

Twentieth-Century Europe
HIST 4418 (W)
CRN 10114
T/Th 11:00 – 12:20
Pafford 206
Spring 2016

Professor: Dr. Tim Schroer
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Office hours: T/Th. 8:00 – 9:00 and 1:30 – 4:00; Fri. 9:30 – 12:30
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.

The “W” designation for this course indicates that it is a DSW course. Students are required to complete successfully two “W” courses for an undergraduate degree in History. The DSW program is premised on the idea that writing is a valuable tool for learning and communication. The writing components of this course therefore are designed to help students learn the material and communicate it effectively. Guidance on writing can be found at: http://www.westga.edu/dsw/index_10083.php

Prerequisites

Each student should have already completed three credits of global history and three credits of U.S. history. In addition, because this is a DSW course, each student should have already completed ENGL 1101 and 1102 (or their equivalent). Any student registered for the course who has not completed the prerequisites should see me.

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 Standard English;
- to construct a persuasive historical argument based on evidence; and
- to think historically.

Required Materials:

Mark Mazower, *Dark Continent: Europe’s Twentieth Century* (New York: Vintage, 2000). ISBN

Susan R. Grayzel, *The First World War: A Brief History with Documents*, The Bedford Series in History and Culture (Boston: Bedford/St. Martin’s, 2013) ISBN 9780312458874.

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

Wendy Lower, *Hitler’s Furies: German Women in the Nazi Killing Fields* (Boston: Houghton Mifflin Harcourt, 2013) ISBN 9780544334496.

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.

Slavenka Drakulic, *How We Survived Communism and Even Laughed* (New York: HarperCollins, 1991) ISBN 9780060975401.

Grading

Class Participation:	10 percent
Primary Source Analysis:	10 percent
Book Review:	10 percent
Introduction and bibliography:	5 percent
Research Paper:	20 percent
Midterm Examination:	20 percent
Final Examination:	25 percent

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

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 a two-page primary source analysis of one or more sources from the Grayzel volume. It is due on January 22. The paper should pose and answer some historical question related to the primary source or sources. For example, for the Grayzel book, students might consider the question: how did the war affect women?

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 29. The book review is due on February 11.

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. It should be based on at least five primary and five 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 http://www.chicagomanualofstyle.org/tools_citationguide.html. The research paper is due on April 19.

On March 10 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.

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 addition, students may wish

to consult with the Writing Center (<http://www.westga.edu/~writing>) and/or the EXCEL Center (<http://www.westga.edu/~EXCELCenter>).

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 strongly encourage students to attend class. Students who attend class tend to learn more and get better grades than those who do not. Class discussion sometimes affords new insights that cannot be planned or predicted. In case of absence, it is the responsibility of the student to obtain notes from a classmate covering what was missed. 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.

For university-wide policies, please see:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

Course Schedule

Jan. 12	Introduction
Jan. 14	Europe at the opening of the twentieth century
Jan. 19	The origins of the Great War In-class exercise: what is a historical thesis?
Jan. 21	Total war
Jan. 26	Discussion Reading: Grayzel, <i>The First World War</i> Primary Source Analysis Paper due
Jan. 28	The Russian Revolution Reading: The April Theses http://www.dhr.history.vt.edu/modules/eu/mod03_1917/evidence_detail_31.html
Feb. 2	Peacemaking Reading: The Fourteen Points http://avalon.law.yale.edu/20th_century/wilson14.asp Part VIII of the Versailles Treaty http://avalon.law.yale.edu/imt/partviii.asp

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. 4 Problems with the peace

Feb. 9 The New Right
Reading: Mazower, chapter 1
 The Nazi Party Platform of 1920
 http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=3910
 Mussolini on Fascism
 <http://www.fordham.edu/halsall/mod/mussolini-fascism.html>

Feb. 11 The 1920s
Reading: Mazower, chapter 2
 Book review due

Feb. 16 The Great Depression
Reading: Mazower, 104-15

Feb. 18 Discussion of George Orwell, *The Road to Wigan Pier*

Feb. 23 The Soviet Union under Stalin
Reading: Mazower, 115-30
 Avdienko and the Stalin cult (CourseDen)

Feb. 25 The Third Reich
Reading: Mazower, chapter 3, and pp. 130-37

Mar. 1 Midterm Examination

Mar. 3 Library work day

Mar. 8 Appeasement and the origins of World War II
Reading: *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

Mar. 10 The war
Reading: Mazower, chapter 5
 Introduction and bibliography due

Spring Break

- Mar. 22 The Holocaust
 Reading: Lower, *Hitler's Furies*
 Heinrich Himmler's speech at Posen
 <http://www.nizkor.org/hweb/people/h/himmler-heinrich/posen/oct-04-43/ausrottung-transl-nizkor.html>
- Mar. 24 The war's end
 Reading: Mazower, chapter 6
- Mar. 29 The postwar order
 Reading: Mazower, chapter 7
- Mar. 31 The rise of Eastern Europe, 1945-1965
 Reading: Mazower, chapter 8
 What You Should Know about the Wall
 <http://www.calvin.edu/academic/cas/gpa/wall.htm>
- Apr. 5 The rise of Western Europe, 1945-1965
 Reading: Mazower, chapter 9
- Apr. 7 Decolonization
 Reading: decolonization documents on CourseDen
- Apr. 9 Discussion of Georges Perec, *Things: A Story of the Sixties*
- Apr. 12 Student radicalism
 Reading: Flyer on Benno Ohnesorg
 http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=892
- Apr. 14 The fall of the Soviet Empire
 Reading: Mazower, chapter 10 and 11
- Apr. 19 Europe united?
 Reading: Mazower, epilogue
 Research paper due
- Apr. 21 Discussion of Drakulic

Mandatory Final Exam
Tuesday, April 26 11:00 – 1:30

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?