

Twentieth-Century Europe
HIST 5418
CRN 12936
T/Th 9:30-10:45 am
Pafford 208
Spring 2011

Professor: Dr. Tim Schroer
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Office hours: Tues./Thurs. 1:30 - 3:00 or by appointment

“History is, strictly speaking, the study of questions.” -- W. H. Auden

Course Description

In this course we will survey the political, economic, military, social, and cultural history of Europe in the twentieth century. The course will provide an overview of key developments while devoting sustained attention to selected topics including: the causes and outcomes of World War I; the Soviet experiment; the failure to achieve a durable postwar settlement; the Great Depression; the rise of Fascism and Nazism; World War II and the Holocaust; the Cold War; decolonization; and the growth of the social welfare state.

Graduate students will be required to do all of the work required of undergraduates, in addition to a historiographical essay.

Learning Outcomes

Students who successfully complete this course will be able to do the following:

- to demonstrate an understanding of the important developments in the history of Europe in the twentieth century;
- to recognize and to pose significant historical questions;
- to find useful primary and secondary sources;
- to analyze sources critically;
- to cite sources properly;
- to write and to speak clearly;
- to construct a persuasive historical argument based on evidence;
- to analyze historiographical debate; and
- to think historically.

Required Materials:

Bonnie G. Smith, *Europe in the Contemporary World: 1900 to the Present* (Boston: Bedford/St. Martin's, 2007) ISBN 978-0-312-40699-8.

Samuel R. Williamson Jr. and Russel Van Wyk, *July 1914: Soldiers, Statesmen, and the Coming of the Great War*, The Bedford Series in History and Culture (Boston: Bedford/St. Martin's, 2003) ISBN 0-312-12010-9.

Lydia Chukovskaya, *Sofia Petrovna*, trans. Aline Werth (Evanston, Ill.: Northwestern University Press, 1967) ISBN 0-8101-1150-0.

George Orwell, *The Road to Wigan Pier* (New York: Harcourt, Harvest, 1972) ISBN 9780156767507.

Georges Perec, *Things: A Story of the Sixties & A Man Asleep*, trans. David Bellos and Andrew Leak (Boston: David R. Godine, 2002) ISBN 978-1-56792-157-1.

Grading

Each student will write a historiographical essay of between 10 and 12 pages in length, using ten to twelve works bearing on some important question in the history of twentieth-century Europe. Students will select their question in consultation with the professor. The paper is due on March 15. The essay will be evaluated according to the criteria specified in the rubric below.

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|--------------------------------|------------|
| Participation | 5 percent |
| Primary Source Analyses: | 10 percent |
| Book Review: | 10 percent |
| Introduction and bibliography: | 5 percent |
| Research Paper: | 15 percent |
| Midterm Examination: | 15 percent |
| Final Examination: | 20 percent |
| Historiographical essay | 20 percent |

There will be an in-class midterm examination and final examination. The heart of each exam will consist of essay responses to questions.

There may be additional occasional quizzes to be taken at the beginning of class. Thoughtful contributions made in class discussions will be credited in the class participation grade. Behavior (such as tardiness) that impedes other students' learning will be penalized.

Each student will write two primary source analyses, each of which should be two pages long. The first primary source analysis will analyze the primary source from the Williamson and Van Wyk volume that seems most revealing of the causes of the First World War. It is due on January 18. The second primary source analysis may address any of the remaining primary sources in the course. It is due at the beginning of the class meeting discussing that source.

The primary source analysis papers will be graded based on the following rubric:

1. Does the paper meet the requirement of academic honesty? Pass/fail
2. Does the paper clearly articulate its point?
3. Does the paper demonstrate thoughtful analysis of the material?
4. Does the paper effectively use evidence to support its analysis?
5. Does the paper have a coherent organization?
6. Does the paper effectively express its ideas in language and style appropriate to the reader?

Each student will write a three-page book review on one important secondary source relevant to the research project the student is pursuing in the course. The book review will be evaluated according to the criteria specified in the rubric below. Students must identify the book to be reviewed by January 27. The book review is due on February 10.

Each student will write a research paper from 10-12 pages in length examining some subject of interest related to the course. The research paper will be evaluated according to the criteria specified in the rubric below. The paper will be based on research in primary and secondary sources. The paper must make proper use of footnote citation in accordance with the documentary-note system of the *Chicago Manual of Style*. Guidance on the citation system can be found online and in section 5.3 of *The History Student Writer's Manual*. Dr. Dan Williams offers excellent guidance on citation using this style on his website <http://www.westga.edu/~dkwillia/HIST%202112%20-%20footnotes.htm>. The research paper is due on April 26.

On March 29, students must turn in the introduction and bibliography of their papers. The introduction should be no more than one page in length. It should introduce the historical question the paper examines and briefly state the paper's thesis. **It should not be a rough draft.** It should be a polished draft, as good as it can be, since it will be graded, and that grade will count as 5 percent of the final grade for the course. I will grade those introductions and make suggestions for improvements. Students must include the graded introduction and bibliography with the final paper turned in on April 26.

Late assignments will be penalized by deducting one letter grade for each day the assignment is late.

No extra credit will be offered. It generally takes me one week to grade a set of papers or exams.

Policies

I expect each student to understand and to comply with the University of West Georgia's policies on Academic Honor and Academic Dishonesty. They may be found in the Student Handbook, on the web at <http://www.westga.edu/documents/catalogs.php>.

Academic honesty prohibits taking credit for someone else's work. Egregious academic dishonesty will result in failing the course and may also bring additional penalties imposed by the university.

I encourage any student who has questions or needs help with the course to come to my office hours or send me an email to set up a time to talk.

In accordance with the Americans with Disabilities Act and university policy, I will make reasonable accommodation for any recognized disability. Students should contact me during the first three weeks of the course and present documentation from the University's Student Development Center.

I expect graduate students to attend class every day. I do not penalize students for absences, but students receive no credit for participating or on any tests or quizzes on missed class days. A student who does not take a quiz or test in class with the rest of the class receives a zero. I do not permit students to take any test, quiz, or other graded work at any time other than in class as scheduled except in rare cases of prior approval or with a physician's note.

Students should regularly check their University of West Georgia email account. All submitted written work must be unique to this course and original.

Course Schedule

Jan.6 Introduction

Jan. 11 Europe at the opening of the twentieth century
Reading: Smith, *Europe*, introduction-92, 106-27

Jan.13 The origins of the Great War
Reading: Smith, *Europe*, 92-100

Jan. 18 The outbreak of war
Reading: Williamson and Van Wyk, *July 1914*
First primary source analysis paper due

Jan. 20 Total war
Reading: Smith, *Europe*, 128-47, 162-67, 174-80
Susan Grayzel, "Liberating Women? Examining Gender, Morality and Sexuality in First World War Britain and France," in *Evidence, History and the Great War*, ed. Gail Braybon (New York: Berghahn, 2003), 113-34. Electronic reserve.

Students should identify the historiographical question they will examine.

Jan. 25 The Russian Revolution
Reading: Smith, *Europe*, 147-53, 168-70

Jan. 27 Peacemaking
Reading: Smith, *Europe*, 153-61, 171-73

Students must submit a written statement of question to be addressed in the research paper with a preliminary bibliography; students must also identify the book to be reviewed

Feb. 1 Problems with the peace
Reading: Smith, *Europe*, 186-97

Feb. 3 The 1920s

- Reading: Smith, *Europe*, 197-218, 232-53
- Feb. 8 The New Right
Reading: Smith, *Europe*, 218-27
Mussolini on Fascism
<http://www.fordham.edu/halsall/mod/mussolini-fascism.html>
- Feb. 10 The Great Depression
Reading: Smith, *Europe*, 254-64
Book review due
- Feb. 15 Democracy under stress
Reading: George Orwell, *The Road to Wigan Pier*
Smith, *Europe*, 279-84, 295-99
- Feb. 17 The Soviet Union under Stalin
Reading: Smith, *Europe*, 273-79, 300-303
- Feb. 22 The Terror
Reading: Lydia Chukovskaya, *Sophia Petrovna*
- Feb. 24 Midterm Examination
- Mar. 1 The Third Reich
Reading: Smith, *Europe*, 264-72, 308-14
Groß on Nazi Racial Policy
<http://www.calvin.edu/academic/cas/gpa/gross.htm>
- Mar. 3 Appeasement and the origins of World War II
Reading: Smith, *Europe*, 284-94
New York Times articles: “Commons Jubilant: Chamberlain’s News of a Delay by Hitler on Czechs Stirs Bedlam,” 29 September 1938; “‘Peace With Honor,’ Says Chamberlain,” 1 October 1938; Letters to the Times, “Moderation in the Reich,” 4 October 1938; all available through library database

SPRING BREAK

- Mar. 15 World War II
Reading: Smith, *Europe*, 320-47, 356-80
Historiographical essay due
- Mar. 17 The Holocaust
Reading: Hitler’s Reichstag speech of January 30, 1939, on electronic reserve
Himmler, “Some Thoughts on the Treatment of the Alien Population in the East” on electronic reserve
Himmler’s speech at Posen
<http://www.nizkor.org/hweb/people/h/himmler-heinrich/posen/oct-04-43/ausrottung-transl-nizkor.html>
- Mar. 22 The war’s end
Reading: Smith, *Europe*, 347-55
- Mar. 24 The postwar order
Reading: Smith, *Europe*, 384-443
- Mar. 29 The rise of Western Europe, 1945-1960

Reading: Smith, *Europe*, 444-56, 458-61, 466-68, 475-77
Introduction and bibliography for research paper due

Mar. 31 The rise of Eastern Europe, 1945-1960
Reading: Smith, *Europe*, 456-58, 461-66, 478-86

Apr. 5 Decolonization
Reading: Smith, *Europe*, 498-553

Apr. 7 The joys and sorrows of prosperity
Reading: Georges Perec, *Things: A Story of the Sixties*
Smith, *Europe*, 468-74, 487-97

Apr. 12 Student radicalism
Reading: Smith, *Europe*, 554-612

Apr. 14 Europe united?
Reading: Smith, *Europe*, 618-28

Apr. 19 The fall of the Soviet Union
Reading: Smith, *Europe*, 628-40, 644-648, 657-661, 666-677

Apr. 21 Yugoslavia
Reading: Smith, *Europe*, 640-644, 662-65

Apr. 26 Conclusion
Reading: Smith, *Europe*, skim 678-end
Research paper due

Mandatory Final Exam

Thursday, May 5 from 8:00-10:00 am

Rubric for Book Reviews

1. **Academic Honesty**
Does the paper adhere to the fundamental requirement of academic honesty? Pass/Fail

2. **Analysis**
 - A. Does the review include both summary and evaluation?
 - B. Does the review identify the work's thesis?
 - C. Does the review clearly explain the work?
 - D. Does the review address the work's:
 1. research
 2. evidence
 3. place in historiography
 4. significance
 - E. Are the review's evaluative judgments effectively supported by evidence?
 - F. Is the analysis marked by particular originality or insight?

3. **Organization**
 - A. Is there a logical organization to the review?
 - B. Are paragraphs within the review logically organized?

4. **Writing**
 - A. Is the writing clear and precise?
 - B. Is the writing persuasive?
 - C. Is the writing free from grammar, usage, capitalization, punctuation, spelling, or other errors?

5. **Other**
 - A. Does the review indicate that a good deal of effort went into it?
 - B. Does the review give an overall impression of high quality?

Rubric for Research Papers

1. **Academic Honesty**
Does the paper adhere to the fundamental requirement of academic honesty? Pass/Fail
2. **Analysis**
 - A. Does the paper pose a significant historical question?
 - B. Does the paper offer a clear, persuasive thesis making a claim worth arguing about?
 - C. Does the paper position its thesis within the context of the existing historiography?
 - D. Does the paper effectively use evidence in support of its argument?
 - E. Does the paper demonstrate critical analysis of sources?
 - F. Does the paper demonstrate an ability to think historically?
 - G. Is the analysis marked by particular originality or insight?
3. **Research**
 - A. Does the paper reflect a substantial amount of research?
 - B. Has the paper found and engaged with the most important primary and secondary sources?
 - C. Does the paper reflect in-depth knowledge of the subject?
4. **Organization**
 - A. Is there a logical organization to the paper?
 - B. Are paragraphs within the paper logically organized?
 - C. Does the paper flow smoothly?
5. **Writing**
 - A. Is the writing clear and precise?
 - B. Is the writing persuasive?
 - C. Is the writing free from grammar, usage, capitalization, punctuation, spelling, citation format, or other errors?
6. **Other**
 - A. Does the paper reflect that its author considered comments offered previously by the instructor?
 - B. Does the paper indicate that a good deal of effort went into it?
 - C. Does the paper give an overall impression of high quality?

Rubric for Historiographical Essay

1. **Academic Honesty**
Does the paper adhere to the fundamental requirement of academic honesty? Pass/Fail
2. **Analysis**
 - A. Does the paper address a significant historiographical question?
 - B. Does the paper offer a clear, persuasive thesis making a claim worth arguing about?
 - C. Does the paper effectively use evidence in support of its argument?
 - D. Does the paper demonstrate critical analysis of sources?
 - E. Does the paper demonstrate an ability to think historically?
 - F. Is the analysis marked by particular originality or insight?
3. **Research**
 - A. Has the paper found and engaged with the most important secondary sources?
 - B. Does the paper reflect in-depth knowledge of the subject?
4. **Organization**
 - A. Is there a logical organization to the paper?
 - B. Are paragraphs within the paper logically organized?
 - C. Does the paper flow smoothly?
5. **Writing**
 - A. Is the writing clear and precise?
 - B. Is the writing persuasive?
 - C. Is the writing free from grammar, usage, capitalization, punctuation, spelling, citation format, or other errors?
6. **Other**
 - A. Does the paper reflect that its author considered comments offered previously by the instructor?
 - B. Does the paper indicate that a good deal of effort went into it?
 - C. Does the paper give an overall impression of high quality?