

HISTORY 102-005 (35344) SPRING 2024

# Modern Europe, 1815 to the Present

Classes in person, 29 Jan to 22 May 2024, Queens College, CUNY  
Mon & Wed, 10:45AM–12:00PM, in Kiely Hall 317

Greetings, and welcome to History 102, an introduction to Modern Europe in a global context.

**Instructor:** Nicholas Evangelos Levis (NEL)

**E-mail:** [nicholas.evangelos@gmail.com](mailto:nicholas.evangelos@gmail.com)

**Web Site:** “The History Kitchen,” <http://www.nicholasevangelos.net>, pw: History2016

**Office Hours:** I am available in the classroom for drop-in meetings after every class, and by appointment (e-mail me). A zoom link will be provided online for remote meetings with students, individually or in groups.

Readings, assignments, and course materials will be linked online via the “Main Page.”

## Main Page for History 102-005 in Spring 2024

<https://www.nicholasevangelos.net/102-europe-spr24/>  
Site password: **History2016**



Political Map of Europe in 1789

# EUROPE SINCE 1815



*Universal currency? Austrian gold ducat, 1915.*

*Front: "Franz Ferdinand, Austrian Emperor" – Reverse: The "dual eagle," seal of Austro-Hungarian empire.*

**COURSE DESCRIPTION:** This course provides an introductory overview of the history of modern Europe in a global and transnational context, from 1815 until the present. We will deal with the major political, social, economic, and ideological developments in European history, emphasizing: the impact of the French and industrial revolutions; the political economy of modern capitalism; liberalism, nationalism, and revolutionary movements until the revolutions of 1848; the unification of Italy and Germany; the height of the global imperialism of the European great powers; socialism, feminism, working-class movements, and transformation of states and societies in the nineteenth and twentieth centuries; the Great War, the Russian Revolution and the establishment of communism; the crises of the 1920s and 1930s, the rise of fascism and Nazism; the origins and impact of World War II and the Holocaust; the establishment of a post-1945 order under the specter of a Cold War between the superpowers; and the reverberations down to this day.

## **LEARNING GOALS:**

- Gain a basic knowledge of the issues and developments in European History between 1815 and 1945, and the aftermaths and reverberations down to the present.
- Develop skill in formulating ideas in writing and presenting this knowledge in class, in ways that reflect professional standards of critical and analytical academic work.

Start by reading the following, which is also available online at the front page of the course website, "The History Kitchen" (<http://nicholasevangelos.net>). The first item you will see online, "Welcome to Spring 2024," gives an introduction for all current courses taught by me at Queens College. Follow the instructions there for how to register for the course Forum. The Forum is an online discussion board which you will be able to access after I activate your username. Familiarize yourself with the "Rules for all Courses" (also below).

**MAIN PAGE:** Once you've read the Welcome and the rules and are set up with the Forum, the Main Page for our course is where all the action is. It provides the schedule of classes and assignments, links to readings and online assignments on the Forum, regular updates, and all other information you will need. On the Main Page, the topmost link jumps to the "Current Week." If you're looking for anything or wondering what's next, always check there. Updates and breaking news will also be announced by e-mail and in class. (Note: This course does not use Blackboard, Canvas, or any Learning Management Sites other than the "History Kitchen.")

**FORUM & E-MAIL:** Make sure I have a working e-mail for you that you check regularly. Write to me at [nicholas.evangelos@gmail.net](mailto:nicholas.evangelos@gmail.net), or reply to the first course e-mail to confirm or change your preferred e-mail address. Course communications are by e-mail and through the Forum. All written assignments will be submitted as posts on the Forum, except for formal course papers requested in print.

**READING & COURSE WORK:** Reading is the most basic element in the study of history. For all of your subjects, you should reserve a few hours daily for quiet study time. (It is recommended you read one text at a time, and take notes by hand.) For each week in any course, plan to attend the full class sessions and to read for at least 3-4 hours outside class, in addition to time for written assignments. Ideally you should treat your four or five courses in a semester as though they are a full-time job of about 40 hours a week. At the same time, we (the instructors) are aware that many people do not enjoy ideal circumstances in their lives. Please contact me if you run into problems.

**ELECTRONICS:** During class, phones must always be turned off and kept out of sight. If you must use your phone for an emergency, please do so outside the classroom. If you have a portable computer, you are asked to use it in class during the first week only. After that, all electronics are banned from class (except for the classroom projector). Use of AI is strictly prohibited in this course. (See the Course Rules, items #4 and #11 below, for a complete run-down.)

- If you have your own reasons to take notes on a portable machine during classes (or accommodations from the College to allow this), contact me by e-mail and we will make an arrangement. You will be expected to post electronic notes taken in class afterward on The Forum. (There will be an “e-notes” subforum for this purpose.)

**ACCOMMODATIONS:** Any student requiring accommodations should let me know and send me the documentation. It is important that every student does well in this class. You can expect complete discretion. For more information contact the Office of Special Services for Students with Disabilities.

**TROUBLES:** If at any point during the semester you need help or feel lost or overwhelmed: Contact me! I am very responsive to e-mails, unless I am also having an emergency.

## Course Rules & Guidelines

Please follow these general Course Rules & Guidelines on Course Engagement  
Online at <http://www.nicholasevangelos.net/rules-for-all/>

1. **Course Engagement** represents 15-20% of your grade, depending on the course. But what does it mean? Attending class is only the beginning. You are asked to be alert and engaged. Active participation includes being prepared for class, paying attention, asking for clarification if something isn't making sense to you, speaking up with questions and comments, completing readings and assignments on time, taking part in office hours, and otherwise keeping lines of communication open. You begin with the full grade for this grading component, and will lose points only if you are unprepared for class or inattentive to the rules and guidelines.

2. **Attendance.** You are adults and will manage your time as you see fit. You are expected to attend all class meetings and to be punctual. Attendance will be taken but you will not be penalized for an absence as long

as you strive toward full attendance and contact me in advance. (You don't need to explain one absence, as long as you contact me. There are usually good reasons.)

3. **Punctuality.** This is important, most of all in a big class. Class discussions aid understanding. Classes will usually include short writing exercises (ungraded) or, sometimes, surprise quizzes on the readings. See also item #5..

4. **Electronics Policy & E-notes:** Phones must always be turned off and be kept out of sight during classes. Electronics are not encouraged in class except during the first meeting. If you take notes on a portable machine during classes, you are required to arrange this with me by e-mail beforehand, and to post your notes after class on an "e-notes" subforum.

5. **Surprise Quizzes.** Some classes will start with surprise quizzes on the readings. These will be easy, unless you did not do the reading. These will count against the Course Engagement grade. No make-ups are offered for missed quizzes, but you will be forgiven for missing one.

6. **Reading.** Please do the assigned readings and viewings before class and post any assigned reading responses or journals by the specified deadlines. Live classes will review the readings, and may not make sense if the readings are not done in advance.

7. **Respect.** Active listening, engagement with the material, respect for your fellow students, and patience with your colleagues and the instructor are all essential and will be noticed. That being said, debate on the subjects we are studying is encouraged. A sense of humor also helps. Let's all make a relaxed, friendly, and exciting atmosphere, without undue pressure.

8. **Relevance.** It is important and encouraged for you to speak up and ask or answer questions, especially if you need clarification on a point of discussion. However, remember your fellow students and our mission of learning about a specific history. Your comments in class should be relevant to the course material, the readings, and the discussion. In a big class, if you make a comment, which is encouraged and may be brilliant, hold off on your next one until other colleagues has had their turn to speak. Please allow enough space for your colleagues and the instructor.

9. **E-mail:** Contacting me is always an option. Announcements about the course will be sent by e-mail two or three times a week. All personal communication (outside office hours) will have to be by e-mail. You are responsible for providing a working e-mail to the instructor, for checking your e-mail daily, and for providing replies when requested.

10. **Academic Misconduct:** Please read the CUNY Policy on Academic Integrity, which also includes definitions and rules concerning plagiarism (you can find the very long link to the CUNY policy document online, at <http://www.nicholasevangelos.net/rules-for-all/>). Plagiarism will be caught and punished, but you are trusted not to do it. My courses follow the principles of an honor code. We are all mature and sovereign individuals with common sense, dignity, and a conscience to guide us. You are asked to follow the rules for assignments, to avoid plagiarism and other forms of cheating in your written work, not to communicate with other students during exams, and not to use materials that are not allowed for that test.

- Note that avoiding plagiarism is often a simple matter of *properly crediting and citing the sources from which you get facts and ideas*. Copying even a few lines from an author and presenting it as if you wrote it is plagiarism. But if you paraphrase or insert quotation marks, and if you add a correct citation to the text from which you have copied words or borrowed ideas, giving full credit to the author and source, and if you then include your own analysis and thoughts about what the author says, it becomes good scholarship.

## 11. USE THE LIBRARY. There is no need for AI, plagiarism, or junk sites.

The following includes some old rules for avoiding bad online sites, and also some special new rules for dealing with "AI," a.k.a. the Algorithmic Infernality.

- **You are asked never to use AI in this course.** This is a Luddite course. (What are Luddites? If you don't know, ask in class for an entertaining introduction.)
- Please do not ask AI sites to write for you. Use of AI means automatic failure on the assignment, and probably the course. (There are ways to catch it; to be honest, use of AI is often obvious.)
- Please don't ask AI to teach you about the subjects. If you need some information that is not in the course readings or other materials, you can check with the instructor. If it really is not in the readings, I will be able to direct you to good sources.
- **Wikipedia (seriously)** is sometimes dubious, but for now, for history as a subject, it is much more reliable than the machine or the junk sites (below). Wikipedia is often subject to the biases of its volunteer writers and editors, or to organized editing campaigns by various political groups seeking to influence public opinion. This is true especially on recent or controversial subjects. Any encyclopedia should be treated as a work of reference and introduction, rather than as a source you cite in your own paper. (Wikipedia articles generally meet citation standards. This allows you to find and check sources, and to do further research by accessing sources online, or borrowing them from the library.) The point here is that in practice, for now, Wikipedia is usually far, far superior to many of the other links you receive at the top of a Google search, and, often, much more interesting and in depth.
- What do I mean by "the other links you receive at the top of a standard Google search"? First, **beware the Googlebot (also an AI)** and other bot answers for anything other than simple data questions. To give an example: the text Google provides above the search results will likely be reliable for questions like "What was the population of China in 1750?," although if you then use the statistic in a course paper you should confirm it by looking it up in an academically rigorous or official source. But it will absolutely *not* be reliable for questions like, "What were the causes of the industrial revolution?" Even if this wasn't cheating, you'd still be getting lousy, sometimes fictional answers.
- **Be cautious with the top Google hits**, especially on subjects related to present-day controversies and political debates. Although Google results usually include solid academic sources near the top, the topmost hits often also feature some combination of
  - a) Straight-up propaganda from ideological think-tanks, often paid for by billionaires or organized political campaigns of various kinds; or
  - b) Commercial click-bait trash (example: most of history.com, so that site is especially banned); or
  - c) Commercial "tutoring sites" for K-12 (these want to sell textbooks or material, and so cater to political restrictions passed by state boards of education. So sorry, no Khan Academy, etc. Although it's often of decent quality, it's likely to "teach to the test," and also be limited so as not to anger anyone, such as Florida and Texas lawmakers); or
  - d) Junk not written by humans, but generated by algorithms that "scrape" text from other sites to attract users to scams (and also to pop-up ads for "adult sites," etc.).
- **What should you use instead?**

Online, look for academic resources and peer-reviewed research (for this, Google Scholar, at scholar.google.com, remains highly superior to the general search). In general, look first for sites that end in .edu (real universities), not .com (commercial sites), although this is FAR from a certain indicator. Above all, look for scholarship written by individual named authors who have studied an academic discipline and published on history and other subjects related to the history we are studying. Look for items that include their date of publication. Or look for open institutional sponsorship (e.g., the Yale Law School's Avalon site is going to be very reliable for legal documents). For complex matters, never rely on only one perspective. We will discuss what that means in class.

- Most important conclusion:

**USE THE COURSE READINGS. USE THE LIBRARY.**

This is a university. We have a world-class library with access to databases and archives and top, super-competent, highly experienced, friendly human librarians of various specialties who can HELP YOU find quality scholarship and information. Make use of these awesome resources.

12. **Class motto:** DON'T PANIC!

## Grading & Assignments

This class uses a 100-point grading system, with a total of 105 points available. Extra credit is possible for extraordinary work, or by agreement.

### Grading Summary

- Introduce yourselves: 5 pts.
- Online writing assignments (required to do 5 of 7): 20 pts.
- Course Engagement, Rules, surprise quizzes: 15 pts.
- Maps Test (Wed 21 Feb): 10 pts.
- Midterm (Wed 18 Mar): 10 pts.
- Papers and Class Presentations: 30 pts.
- Final Exam (Mon 20 May): 15 pts.

*Grading Scale: A 100-95; A- 94-90; B+ 89-86; B 85-83; B- 82-79; C+ 78-76 C 75-71; C- 70-68; D 67-60; F below 60. Note: Since the introduction of A+ grades a few years ago, I have awarded this only in extraordinary cases, such as for students who were inspired to write longer original research papers than assigned.*

### NOTES

- **Introduce yourselves: 5 pts.**  
This is the opening thread for the course. Everyone gets full credit if they register a username and post on time.
- **Online writing assignments: 20 pts.**  
You will be expected to write 5 brief writing assignments and post these on the Forum, for up to 4 pts each. Each assignment will be announced in the week *before* it is due, or earlier. (If nothing is announced, you can assume there is no assignment for the coming week.) Each assignment will be based on open-ended, easy questions about the reading or other activities we are doing in the week it is due. The deadline will be on Tuesday evening (so that the instructor can read it before class on Wednesday). Posts will count only if on time, but a total of seven of these will be assigned, allowing you to miss two without penalty. Grading will be generous. These are low-stakes assignments and what matters is that your posts address the reading and the questions posed. I will participate in these threads with comments (without posting grades publicly!). If you follow the instructions, answer the questions, post on time, and *don't* receive an e-mail from me, assume you got the full

credit (4 pts) for that assignment. If there is a problem or you lost points for whatever reason, I will write to you by e-mail and may ask for revisions.

- **Course engagement, rules, surprise quizzes: 15 pts.**  
This replaces what used to be called Class Participation. It is based on whether you follow the guidelines specified in "[Welcome to Spring 2024](#)" and the [rules for all courses](#). You start with full credit. If it seems that many students are not doing the reading due for the course, however, I may give surprise quizzes in class that will count against this grade component.
- **Maps Quiz: 10 pts.**  
This will be held in person at the start of class on Wed 21 Feb. See Week 4 (and the last pages in this syllabus) for further information.
- **Midterm: 10 pts.**  
Will be held in class Mon 18 March (Week 8). This will include questions drawn from readings and other course material up to that point. There is no need to ask me about this exam before class on 4 March (two weeks before), because I'm going to adapt it to how the course is coming along by then.
- **Trip Report / Public History: 10 pts.**  
This assignment will be posted online. It will be based on your participation in a course trip, or your own choice of a public history site that you visit and write about. To date, about 150-200 of my students in U.S. history courses at QC have done this assignment. There is an essay about the meaning of "public history" that introduces it in full, and I will link to that on the schedule before February 28th. The assignment is relatively low stakes, but you do have to choose a real object or place that you actually visit and report from first-hand.
- **Papers and Class Presentations: up to 30**  
There will be two more formal written assignments you will be expected to submit in print.
  - > **1. "Big Paper."** A 4-6 page course paper based on the readings and directed research will be assigned by 28 Feb and due in printed form by 17 April. (There is no need to worry about this before 28 Feb.) Presenting a proposal for this paper and then meeting with me to discuss your paper subject will be a requirement of the grade! This will cover about 20 pts of your overall course grade. I say "about" because I may give greater weight to whichever of the two papers is of superior quality. (ANY changes will be done ONLY to your advantage.) We will also discuss whether you should present on the subject of your paper in class, and make that a component in the grading if we agree you will do so.
  - > **2. "Short Paper."** A shorter paper assignment in which you choose and write about your own choice of a film, works of fiction or poetry, or an object(s) or artworks found in a museum -- as long as it relates to the subjects of the course. You will be expected to present on this briefly in class, for example to choose a film clip that we watch and discuss. A list of possibilities will be provided by 28 Feb.
- **Final Exam: 15 pts.**  
This course has been scheduled for a two-hour final exam by Queens College on Mon 20 May 2024, in the same room as the class, 11:00AM–1:00PM. Questions on this exam will concern the entire course. I ask you avoid asking me about it until after Spring Break because, like the Midterm, the Final will be adapted to what we have covered in the course by then.

## Texts & Reference

All of the material used in this course and specified in the following Course Schedule, including books, articles, short pieces, video, images, slide-shows, and other reference material and media, is available for free on the “History Kitchen” website or elsewhere online, and will be linked from the course Main Page. There, under “Texts & Reference,” you will see links to a set of TIMELINES for 1815 to the present (summarizing the main plot of this course) and to a collection of the slideshows used in class. The Schedule will link to more items on and off site that will be used in class, and may be useful for your papers.

## Course Schedule

The Course Schedule in this syllabus is for the introductory weeks. The Instructor reserves the right to change or adapt readings and online writing assignments, with advance notice. The print version is for reference only and there are no hot links, so you always have to go to the online Main Page and check “Current Week.”

### **\*\*\* COURSE INTRODUCTION**

#### **Week 1 – Classes Mon 29 Jan, Wed 31 Jan**

- Visit the following two Forum pages before (best by Tuesday evening, so that the Instructor can read it):
- 1. Introduce Yourself and do the memory exercises. (This is easy and covers the first 5% of your course grade.)
- 2. Start studying the maps page. (We will have a geography test in Week 4, on Wed 21 Feb.)
- THURSDAY EVENING 7PM OPTIONAL –
- HOMEWORK BY ZOOM
- This is an optional meeting to start the reading for next week with the Instructor. It will be recorded and uploaded for those who can't make it.

#### **WEEK 2 – Classes Mon 5 Feb & Wed 7 Feb FRENCH REVOLUTION & NAPOLEONIC ERA**

- Reading for Monday: [THE FRENCH REVOLUTION](#).
- In class: [Declaration of the Rights of Man](#) (Aug. 1789)
- In class: [Ozymandias](#), poem by Percy Bysshe Shelley.
- Thursday evening 7 pm: Optional session to read parts of the Week 3 homework ([“Industrialization”](#)) by [ZOOM](#).

#### **WEEK 3 – Only 1 class this week: Wed 14 Feb! INDUSTRIALIZATION & SOCIAL CHANGE, ca. 1800-1850**



- Reading before class: [Industrialization](#).
- [Online Writing Assignment \(OWA #1\)](#), on the Week 3 reading, due on Tue 13 Feb at 7 pm.
- Thursday evening at 7 pm: Optional session by **ZOOM** to read parts of the Week 4 homework ("[The Restoration and the Nations](#)").

#### **WEEK 4 – No Class on Mon 19 Feb**

#### **Classes Wed 21 Feb & Thu 22 Feb**

#### **THE RESTORATION AND THE NATIONS, 1815-1848**

- Reading before class: "[The Restoration and the Nations](#)"
- Online Writing Assignment (OWA #2) – coming soon.
- MAPS TEST in class, Wed 21 Feb, based on [Mapping Europe](#) and [TIMELINES](#), 1815-Present. It will be easy.  
**The 20-30 minute test will have three parts:**
  - > 1. You will be given this [blank map](#) of "[Europe in 1815](#)" and a printed list of the 8 largest powers, which you will fill in on the map.
  - > 2. You will be given this [blank map](#) of [Europe in 2015](#) ("Political") and asked to fill in a list of up to 10 of the countries, not including the really small ones.
  - > 3. There will be a mix-and-match to match key events to the first 7 dates listed at the top of TIMELINES (1789, 1815, 1848, 1871, 1914, 1945, 1991).
- Thursday evening at 7 pm: Optional session by **ZOOM** to read parts of the Week 5 homework.

#### **WEEK 5 – Classes Mon 26 Feb & Wed 28 Feb**

#### **STATES, SOCIETIES & WARS, 1850s-1880s**

- Reading before classes: Primer #5 will be posted soon. This will include excerpts from Marx and Engels, *The Communist Manifesto*.
- In class: "Big Paper" project start. (You will be expected to submit a low-stakes proposal for it in March, and to meet with me to discuss your subject and plan, see Grading & Assignments).
- Wednesday follows a Monday schedule, so it makes no difference for us.
- Thursday evening at 7 pm: Optional homework session.
- 2024 is a Leap Year – Happy extra day!

#### **WEEK 6 – Classes Mon 4 Mar & Wed 6 Mar**

#### **EUROPEAN IMPERIALISM, 1815-1914**

- Reading TBA.
- Online Writing Assignment #3 (tba) this week will be due Tuesday evening at 7 pm.
- Thursday evening at 7 pm: Optional homework session.

#### **WEEK 7 – Classes Mon 11 Mar & Wed 13 Mar**

#### **LATE VICTORIAN WORLD, 1870s-1914**

- Reading TBA.
- Thursday evening at 7 pm: Optional homework session.

**WEEK 8 – Classes Mon 18 Mar & Wed 20 Mar  
THE GREAT WAR, PART 1 (1914-1917)**

- Reading TBA.
- MIDTERM in class, Mon 18 Mar
- Online Writing Assignment #4 (tba) this week will serve as Midterm review and be due *Sunday* evening at 7 pm.

**WEEK 9 – Classes Mon 25 Mar & Wed 27 Mar  
THE GREAT WAR: REVOLUTIONS & AFTERMATHS**

- Reading TBA.

**WEEK 10 – Classes Mon 1 Apr & Wed 3 Apr  
CRISES AND AXIS WARS, 1920s-1930s**

- Reading before classes:
- Online Writing Assignment #5 (tba) this week will be due Tuesday evening at 7 pm.

**WEEK 11 – Classes Mon 8 Apr & Wed 10 Apr  
WORLD WAR II AND THE HOLOCAUST, 1937-1945**

- Reading TBA.
- Note: Class on Mon 8 April may be canceled and replaced with a film for you to watch. I will announce this well in advance if it happens.
- Online Writing Assignment #6 (tba) this week will be due Tuesday evening at 7 pm.

**WEEK 12 – Classes Mon 15 Apr & Wed 17 Apr  
RECONSTRUCTION & DECOLONIZATION, 1945-1960s**

- Reading TBA
- The “Big Paper” will be due, printed and submitted in class, by Wed 17 Apr at the latest.

**SPRING BREAK – No classes Mon 22 Apr to Tue 30 Apr**

**WEEK 13 – Class on Wed 1 May (May Day) only  
EASTERN & WESTERN EUROPE, 1950s-1980s**

- Reading TBA
- Online Writing Assignment #7 (tba) this week will be due Tuesday evening at 7 pm.

**WEEK 14 – Classes on Mon 6 May and Wed 8 May  
EUROPE AFTER 1989**

- Reading TBA

**WEEK 15 – Classes on Mon 13 May & Wed 15 May  
REVIEW & DISCUSSION**

- Last week of classes! Make sure to submit your online Student Course **Evaluations** by the deadline (TBA by CUNY).
- Reading TBA

**FINAL EXAM – Wed 20 May 2024, 11:00AM-1:00PM  
In the same room as always.**

- Review material will be posted here and covered in class.
- Final Exam will draw from readings & assignments in the entire course through Week 15. The exam will be adapted to what we have actually covered in this course. There is no need to ask me about it before May.
- Very likely, in Week 15 I will provide at least one short-essay option you will be able to complete in advance of the test.

# TIMELINES

## Chronologies of European History

History is not about memorizing dates, but there are some you will need to remember. Let's start with seven anchor points that historians, by common convention, use to divide the major European political eras of the last 250 years. In this course, when hearing any of these seven dates, you should recognize their significance as political transitions. This will help to organize the abundant amount of factual knowledge that learning history demands.

- **1789** – French Revolution
- **1815** – End of Napoleonic Era  
Congress of Vienna
- **1848** – Liberal and national revolutions in most of Europe
- **1871** – Declaration of a unified German Empire  
Beginnings of the French Third Republic
- **1914** – Start of the Great War (World War I)
- **1945** – End of World War II
- **1991** – Dissolution of the Soviet Union  
(following fall of Berlin Wall in 1989)

### Necessary disclaimer:

These seven famous dates are useful, but they do not tell anything near the whole story, or even most of the political story. For example, one important reality that viewing periods of European history through these seven dates almost entirely omits is the role of European imperialism around the world, which greatly affected developments inside Europe -- as well as, obviously, the rest of the world. In this study guide, I have therefore gathered and adapted and added to a number of chronologies lifted from various sources, but above all from the textbook by the great John Merriman, *A History of Modern Europe*, Vol. 2 (New York: W.W. Norton, 1996).

Continued online at “Timelines” and all the other readings available at the

**Main Page for History 102-005 in Spring 2024**

<https://www.nicholasevangelos.net/102-europe-spr24/>

Site password: History2016

1815







