format is through Enhanced Direct Instruction (via PowerPoint or www.Prezi.com presentation), in which the instructor provides the necessary information on both of these men, their domestic and foreign policies, along with the strengths and weaknesses (pros and cons) of each administration. Enough background information should be provided, in order that students can see how the Russian state has changed in the years that have followed the Soviet Union's demise.

After the Enhanced Direct Instruction, students should be presented with a graphic organizer, comparing the administrations of Premier Mikhail Gorbachev of the Soviet Union with Presidents Boris Yeltsin and Vladimir Putin of Russia. It will ask students to ascertain strengths and weaknesses of each administration and compare and contrast domestic and foreign policies. It will ask students to look at the nation's territorial expansion and/or reduction under each of these individual leaders, along with the political, economic, social and cultural mentality of the people during their respective governments. This can be done individually or in a small-group setting, based on the desires of the individual instructor.

Day two of the Curriculum Unit will be understanding the use of the mass media, in furthering Vladimir Putin's message and "cult of personality" domestically, in contrast to the use of mass media internationally, who highlight many of his Putin's aggressive actions and heavily downgrade his domestic positives. An effective tool to highlight the "cult of personality" is through a Visual Discovery. Instructors should use the corresponding link: <http://www.cnn.com/2014/11/21/world/europe/russia-putin-chance/index.html?iref=allsearch> and lead a full-class discussion in how these particular images create a "greater-than-thou" personality to the individual. After looking at how President Putin is able to use his mass media to portray him in a positive light, the instructor can show students how the rest of the world views him through a series of political cartoons, in opposition to the Russian leader. The easiest method to do so, is by just typing "anti-Putin political cartoons" into www.Google.com/images and dissecting the various results in a full-class discussion. As an assessment tool, students should write an expository writing assignment, comparing and contrasting how President Putin is portrayed domestically with how he is portrayed globally.

On day three of the Curriculum Unit, it is necessary to reinforce students with past knowledge gained on Adolf Hitler. Considering that Fuhrer Hitler was in the previous Unit of American History II, students may not have this information very fresh in their minds. As a result, it may be necessary to review pertinent information through a concised Enhanced Direct Instruction (via PowerPoint or www.Prezi.com presentation), in which the instructor provides the necessary information again on the rise of Nazism within Germany, along with Fuhrer Hitler's desire for territorial expansion, in the wake of Allied resistance. Enough background information should be provided, in order that students would have been able to recollect lost information.

After the Enhanced Direct Instruction, students should be presented with a map activity, so they can look at Germany's expansion under Adolf Hitler. Among places that they will identify, label and color will be the Rhineland, Austria, the Sudetenland (inside Czechoslovakia) and Poland among others, at the discretion of the instructor. They should also be able to quickly identify the Allied Powers, in resistance to Axis aggression. This can be done individually or in a small-group setting, based on the desires of the individual instructor. It is also important that students be assessed on this information, so it would be important to begin the next day's instruction with a map assessment, based on the areas identified.

Day four of the Curriculum Unit should begin with the map assessment of German conquests in World War II, under the leadership of Adolf Hitler, along with Allied resistance to such land grabs. It is to the instructor's discretion, if they desire to grade it in class. This may be occasionally necessary to review the information immediately, to correct any errors that may be lingering. Immediately after, students will explore the use of the mass media, in furthering Adolf Hitler's message and "cult of personality" domestically, in contrast to the use of mass media internationally, who highlight many of his Hitler's aggressive actions and heavily downgrade his domestic positives. An effective tool to highlight the "cult of personality" is through a series of pro-Hitler propaganda clips. Instructors should search "Hitler propaganda" on www.YouTube.com and have students watch a series of German-engineered pieces that make the Fuhrer into a larger than life personality. Using these clips, it would be effective to lead a full-class discussion in how these particular clips further not only the Fuhrer's agenda, but also the overall Nazi Party. If time is available, it may be vital to view "The Triumph of the Will," as it portrays Adolf Hitler almost as if he was a god. After looking at how Fuhrer Hitler is able to use his mass media to portray him in a positive light, the instructor can show students how the rest of world views him through another series of clips, in opposition to the German leader. Once again, using www.YouTube.com, search "Looney Tunes Hitler", pulling up many short propaganda cartoons that were perpetuated in the United States, to sway public opinion deeply against the German side. Even though, these are cartoons, it is important to engage in a full-class discussion, as some students will not be able to grasp the subtleties of some things implied. If time is available, it may be vital to view clips from Charlie Chaplin's "The Great Dictator," ridiculing the Fuhrer for many

of his mannerisms and mentalities. As an assessment tool, students should write an expository writing assignment, comparing and contrasting how Fuhrer Hitler is portrayed domestically with how he is portrayed globally.

On day five of the Curriculum Unit, a review of the previous four days should be engaged, in order to prepare students for the next day's formal assessment. The ideal review exercise when asking students to understand individuals in history is through the use of "body outlines." These provide students the opportunity to be creatively visually, while also fully comprehending the material at hand. Students should create a "body outline" for Vladimir Putin and for Adolf Hitler. As they go down "the body" of each of these figures, they creatively display aspects of their personality, as well as, actions they took. This activity is especially effective with lower-level students, who have the tendency to think better visually rather than linguistically. "Body Outlines" magnify the multiple intelligences that exist within our classrooms and schools.

Day six of the Curriculum Unit is the concluding day, in which students will be formally assessed on the knowledge acquired during the instruction of this unit. This can be done in one of two options: standardized examination, in the manner of a multiple-choice and/or short-answer questions; or with a document-based question (DBQ) essay. Even though, lower-level students have learned how to handle DBQ prompts, it is still considered a skill for higher-performing students. As a result, even though it is each instructor's discretion, it is recommended that lower-level students (standards and inclusion) take the standardized format. Assessments can be modified to meet each student's accommodations, including added word banks, granting extending times, providing read-alouds and separate settings. Also, for inclusion students, short-answer questions can done in the format of bulleted responses rather than full explanations. For honors and Advanced Placement students, the recommendation is a DBQ essay, with possibly a multiple-choice attachment, for good measure.

Appendix: Implementing Common Core Standards

In correlation with the Common Core Standards (adopted by the state of North Carolina in 2010, to be fully implemented and operational within all of the state's classrooms by 2013) and the North Carolina Standard Course of Study for American History II (formerly United States History) and World History, this Curriculum Unit will individually meet the needs of honors, standard and inclusion students, based upon their instructional needs using a series of differentiation techniques. Since North Carolina has just recently adapted the Essential Standards for Common Core within the last few years, the ability to fully connect the specific content to the required Essential Standard is much more difficult than it was to the previous Competency Goal and Objective, according to the North Carolina Standard Course of Study.

As defined by the state of the North Carolina, the purpose of the Common Core Standards is to strengthen academic standards for students, as they were developed by national experts with access to best practices and research from across the nation. Despite the uniformness amongst states that Common Core has brought, it has been highly speculated within North Carolina, that the state will choose to withdraw its participation within the consortium so please be mindful that these Essential Standards may not be existent upon your usage of this Curriculum Unit, as early as 2015-2016. Please reference www.NCPublicSchools.org for updated information, in regards to the state's curriculum, within these specific disciplines.

Below are the Common Core Essential Standards via the North Carolina Department of Public Instruction for American History II (www.ncpublicschools.org/docs/acre/standards/new-standards/social-studies/american-history-2.pdf) and World History (<http://www.ncpublicschools.org/docs/acre/standards/new-standards/social-studies/world.pdf>) that would effectively correspond to the content discussed within this particular unit:

Essential Standard (American History II)

AH2.H.4: The student will be able to analyze how conflict and compromise have shaped politics, economics and culture in the United States.

Clarifying Objective(s)

AH2.H.4.1: The student will be able to analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., Populism, Progressivism, working conditions and labor unrest, New Deal, Wilmington race riots, eugenics, Civil Rights Movement, anti-war protests, Watergate, etc.).

AH2.H.4.2: The student will be able to analyze the economic issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., currency policy, industrialization, urbanization, laissez-faire, labor unrest, New Deal, Great Society, supply-side economics, etc.).

Essential Standard (American History II)

AH2.H.5: The student will be able to understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.

Clarifying Objective

AH2.H.5.1: The student will be able to summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems since Reconstruction (e.g., "separate but equal", Social Darwinism, social gospel, civil service system, suffrage, Harlem Renaissance, the Warren Court, Great Society programs, American Indian Movement, etc.).

Essential Standard (American History II)

AH2.H.6: The student will be able to understand how and why the role of the United States in the world has changed over time.

Clarifying Objective(s)

AH2.H.6.1: The student will be able to explain how national economic and political interests helped set the direction of United States foreign policy since Reconstruction (e.g., new markets, isolationism, neutrality, containment, homeland security, etc.).

AH2.H.6.2: The student will be able to explain the reasons for United States involvement in global wars and the influence each involvement had on international affairs (e.g., Spanish-American War, World War I, World War II, Cold War, Korea, Vietnam, Gulf War, Iraqi War, etc.).

Essential Standard (American History II)

AH2.H.7: The student will be able to understand the impact of war on American politics, economics, society and culture.

Clarifying Objective(s)

AH2.H.7.1: The student will be able to explain the impact of wars on American politics since Reconstruction (e.g., spheres of influence, isolationist practices, containment policies, first and second Red Scare movements, patriotism, terrorist policies, etc.).

AH2.H.7.2: The student will be able to explain the impact of wars on the American economy since Reconstruction (e.g., mobilizing for war, war industries, rationing, women in the workforce, lend-lease policy, World War II farming gains, GI Bill, etc.).

AH2.H.7.3: The student will be able to explain the impact of wars on American society and culture since Reconstruction (e.g., relocation of Japanese Americans, American propaganda, first and second Red Scare movement, McCarthyism, baby boom, Civil Rights Movement, protest movements, ethnic, patriotism, etc.).

Essential Standard (World History)

WH.H.8: The student will be able to analyze global interdependence and shifts in power in terms of political, economic, social and environmental changes and conflicts since the last half of the Twentieth Century.

Clarifying Objective(s)

WH.H.8.1: The student will be able to evaluate global wars in terms of how they challenged political and economic power structures and gave rise to new balances of power (e.g., Spanish-American War, World War I, World War II, Vietnam War, colonial wars in Africa, Persian Gulf War, etc.).

WH.H.8.2: The student will be able to explain how international crisis has impacted international politics (e.g., Berlin Blockade, Korean War, Hungarian Revolt, Cuban Missile Crisis, OPEC oil crisis, Iranian Revolt, “9/11”, terrorism, etc.).

WH.H.8.3: The student will be able to analyze the “new” balance of power and the search for peace and stability in terms of how each has influenced global interactions since the last half of the Twentieth Century (e.g., post-World War II, post-Cold War, 1990s globalization, New World Order, global achievements and innovations).

WH.H.8.4: The student will be able to analyze scientific, technological and medical innovations of postwar decades in terms of their impact on systems of production, global trade and standards of living (e.g., satellites, computers, social networks, information highway).

WH.H.8.5: The student will be able to explain how population growth, urbanization, industrialization, warfare and the global market economy have contributed to changes in the environment (e.g., deforestation, pollution, clear cutting, ozone depletion, climate change, global warming, industrial emissions and fuel combustion, habitat destruction, etc.).

WH.H.8.6: The student will be able to explain how liberal democracy, private enterprise and human rights movements have reshaped political, economic and social life in Africa, Asia, Latin America, Europe, the Soviet Union and the United States (e.g., U.N. Declaration of Human Rights, end of Cold War, apartheid, perestroika, glasnost, etc.).

WH.H.8.7: The student will be able to explain why terrorist groups and movements have proliferated and the extent of their impact on politics and society in various countries (e.g., Basque, PLO, IRA, Tamil Tigers, Al Qaeda, Hamas, Hezbollah, Palestinian Islamic Jihad, etc.).

As for the connection points to the North Carolina Standard Course of Study for the stand-alone United States History course, the appropriate goals that are addressed and examined are as follows:

Goal 10: World War II and the Beginning of the Cold War (1930s-1963). The student will be able to analyze United States involvement in World War II and the war's influence on international affairs in following decades.

Goal 11: Recovery, Prosperity, and Turmoil (1945-1980). The student will be able to trace economic, political, and social developments and assess their significance for the lives of Americans during this time period.

Goal 12: The United States since the Vietnam War (1973-Present). The student will be able to identify and analyze trends in domestic and foreign affairs of the United States during this time period.

Materials List for Teachers

Access to PowerPoint presentations or www.Prezi.com

Graphic Organizers: Mikhail Gorbachev vs. Boris Yeltsin vs. Vladimir Putin

Access to www.CNN.com & www.Google.com/Images

Map: Europe during World War II

Access to www.YouTube.com (& and www.Amazon.com, if need be...)

Access to "Body Outlines"

Document Based Questions (DBQs) prompts

Markers, colored pencils, craft supplies, etc.

Annotated Bibliography

- Baycroft, Timothy and David Hopkin. Folklore and Nationalism in Europe During the Long Nineteenth Century. Copyright ©2012.
Assigned within the curriculum of Heroes, Rebels and Rock Stars: Cultural Icons in Modern Europe CTI Seminar, in regards to topic of European nationalism.
- Blinkhorn, Martin. Fascism and the Right in Europe: 1919-1945. Copyright ©2000.
Maps and explanations of European fascism. Suggested by Dr. Heather Perry, CTI Seminar Leader of Heroes, Rebels and Rock Stars: Cultural Icons in Modern Europe.
- DeGrand, Alexander J. Fascist Italy and Nazi Germany: The 'Fascist' Style of Rule. Copyright ©1995.
Timeline of the rise of fascism in Italy and Nazism in Germany.
Suggested by Dr. Heather Perry.
- Gessen, Masha. The Man Without a Face: The Unlikely Rise of Vladimir Putin. Copyright ©2013.
- Hill, Fiona and Clifford G. Gaddy. Mr. Putin: Operative in the Kremlin. Copyright ©2013.
- Hobsbawn, Eric & Terence Ranger. The Invention of Tradition. Copyright ©1983.
Assigned within the curriculum of Heroes, Rebels and Rock Stars: Cultural Icons in Modern Europe CTI Seminar, in regards to European nationalism.
Effectively explains how nationalism is worked into traditions and rituals, and how these contribute to the creation of collective identities.
- Jackson, Peter. "French Intelligence and Hitler's Rise to Power." The Historical Journal: Volume 41, Issue 03. September 08, 2000. Page 795-824.
An examination of France's response to the rise to power of Adolf Hitler and Nazism within Germany, by arguing that French intelligence greatly warned French leaders of the growing threat posed.
- Kallis, Aristotle A. The Fascism Reader. Copyright ©2013.
- Lucas, Edward. The New Cold War: Putin's Russia and the Threat to the West. Palgrave Macmillan. Copyright ©2009.
One of the leading journalists on Central and Eastern Europe, having covered the region for nearly a quarter a century, thus creating a refreshingly direct examination into the changing geopolitical environment as a result of Vladimir Putin's aggression.

Lynch, Allen C. Vladimir Putin and Russian Statecraft. Copyright ©2011.

Politkovskaya, Anna. Putin's Russia: Life in a Failing Democracy. Copyright ©2007.

Politkovskaya, Anna et al. A Small Corner of Hell: Dispatches from Chechnya. Copyright ©2003.
Exploration of the Russian conflict in the region of Chechnya.

Putin, Vladimir et al. First Person: An Astonishingly Frank Self-Portrait by Russia's President. Copyright ©2000.
The autobiography of Vladimir Putin.

Roxburgh, Angus. The Strongman: Vladimir Putin and the Struggle for Russia.
Copyright ©2013.

Stiles, Kendall W. Case Histories in International Politics. Edition 7. Copyright ©2013.
Suggested by Dr. Heather Perry.

Van Herpen, Marcel H. Putin's Wars: The Rise of Russia's New Imperialism.
Copyright ©2014.

Wolf, Ken. Personalities and Problems: Interpretive Essays in World Civilizations.
Volume Two: Second Edition. Copyright ©1999.
Suggested by Dr. Heather Perry.

Reading List for Teachers

Please note that teachers should use their own professional discretion on what material from these various sources, they would need for their own understanding of the content material, as well as their presentation of the information to their respective classroom students.

Baycroft, Timothy and David Hopkin. Folklore and Nationalism in Europe During the Long Nineteenth Century. Copyright ©2012.

Blinkhorn, Martin. Fascism and the Right in Europe: 1919-1945. Copyright ©2000.

DeGrand, Alexander J. Fascist Italy and Nazi Germany: The 'Fascist' Style of Rule.
Copyright ©1995.

Gessen, Masha. The Man Without a Face: The Unlikely Rise of Vladimir Putin.
Copyright ©2013.

Hill, Fiona and Clifford G. Gaddy. Mr. Putin: Operative in the Kremlin. Copyright ©2013.

Hobsbawm, Eric & Terence Ranger. The Invention of Tradition. Copyright ©1983.

Jackson, Peter. "French Intelligence and Hitler's Rise to Power." The Historical Journal: Volume 41, Issue 03. September 08, 2000. Page 795-824.

Lucas, Edward. The New Cold War: Putin's Russia and the Threat to the West. Palgrave Macmillan. Copyright ©2009.

Politkovskaya, Anna et al. A Small Corner of Hell: Dispatches from Chechnya. Copyright ©2003.

Putin, Vladimir et al. First Person: An Astonishingly Frank Self-Portrait by Russia's President. Copyright ©2000.

Van Herpen, Marcel H. Putin's Wars: The Rise of Russia's New Imperialism. Copyright ©2014.

Wolf, Ken. Personalities and Problems: Interpretive Essays in World Civilizations. Volume Two: Second Edition. Copyright ©1999.

Reading List for Students

Teachers should choose various excerpts and passages from these various sources, in accordance with the reading levels and academic abilities of their respective classroom students.

DeGrand, Alexander J. Fascist Italy and Nazi Germany: The 'Fascist' Style of Rule. Copyright ©1995.

Politkovskaya, Anna et al. A Small Corner of Hell: Dispatches from Chechnya. Copyright ©2003.

Putin, Vladimir et al. First Person: An Astonishingly Frank Self-Portrait by Russia's President. Copyright ©2000.

Van Herpen, Marcel H. Putin's Wars: The Rise of Russia's New Imperialism. Copyright ©2014.

Wolf, Ken. Personalities and Problems: Interpretive Essays in World Civilizations. Volume Two: Second Edition. Copyright ©1999.

Notes

ⁱ “Kerry Condemns Russia’s ‘Incredible Act of Aggression’ in Ukraine”. March 2, 2014. Reuters: <http://www.reuters.com/article/2014/03/02/us-ukraine-crisis-usa-kerry-idUSBREA210DG20140302>

ⁱⁱ Ibid.

ⁱⁱⁱ “G20 summit: Russia dismisses Britain as 'Small Island nobody cares about except oligarch who bought Chelsea’”. September 5, 2013. <http://www.mirror.co.uk/news/world-news/g20-summit-russia-dismisses-britain-2254433>

^{iv} Churchill, Winston. “Radio Broadcast on the German invasion of Russia, June 22, 1941”. The Churchill War Papers (1941). W.W. Norton. Pg. 835-836.

^v John, Peter. Churchill Versus Hitler: War of Words. Copyright ©2012.

^{vi} www.Google.com/translate of “der Führer” from German to English.

^{vii} Blinkhorn, Martin. Fascism and the Right in Europe: 1919-1945. Copyright ©2000. Page 42.

^{viii} Jackson, Peter. “French Intelligence and Hitler’s Rise to Power.” The Historical Journal: Volume 41, Issue 03. September 08, 2000. Page 796-797.

^{ix} DeGrand, Alexander J. Fascist Italy and Nazi Germany: The ‘Fascist’ Style of Rule. Copyright ©1995. Pages xvi-xvii.

^x Ibid.

^{xi} Ibid.

^{xii} Jackson, Peter. “French Intelligence and Hitler’s Rise to Power.” The Historical Journal: Volume 41, Issue 03. September 08, 2000. Page 797.

^{xiii} Ibid. Page 796.

^{xiv} Lucas, Edward. The New Cold War: Putin’s Russia and the Threat to the West. Palgrave Macmillan. Copyright ©2009.

^{xv} Blinkhorn, Martin. Fascism and the Right in Europe: 1919-1945. Copyright ©2000. Page 41.

^{xvi} Ibid. Page 42.

^{xvii} Lucas, Edward. The New Cold War: Putin’s Russia and the Threat to the West. Palgrave Macmillan. Copyright ©2009.

^{xviii} Ibid.