

Europe's Long Twentieth Century

HIS 270, Spring 2020

Tues/Thurs 9:00-10:45, Burnett 102

<http://europeslong20thcenturys20.theleahgoldman.com/>

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Office Hours: Mon 10-12, Tues 11-12, or by appointment

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Course Description

In this course, we will explore the history of Europe in one of its most challenging eras: the 20th century. We will begin our journey at the *fin-de-siècle*, a time of rapid technological advance, exciting artistic innovation, and troubling political developments, and carry through to our present moment, which reprises these themes in a much altered context. As we investigate this tumultuous century, we will analyze the many competing concepts that vied for influence in Europe. These include rival theories concerning how societies ought to be governed, who ought to be included or excluded from the community, how individuals and groups ought to live, and what forms culture ought to take. We will encounter arguments for democracy, socialism, fascism, nationalism, internationalism, isolationism, and more. Because modern European history is necessarily global history, we will also examine the role of imperialism and decolonization in driving this history forward. Through close reading and discussion of primary and secondary sources, supplemented by lectures, we will investigate how the idea of Europe has evolved over the long 20th century and make sense of where Europe finds itself today.

Course Requirements

Attendance: You are required to attend all meetings of this class and do so **on time**. Our primary method of knowledge creation is discussion, so we must all commit to learning together as a classroom community. I will take attendance at the start of each class. You get **three** absences for free, no questions asked. After that, further absences will negatively affect your grade. If you have already accumulated three absences and must miss class again due to an extraordinary circumstance, please contact me in a timely manner to discuss your situation.

Participation: Not only do you have to show up, you have to talk! And that means you have to do the reading before class on the day it is assigned. Come to class prepared to discuss the assigned materials. Bring those materials with you, along with your notes. Even more important, bring your thoughts, ideas, and questions, and be prepared to share them with your colleagues. If you feel anxious about speaking in front of a group, please contact me during the first week so we can work out a plan for your success. All comments must be respectful, constructive, and to the point. Ad hominem attacks and rambling digressions have no place in my classroom.

Blog Posts: Beginning in Week 3, the class will work together to create a blog, which will help shape our intellectual journey. There are two types of posts you can make. A **conversation starter** is a new post. It should be at least one paragraph long, include a properly cited quotation from one of the sources, and pose a discussion question (one that requires analysis, not a yes/no question). A **response** is a nested post that you write in the “Comment” box under an existing

post. It should be at least three sentences long and respond to the post in a substantive way. You may give an answer, pose a related question, counter the original post, comment via meme, etc. *Please note, posts are due **before the start of class**. If you post later, it will not count.

Because we are a small class, everyone must post on the blog every week. *You must post **four conversation starters** during the semester: two before Spring Break, and two after Spring Break. Every week you don't post a conversation starter, you must post a **response**.

Curating Discussion: Each of you will take a turn once during the semester at curating our discussion of primary sources. This involves two tasks. First, you must read all the posts on the blog and develop a plan for discussion that incorporates them. You may point out common themes, highlight someone's question, ask someone to talk more about their post, etc. Second, you must come up with 2-3 discussion questions of your own.

*When you are curating discussion, you do not have to post on the blog. We will start this assignment in Week 4, after we have gotten the feel for our classroom discussions.

Primary Source Analysis: To help build your historical skills, you will write a **1500-word** primary source analysis. For this assignment, your task is to closely engage with and analyze a primary source of your choosing, place it in its historical context, and use it as the basis for making a unique historical argument. You may choose any primary source from our syllabus.

Final Paper: For your final project, you will write a **2500-word** analytical paper. You will make historical argument using primary sources we have read and discussed as evidence for your claim. I will give you several topics to choose from. You may also create our own topic, but you must get my approval before you start writing. You are not required to do any outside research. As part of this assignment, you must meet with me in advance to discuss your thesis statement and writing plan. This assignment has three steps:

- 1) Thesis Statement and Abstract Meeting (Week 11)
- 2) Rough Draft + Peer Critique (Week 13)
- 3) Final Draft (Finals Week)

We will go over each of these steps in more detail when we get closer to them.

Academic Integrity: My policy on **plagiarism** is simple: **Don't do it!** Plagiarism is a very serious offence, which can destroy your academic career and professional prospects. If you plagiarize, rest assured that I will catch you, and **you will automatically fail my class**. In addition, W&J upholds academic honesty in the College community by pursuing cases of academic misconduct. Please read the College's Academic Dishonesty Policy here: <https://wiki.washjeff.edu/display/CATALOG2018/The+Principle+of+Academic+Honesty>. You are responsible for abiding by this policy. If you have any questions about what constitutes plagiarism or about the Academic Dishonesty Policy, please talk to me before your work is due!

Resources for Student Success: This is a challenging course, and I highly recommend that you make use of the many helpful resources available to you on campus:

- **PAL (Peer Assisted Learning) Tutors**, located on the ground floor of Alex Hall, can help you with all stages of the writing process. You don't need to make an appointment. Just drop by Sunday -Thursday, 7-9pm. You can check their schedule and other information here: <https://www.washjeff.edu/pal>

- **Information and Technology Services** can help you with hardware, software, and more. Visit the Help Desk in Technology Center Room 121 and learn more here: <https://wiki.washjeff.edu/display/IT/Information+and+Technology+Services>
- **Clark Library** can help you with books, information, research help, and more. We will also spend one day of class familiarizing ourselves with library resources.
- **Office of International Student Initiatives** provides a variety of support services for international students: <https://www.washjeff.edu/international-student-services>
- **Office of Diversity & Leadership Initiatives** offers programs that work to strengthen cultural awareness, diversity education, and leadership development: <https://www.washjeff.edu/diversity>

Grading

Attendance and Participation	15%
Blog Posts	15%
Curating Discussion	10%
Primary Source Analysis	25%
Final Paper	35% (5% thesis statement and abstract, 10% rough draft + peer critique, 20% final draft)

***If you fail to complete work in any one of these categories, you will fail the class! ***

Course Policies

Office Hours: I welcome you to stop by to discuss our class! I'll be in my office Mondays 10-12 and Tuesdays 11-12 unless otherwise noted. If you know you want to come see me, you can make an appointment; otherwise, just drop in. If you have a conflict with my regular office hours, please email or speak to me to make an appointment for a different time.

Email: Please feel free to email me any time with questions about the class or to schedule an appointment for office hours. I will respond within 24 hours. You must SIGN your email with your name. I won't write back if I can't figure out who you are. In the professional world, you will be expected to communicate via formal emails, so this is good practice for the future. **You are responsible for checking your W&J email at least once per day.** Email is my only way to communicate with you outside of class, and I need to be able to reach you.

Technology: You may bring computers or tablets to class for taking notes and viewing pdfs. If you fool around online instead of paying attention, you are only failing yourself. It's up to you to take responsibility for your own learning process. However, if you use your device to distract your colleagues, I will make you to put it away for the rest of class.

Cell Phones: Turn them off or set them to vibrate. Please do not take a call unless it is an emergency. If you must do so, leave the room quickly and quietly. **You may not use your cell phone for course work. You may not use your phone for any reason in office hours.**

Student Support and Accommodations: To serve our mission to promote academic excellence, W&J is committed to providing appropriate accommodations for students with documented physical, learning, and psychological disabilities. The College's goal is to make its programs and facilities available to all students so that students with disabilities can be integrated as completely as possible into the W&J community. Ensuring equal access for all students is a collaborative

effort between the Director for Academic Success, students, and faculty. All participants have a role in making education accessible. It is your responsibility to self-identify to the Director for Academic Success as early as possible when accommodations, academic adjustments, and/or auxiliary aids are services are needed and to seek information, counsel, and assistance as necessary. Once I have been informed of your approved accommodations, it is my responsibility to provide them in a timely manner. Please help me help you by letting me know about any documented disabilities as early as possible in the semester. For more information about how to obtain documentation, please contact the Director for Academic Success Richard Barber by email at rbarber@washjeff.edu, by phone at 724-223-6008, or on the ground floor of Clark Library. You can find more information here: <http://wiki.washjeff.edu/display/disabilitysupport>

Notice of Nondiscrimination: W&J does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, gender expression, or any other basis prohibited by applicable federal, state, and local laws, and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws. W&J is committed to creating an environment in which every student feels safe and empowered to learn, and I, too, am strongly committed to this goal. That doesn't mean we won't argue with each other in this class, sometimes intensely. We will do so often! But we will do so respectfully. To ensure that respect, I reserve the right to intervene as I deem necessary, while doing my utmost to safeguard your right to free speech. If something happens in class that upsets you or makes you feel unsafe, *please* come talk to me about it, or if you prefer, leave an anonymous note on my office door.

Course Materials

The following books are required for HIS 270 and are available for purchase or rental at the W&J Bookstore. You are welcome to purchase or borrow your books elsewhere, but you are responsible for ensuring you have the **correct edition**. Shorter readings and all other materials are available to you on Sakai. Always bring the text under discussion to class.

Mark Mazower, *Dark Continent: Europe's Twentieth Century* (Vintage, 1998) ISBN 978-0-679-75704-7

Heda Margolius Kovaly, *Under a Cruel Star: A Life in Prague, 1941-1968* (Holmes & Meier, 1986) ISBN 978-0-8419-1377-6

Primo Levi, *Survival in Auschwitz* (Touchstone, 1996) ISBN 978-0-684-82680-6

Virginia Woolf, *A Room of One's Own* (Harvest, 2005) ISBN 978-0-15-603041-0

Eric Dorn Brose, *A History of Europe in the Twentieth Century* (Oxford, 2005) ISBN 978-0-19-513571-8 (*Please note: This book is **optional**, not required.)

Course Schedule

Week 1: Europe at the Fin-de-siècle

Jan 23: What was the state of Europe on the eve of WWI?

In class: Heinrich von Treitschke, *The Place of Warfare in the State* and Henri Massis and Alfred de Tarde, *the Young People of Today*, pp. 221-224

Week 2: WWI and the Russian Revolution

Jan 28: *Dark Continent*, chapter 1

Ernst Toller, *I Was a German*, chapters 3-4

Jan 30: Anna Litveiko, "In 1917," pp. 49-65
Vladimir Lenin, "Communism is Soviet Power + Electrification of the Whole Country"
P.I. Lebedev-Polianskii, "Revolution and the Cultural Tasks of the Proletariat"

Week 3: Rebuilding and Rethinking Europe

Feb 4: *Dark Continent*, chapter 2

Joseph Roth, "The Bust of the Emperor," pp. 227-247

Feb 6: Virginia Woolf, *A Room of One's Own*, chapters 1-3

Week 4: Society Between the World Wars

Feb 11: *Dark Continent*, chapter 3

Adolf Hitler, "The State," *Mein Kampf*, pp. 205-214

Feb 13: "The Nuremberg Laws," pp. 403-308

Joseph Roth, *What I Saw*, chapters 3, 6, 14, 18, 23, 31, 32

Week 5: The Great Depression and the Rise of Fascism

Feb 18: Serge Schmemmann visit

Reading Assignment TBA

Feb 20: *Dark Continent*, chapter 4

Excerpts from *Holocaust and Human Behavior*, pp. 175, 189-191, 198-200, 385-386, 430-431

Week 6: Stalinism and WWII

Feb 25: Joseph Stalin, "On the Inadequacies in Party Work," pp.54-58

Pasha Angelina, "The Most Important Thing," pp.305-321

Ekaterina Olitskaia, "My Reminiscences (3)," pp.424-434

Feb 27: *Dark Continent*, chapter 5

Week 7: The Holocaust and Dreams of a Better Future

Mar 3: Primo Levi, *Survival in Auschwitz*, pp. 9-55, 87-100, 148-150

Mar 5: *Dark Continent*, chapter 6

William Beveridge, "New Britain," pp. 503-515

Jean Monnet, "A Red-Letter Day for European Unity," pp. 553-559

Primary Source Analysis DUE 10pm, Friday, March 6

Spring Break!

Week 8: Human Rights and the Cold War

Mar 17: *Dark Continent*, chapter 7

“Universal Declaration of Human Rights”
Winston Churchill, “The Sinews of Peace”

Mar 19: Simone de Beauvoir, *The Second Sex*, pp. 3-17, 148-156, 266-274, 638-645, 650-654, 661-664

Week 9: Behind the Iron Curtain

Mar 24: *Dark Continent*, chapter 8

Heda Margolius Kovaly, *Under a Cruel Star*, pp. 52-74

Mar 26: Nikita Khrushchev, “The Cult of the Individual”

Heda Margolius Kovaly, *Under a Cruel Star*, pp. 93-110, 164-192

Week 10: Decolonization and Global Cold War

Mar 31: John Merriman, “Decolonization,” *A History of Modern Europe*, v.2, pp. 1313-1326

Frantz Fanon, “Algeria Unveiled,” *Decolonization: Perspectives from Now and Then*, pp. 42-55

Apr 2: Jane Kramer, “Taking the Veil,” *The New Yorker* (Nov. 22, 2004), pp. 59-71

“I, Too, Am Oxford” (photo essay): <http://itooamoxford.tumblr.com/>

Week 11: Consumerism and Conservatism in the West

Thesis Statement Meetings this week!

Apr 7: *Dark Continent*, chapter 9

“Daniel Cohn-Bendit Interviewed by Jean-Paul Sartre,” pp. 97-107

Apr 9: *Dark Continent*, chapter 10

Margaret Thatcher, “Speech to Conservative Party Conference (‘The Lady’s Not for Turning’)”

Materials from the 1984-1985 Coal Miners’ Strike

Week 12: The Collapse of the Eastern Bloc

Apr 14: *Dark Continent*, chapter 11

“Gorbachev Challenges the Party (Glasnost)”

Apr 16: Timothy Garton Ash, “Warsaw” and “Berlin” *The Magic Lantern*, pp. 25-46, 61-78

Václav Havel, “New Year’s Address to the Nation, 1990”

Week 13: The Rough Ride of the 1990s

Rough Drafts DUE at 5pm, Monday, April 20

Apr 21: **Rough Draft Peer Critique Day**

Apr 23: Felix Gilbert and David Large, *The End of the European Era*, pp. 545-567, 578-589
Slavenka Drakulić, “My Father’s Guilt” and “People from Three Borders,” *Cafe Europa*, pp. 143-169

Week 14: The New Century

Apr 28: Ann Garrels, *Putin Country: A Journey Into the Real Russia*, chapters 3, 10, 18
Vladimir Putin, “Speech and the Following Discussion at the Munich Conference on Security Policy” (Feb. 10, 2007)
Evan Gershkovich, “Can the Young Activists of ‘Generation Putin’ Build on a Summer of Protests?,” *World Politics Review* (Nov. 5, 2019)

Apr 30: David S. Mason, “*A Concise History of Modern Europe*, chapter 14
Tara Zahra, “The Return of No-Man’s Land,” *Foreign Policy*, Sept. 22, 2015
David Cameron, “Prime Minister’s Speech at the Munich Security Conference” (2011)
Warsan Shire, “Home”

Week 15: Brexit and Beyond

May 5: Reading Assignment TBA

Final Papers due at 10pm, Friday, May 8
Good luck!!!