

## EUROPE IN THE 20<sup>TH</sup> CENTURY AND BEYOND

### Course Syllabus

#### PURPOSE

Europe dominated world affairs politically, economically, and culturally in the 19<sup>th</sup> century. Optimism characterized the Europeans' sense of themselves and their accomplishments. The excesses of World War I challenged this feeling and dealt Europe a staggering blow. Rational, technological "modern" man was replaced by an irrational creature that destroyed its own kind. The inter-war years were spent trying to understand why the Great War occurred. It was a time of experimentation in lifestyles, art, and literature. In political and economic arenas, traditional bourgeois capitalist society fell under attack. Fascism, Nazism, and Communism appeared as new paths to follow. By the late 1930s, many European countries fell victim to dictatorships. Because of Western Europe's greater fear of Joseph Stalin and Communism, Hitler's aggression in Central and Eastern Europe went on relatively unchecked, until it led to World War II. The war and its aftermath shifted the focus of political power to the Super Powers, the United States and the Soviet Union, each with its particular view of global politics. The Cold War between these two defined the way European countries recovered from the Second World War. The Western European nations rebuilt, but also redefined their international political and economic roles, highlighted by the process of de-colonization. The shadows cast by the U.S.A. and the U.S.S.R. over European affairs abated in the late 1980s after Moscow relinquished its control over Eastern Europe and the subsequent demise of the Soviet Union occurred. Integration of the European economies under the auspices of the European Union, planned for 1992, slowed down because of the reunification of Germany, the European recession, and the emergence of the new "democratic" Eastern European nations. The political fragility of this region and the resurgence of former Communist politicians, whatever they now call themselves, leave many questions still to be answered. History 310 highlights these events associated with this dynamic period in European history. Political, economic, intellectual, social, and cultural history will be used as means to study this fascinating century and beyond.

#### STRUCTURE

History 310 meets once a week for 2 hours and 50 minutes. Each meeting will vary in format somewhat. There will be lectures, video tapes, slides, and discussion. The latter will focus on the videos shown or specific reading assignments. Students are encouraged to raise questions (substantive or interpretive) during lectures and are expected to actively participate in discussion.

#### ASSIGNMENTS

##### READING

##### **Required texts:**

Bonnie Smith, *Europe in the Contemporary World 1900 to the Present* (Bedford/St. Martins)

Nicoletta F. Gullace, *"The Blood of Our Sons" Men, Women and the Renegotiation of British Citizenship During the Great War* (Palgrave/Macmillan)

Peter Fritzsche, *Germans Into Nazis* (Harvard)

Philip Hallie, *Lest Innocent Blood Be Shed* (Harper)

Timothy Garton Ash, *The Magic Lantern The Revolution of '89 Witnessed in Warsaw, Budapest, Berlin and Prague* (Vintage)

All books are available for purchase at the college bookstore. Reading assignments follow in the course calendar below. **KEEP UP WITH THE READING!!!**

## WRITTEN

First Paper

**DUE October 14<sup>th</sup>**

## BOOK REVIEW ESSAY

Each student will choose a book on some facet of 20<sup>th</sup> century European history. (The choice **MUST** be approved by the professor.) After reading the book, each student will write an 8 to 10 page (typewritten, double-spaced) analysis of the book. If the student chooses an historical monograph or anthology, that is the **only** source that need be consulted. If he/she chooses a work of fiction or autobiography, then additional research must be done. Guidelines for writing a book review essay will be distributed separately.

Second Paper

**DUE December 9<sup>th</sup>**

## GROUP PROJECT REPORT

(Further discussion below)

Upon completion of the Group Project on the former Soviet Republics, each student will submit a typewritten version of his/her oral report, presented during the last class period of the semester. Not only will this paper be a polished version of the oral report, it will also include an ANNOTATED BIBLIOGRAPHY of the sources consulted in preparation of the report and the paper. The **minimum** acceptable length of this paper (including bibliography) is TEN typewritten pages.

## ORAL

## DISCUSSION

During segments of class periods set aside for discussion, all students are expected to participate. The professor will bring in prepared questions based on the assignment and students' questions will also be solicited.

## GROUP PROJECT

Students will be divided into groups of four or five. Each group will be assigned a country that was a former Soviet Republic, which reacquired its independence after 1989. The assignment is to examine this country in terms of its current political structure, its economic development, its culture, and whether it is suffering any long-lasting effects of having been under Soviet domination for forty or more years. Some class time will be set aside, during the course of the semester, for groups to meet and share progress reports about each others research. The group may divide the subject matter any way it wishes. During the last class of the semester, each group will have 20 minutes for an oral presentation which summarizes the information gathered about its country. Each student will also submit a written version of his/her segment of the oral presentation.

## EXAMINATIONS

There will be two examinations in History 310: the mid-term scheduled for October 7<sup>th</sup> and the final which will be held on December 16<sup>th</sup>. Both examinations consist of essay questions.

## EVALUATION OF THE GRADE

The final grade is based on the following breakdown:

Mid-Term	15%
First Paper (Book Review)	15%
Oral Presentation	10%
Second Paper (Group Report)	25%
Final Examination	25%
Class Attendance and Discussion Participation	10%

## NOTE TO STUDENTS ENROLLED IN HISTORY 551-03

Any person taking this course for graduate credit, i.e. enrolled in History 551-03, will be evaluated according to a higher standard than the undergraduates with respect to examinations. His/her written work will be TWICE the length that is called for in the assignments noted above. Also, such students will meet periodically outside class with the professor to discuss their progress in the course.

## DISABILITY STATEMENT

If you have any special needs or problems such as learning disabilities or physical impairments that may interfere with your ability to learn and to succeed in this course, please talk to me and we can arrange reasonable accommodations.

## COURSE CALENDAR

- Sept. 2 Introduction to History 310; Background to World War I  
Selections from *All Quiet on the Western Front* (video)
- Sept. 9 The Great War's Various Fronts; Versailles and After  
  
**READ:** Smith Ch. 3, 128-147, 153-163, Docs. 3.1-3.3, 3.5 and Picture Essay, 174-180  
Gullace, Begin Reading
- Sept. 16 **Discussion:** Gullace's *The Blood of Our Sons*  
Weimar Germany: The Search for Legitimacy and Stability  
The Roaring 20s; Cultural, Social and Artistic Experimentation  
The Expressionists and Beyond (slides)  
  
**READ:** Gullace, Complete Reading  
Smith Ch. 4, 186-213, 218-222 and Picture Essay, 239-247  
Woolf Document on WEB-CT
- Sept. 23 The Russian Revolution; *Lenin Biography* (video)  
The Great Soviet Experiment: *Stalin Biography* (video)  
  
**READ:** Smith Ch. 3, 147-153, 168, 213-218, Doc. 3.4, 232, Doc. 4.4  
Lenin Documents on WEB-CT
- Sept. 30 The Great Depression and Stalin's Soviet Union  
  
**READ:** Smith, Ch. 5, 254-264, 273-279, 300, Doc. 5.2  
Stalin's First Five Year Plan on WEB-CT  
Fritzsche, Begin Reading
- Oct. 7 **MID-TERM EXAM**  
*Mussolini: Italy's Nightmare* (video)
- Oct. 14 Origins of Nazism; The Nazi Consolidation of Power  
Propaganda and Spectacle: Selections from *Triumph of the Will* (video)  
  
**READ:** Smith, Ch. 5, 264-272, 223, Doc. 4.1, Picture Essay, 308-314  
Leader Nazi Women's Organization on WEB-CT, Fritzsche, Continue Reading

**BOOK REVIEW ESSAY DUE**

- Oct. 21      **Discussion:** Fritzsche's *Germans into Nazis*  
Crisis of Confidence in Western Europe  
The Failures of Liberal Democracy and the March to War
- READ:** Fritzsche, Complete Reading  
                  Smith, Ch. 5, 280-294 and Hallie, Start Reading
- Oct. 28      World War II; The Resistance and the Holocaust
- READ:** Smith, Ch. 6, 320-347, 356, Docs. 6.1, 6.2, 361, Docs. 6.3, 6.4  
                  Picture Essay, 373-389 and Hallie, Continue Reading
- Nov. 4      **Discussion:** Hallie's *Lest Innocent Blood Be Shed*  
The Immediate Post-War World of Western and Eastern Europe  
Origins of the Cold War: The Iron Curtain and Containment
- READ:** Hallie, Complete Reading  
                  Smith, Ch. 7, 384-419, Doc. 7.1, 368, Doc. 6.5, Picture Essay, 431-438  
                  Garton Ash, Start Reading
- Nov. 11                      **Veterans' Day**                      **NO CLASS!**
- Nov. 18      Rebuilding Europe: The 1950s and the Early 1960s  
Slow Down, Disillusionment and Recovery
- READ:** Smith, Ch. 8, 444-476, Doc. 8.1, 478, Doc. 8-2  
                  Picture Essay, 487-493 and Garton Ash, Continue Reading
- Nov. 25      De-Colonization: Long-Term Roots and Consequences; 1968 and Its Aftermath
- READ:** Smith, Ch. 9, 498-530, Doc. 9.1, 537, Doc. 9.3, Picture Essay, 540-548  
                  Smith, Ch. 10, 554-590, 594, Doc. 10.2, 602, Doc. 10.3 Picture Essay, 605-612  
                  Garton Ash, Continue Reading
- Dec. 2      **Discussion:** Garton Ash's *The Magic Lantern The Revolution of '89 . . .*  
Living in a Post-Soviet World  
Europe and Globalization
- READ:** Garton Ash, Complete Reading  
                  Smith, Ch. 11, 618-652, 657, Doc. 11.2, 662, Doc. 11.3, Picture Essay 666-673  
                  Smith, Ch. 12, 678-711
- Dec. 9      **STUDENT REPORTS:** Former Soviet Republics
- Dec. 16                      **FINAL EXAMINATION**

**ALIGNMENT CHART OF LEARNING OBJECTIVES**

The History Department, in compliance with the directives of professional associations that help oversee the teaching of history, includes in every syllabus an alignment chart which shows the department's learning

objectives and how various assignments in the class assess those objectives. That chart can be found on the following two pages.

RHODE ISLAND COLLEGE  
HISTORY 310  
EUROPE IN THE TWENTIETH CENTURY  
STANDARDS ALIGNMENT

DEPARTMENT LEARNING OBJECTIVES	RHODE ISLAND BEGINNING TEACHER STANDARDS	NATIONAL COUNCIL SOCIAL STUDIES STANDARDS	MET	NOT MET	ASSESSMENT(S)
1. Understand how historians gather, interpret and analyze a wide range of primary and secondary source data/material (including literary, geographical, political and socio-economic material) and how historians construct a coherent narrative from this information.	1.1, 1.2, 1.3, 2.1	1.4, 1.7 2.1.2, 2.1.3, 2.1.4	X		CLASS DISCUSSIONS, BOOK REVIEW AND GROUP PROJECT REPORT
2. Demonstrate the skills of historical analysis and interpretation, such as compare and contrast, differentiate between historical facts and interpretation, consider multiple perspectives, analyze cause and effect relationships, compare competing historical narratives, recognize the tentative nature of historical interpretation and analyze the influence of the past.	1.1, 1.2, 1.3, 2.2	1.4, 1.6, 1.9 2.1.3, 2.1.5	X		BOOK REVIEW, GROUP PROJECT REPORT, EXAMS
3. Think chronologically and comprehensively, identifying temporal structures of historical narratives and comprehending the meanings of historical texts, monographs and documents, including their audiences, goals, perspectives and biases.	1.1, 1.2, 1.3, 2.2, 2.3	1.2 2.1.1	X		CLASS DISCUSSION, BOOK REVIEW, GROUP PROJECT REPORT, EXAMS

DEPARTMENT OUTCOMES	RHODE ISLAND BEGINNING TEACHER STANDARDS	NATIONAL COUNCIL SOCIAL STUDIES STANDARDS	MET	NO MET	ASSESSMENT(S)
4. Develop research capabilities that enable them to formulate historical questions and themes, obtain and question historical data, identify the gaps in available records, place sources in context, and construct reliable historical interpretations.	1.1, 1.2, 1.3, 2.2, 2.3	1.7 2.1.1, 2.1.4	X		BOOK REVIEW, GROUP PROJECT REPORT
5. Demonstrate their knowledge of the history, culture and values of diverse peoples and traditions throughout the world and compare patterns of continuity and change.	1.1, 1.2, 1.3, 2.7	1.1, 1.3, 1.5, 1.6, 1.9 2.1.6, 2.1.7	X		SEGMENTS IN THE TEXT THAT DEAL WITH GLOBALIZATION FINAL EXAM
6. Understand the historical context for the interaction and interdependence of politics, society, science and technology in a variety of cultural settings.	1.1, 1.2, 1.3, 2.1, 2.3, 2.4	1.1, 1.5, 1.6, 1.7, 1.8, 1.10, 2.1.8	X		CLASS DISCUSSIONS. BOOK REVIEW, GROUP PROJECT REPORT, EXAMS
7. Formulate and explain their own interpretations of the past by examining and communicating them with clarity and precision in a variety of oral and written assignments.	1.1, 1.2, 1.3, 2.1, 2.5, 2.6, 2.7, 8.1, 8.2	2.1.1, 2.1.3, 2.1.4	X		BOOK REVIEW, GROUP PROJECT REPORT, EXAMS
8. Demonstrate research skills utilizing the full-range of available materials including those found in libraries, archives, museums and electronic resources.	1.1, 1.2, 1.3, 2.1, 2.4	2.1.2, 2.1.4	X		GROUP PROJECT REPORT, RESEARCH
9. Demonstrate the skills necessary to be an independent and lifelong learner.	10.1, 10.2, 10.3, 10.4	2.1.1-2.1.8	X		SEE ABOVE # 6