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Montana State University, Bozeman  
Office Hours: By appointment  
Lecture: Tuesday and Thursday 1:40-2:55 PM, Roberts Hall 312A

## **History 324-001 Twentieth Century Europe**

### General Introduction

This course examines the history of Europe in the twentieth century. The course is designed to explore the themes of the *Belle Époque*, World War One, the development of Fascism, World War Two, the Cold War, decolonization, challenges to the old order, the collapse of Communism, and the European Union.

### Required readings (available for purchase in the MSU bookstore)

Spencer M. DiScala, *Europe's Long Century: Society, Politics, and Culture 1900-Present*  
Penguin Classics, *First World War Stories*  
Simone de Beauvoir, *The Second Sex* (on reserve in Renne Library)  
Anna Funder, *Stasiland*  
Slavenka Drakulić, *Café Europa*

\*\* If you prefer to buy your own copy of *The Second Sex*:  
ISBN: 978-0-307-27778-7 (New York: Vintage Books, 2011) – 800 pages with index

### Classroom conduct

Turn cell phones off. If you are expecting an important call during lecture, please program your phone to ring on vibration mode and sit in the back of the classroom so that you may easily exit the hall. No video, digital, or audio recording of any kind is permitted without permission from the instructor. No talking when the Instructor is talking. Please hold your questions until after lecture – as your question may be answered during the course of the presentation. Repeat violations of the above will be met with a request from the Instructor for you to leave the class.

Course requirements and grading

- Attendance and participation in lecture is required to succeed in this course.
- Reading of the assigned texts is required to succeed in this course.
- Successful group project/presentation is required to succeed in this course (20%).
- The Midterm Exam will include material discussed in the first half of the course (20%).
- The Final Exam will cover material since the Midterm (20%).
- Apart from the course textbook, you will be reading four books over the course of the semester. You will be expected to be prepared for class discussion and quizzes (20% - cumulative). You will be writing a paper on *Stasiland* and *Café Europa*. **This paper is due in class on 4/16.** No late papers will be accepted (20%).

Lecture Schedule

WEEK ONE:            *Getting Started*

1/15    Introduction

WEEK TWO:           *The End of a Gilded Age and World War One*

1/20    *Belle Époque*

1/22    World War One

(DiScala: Chapters 1-6)

WEEK THREE:        *War and Russian Revolution*

1/27    Russian Revolution

1/29    Film: *Joyeux Noël*

(DiScala: Chapter 7)

- WEEK FOUR:        *A Precarious Peace*
- 2/3     Test and Discussion: *First World War Stories*  
2/5     Post-War Angst
- (DiScala: Chapters 8,9)
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- WEEK FIVE:        *Inter-War Years*
- 2/10    Spanish Civil War  
2/12    Fascism
- (DiScala: Chapters 10-12)
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- WEEK SIX:         *Cataclysm*
- 2/17    Hitler's Onslaught  
2/19    Group 1 – Nazi Culture
- (DiScala: Chapters 14-16)
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- WEEK SEVEN:      *The Holocaust*
- 2/24    Nazis and the Holocaust  
2/26    Film: *The Road to Treblinka*
- (DiScala: Chapter 19)
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- WEEK EIGHT:      *Mid-Term Week*
- 3/3     Mid-Term Review  
3/5     **MID-TERM EXAM**
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- WEEK NINE:        ***SPRING BREAK***
- 3/10    No Class  
3/12    No Class

WEEK TEN: *Post-War Europe*

3/17 Victory and Partition  
3/19 Development of Cold War

(DiScala: Chapters 21,22)

WEEK ELEVEN: *Stalinization / The End of Empire*

3/24 Stalinism  
3/26 Decolonization

(DiScala: Chapters 24,25)

WEEK TWELVE: *Challenges to the Old Order*

3/31 Group 2 – Ghandi and Britain  
4/2 Post-Modernism, Existentialism, and Cultural Revolt

(DiScala: Chapter 28)

WEEK THIRTEEN: *Challenges to the Old Order – Cont'd / Communism in Decline*

4/7 Test and Discussion - *The Second Sex*  
4/9 Destalinization and Collapse of Communism

(DiScala: Chapter 32)

WEEK FOURTEEN: *End of Cold War*

4/14 Group 3 – The Fall of the Berlin Wall  
4/16 Papers Due: *Stasiland/Café Europa* - Discussion

(DiScala: Chapters 33,34)

**\*\*TERM PAPERS DUE on 4/16 – *Stasiland/Café Europa*  
NO LATE PAPERS ACCEPTED**

WEEK FIFTEEN: *A New Europe*

4/21 European Union

4/23 Group 4 - Future of European Union

(DiScala: Chapters 23,34)

WEEK FIFTEEN: *Evolution of Society*

4/28 Group 5 – Late Century Art/Culture

4/30 Final Exam Review

Final Examination:

Please see University Exam Schedule. Bring a bluebook and a pen or pencil.

### PAPER ASSIGNMENT

In the aftermath of the fall of Communism, Anna Funder described the former East Germany (GDR).

1. According to Funder, what was the nature of the police state in East Germany?
2. What was the role and scope of the *Stasi*?
3. What was life like in East Germany for its every day citizens?

With Funder's work in mind, how does the Croatian, Slavenka Drakulić, describe post-Communist culture throughout Eastern Europe?

1. Are there any connections that can be made between Funder's analysis of the GDR and Eastern Europe after the fall of Communism?
2. In the post-Communist era, how does Drakulić see Eastern Europeans understanding the world?
3. How does Drakulić see the West creeping into Eastern Europe?

Your paper should be ten pages in length, double spaced. Please see the attached "paper format" to guide the preparation of your document.

**Due: 4/16 in class**

### PAPER FORMAT

1. Title: Whether on the first page of the paper, or better yet on a proper “title page,” you should list your paper title, name date, class, and instructor.
2. Instruction: Make general comments about the topic – for example, think of a story or incident from your reading or research that will “hook” the reader. Moreover, take the time to explain why it is that your topic, narrative, and argument are original and significant.
3. Thesis: In a sentence or two (usually toward the end of the introduction), clearly state your argument and describe your paper’s organization. In its most concise form, a thesis may read something like, “In this paper, I intend to demonstrate that...” or “This paper argues that...” In terms of organization, say something like, “For this purpose, I have divided this paper into three parts. Part one illustrates...” The purpose of the thesis is to establish your interpretation of a book, or a collection of books, sources, and other documents. Summarize what you intend to say in the paper and how you intend to set up your paper to most effectively say it. A lucidly articulated thesis and organizational statement strengthen the basic nature of your argument and paper.
4. Body: The body of the paper should be divided according to the organization you described in the thesis; be sure to stick to the organization you outlined in the thesis or the logic of your argument, not to mention the paper’s basic coherence, will be lost. Cite evidence from the source material that best supports the main points of your argument. In this course, parenthetical references following quotations are sufficient. Ideas drawn from lectures, discussions, and textbooks do not need to be cited; but if you consult them, you should include them in the paper’s bibliography. Of course, if you quote from a textbook or borrow an original idea, you should cite it. A proper bibliography can be found in *The Chicago Manual of Style*. Examples of book references:

Bibliography:

Cooper, Frederick. *Colonialism in Question: Theory, Knowledge, History*. Berkeley: University of California Press, 2005.

Footnotes or endnotes:

Frederick Cooper, *Colonialism in Question: Theory, Knowledge, History* (Berkeley: University of California Press, 2005).

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5. Conclusion: Restate your thesis and summarize your argument. For example, “In this paper I have shown...” This is a good chance to go back through your paper and make sure you’ve done what you’ve said you’ve done.
6. Bibliography: A bibliography should be attached at the end of the paper and list, in the proper form, all of the sources consulted in your paper.
7. Page numbers: should appear on all but the first page of the text.

Montana State University seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the instructor, who will make the necessary arrangements.

Some of the readings, lectures, films, or presentations in this course may include material that may conflict with the core beliefs of some students. Please review the syllabus carefully to see if the course is one you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience.