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Office Hours: Linfield 401, T/TH 8:45-10:45 AM
Lecture: Tuesday and Thursday 10:50-12:05, Linfield Hall, 125

History 324-001 Twentieth Century Europe

General Introduction

This course examines the history of twentieth century Europe. The course is designed to explore the themes of the *Belle Époque*, World War One, fascism, World War Two, the Cold War, decolonization, challenges to the old order, the collapse of communism, and the development of 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*
Elie Wiesel, *Night*
Janet Flanner, *Janet Flanner's World, Uncollected Writings*
Paul Rabinow, *Michel Foucault, the Foucault Reader*
Anna Funder, *Stasiland*
Slavenka Drakulić, *Café Europa*

Learning Outcome

At the conclusion of this course, students should be able to:

- Describe *Belle Époque* culture in Europe leading up to World War One;
- Identify the key causes of World War One and World War Two;
- Understand the inter-war European economic and political environment which informed the development of fascism;
- Articulate key characteristics of the Cold War;
- Describe the main features of the worldwide nationalist/independence movement in European colonies;
- Identify the main reasons for the collapse of communism in Eastern Europe.

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 Module 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 five books over the course of the semester which will correspond with lectures and exams. You will be expected to be prepared for two reading tests and class discussions on Elie Wiesel's, *Night* and Paul Rabinow's *Michel Foucault, the Foucault Reader* (20% - cumulative). You will be writing two short papers on *Janet Flanner's World, Uncollected Writings* and *Stasiland* and *Café Europa*. **Papers are due in class on 9/28 and 11/28, respectively.** No late papers will be accepted (20% - cumulative).

Lecture Schedule

WEEK ONE: *Getting Started and The End of a Gilded Age*

8/29 Introduction
8/31 *Belle Époque*
(DiScala: Chapters 1-5)

WEEK TWO: *World War One and Russian Revolution*

9/5 World War One
9/7 Russian Revolution
(DiScala: Chapters 6-7)

WEEK THREE: *A Precarious Peace*

9/12 Film: *Joyeux Noël*
9/14 Post-War Angst
(DiScala: Chapters 8,9)

WEEK FOUR: *Inter-War Years*

9/19 Fascism
9/21 Spanish Civil War
(DiScala: Chapters 10-12,17)

WEEK FIVE: *Cataclysm*

9/26 Hitler's Onslaught
9/28 PAPER DUE: *Janet Flanner's World, Uncollected Writings* ****NO LATE PAPERS ACCEPTED****
Group Module 1 – Nazi Culture
(DiScala: Chapters 14,18,20)

WEEK SIX: *Nazism and The Holocaust*

10/3 Nazis and the Holocaust
10/5 Film: *The Road to Treblinka*
(DiScala: Chapters 15, 19)

WEEK SEVEN: *The Holocaust - Cont'd*

10/10 Test and Discussion: Elie Wiesel, *Night*
10/12 Mid-Term Review

WEEK EIGHT: *Mid-Term and Post-War Europe*

10/17 **MID-TERM EXAM**
10/19 Reading Day – No class

WEEK NINE: *Cold War and Stalinization*

10/24 Victory and Partition
10/26 Development of Cold War
(DiScala: Chapters 21,22, 25)

WEEK TEN: *Stalinization – Cont'd and The End of Empire*

10/31 Stalin
11/2 Decolonization
(DiScala: Chapter 24)

WEEK ELEVEN: *The End of Empire – Cont'd / Challenges to the Old Order*

11/7 Group Module 2 – Ghandi and Britain
11/9 Post-Modernism, Existentialism, and Cultural Revolt
(DiScala: Chapters 28, 30, 31)

WEEK TWELVE: *Challenges to the Old Order – Cont'd*

11/14 Test and Group Module 3 Discussion – *Michel Foucault*
11/16 Film biography: Michel Foucault

WEEK THIRTEEN: *End of Cold War*

11/21 Destalinization and Collapse of Communism
11/23 **NO CLASS – THANKSGIVING HOLIDAY**
(DiScala: Chapters 26, 32, 33)

WEEK FOURTEEN: *End of Cold War – Cont'd and A New Europe*

11/28 Group Module 4 – The Fall of the Berlin Wall
PAPER DUE: *Stasiland/Café Europa* – ****NO LATE PAPERS
ACCEPTED****
11/30 European Union
(DiScala: Chapter 34)

WEEK FIFTEEN: *Evolution of Society*

12/5 Group Module 5 - Future of European Union
12/7 Final Exam Review

Final Examination:

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

PAPER ASSIGNMENTS

Paper #1 – Janet Flanner, *Janet Flanner's World, Uncollected Writings*

READ the following short essays: “Über Alles,” “Führer,” “The Olympic Games,” “Salzburg,” “Vienna,” “Paris, Germany,” and “Letters from Nuremberg”

Janet Flanner was a reporter for *The New Yorker* stationed in Europe before and after World War II. As an American (and female), she brought a unique perspective to European events and movements that shaped the twentieth century.

1. How does Flanner describe Germany during the early 1930s – especially culturally and economically?
2. How does Flanner depict Adolph Hitler during the 1930s (before wartime) – persona, eating habits, sexuality, upbringing, etc.?
3. What does Flanner have to say about German culture and nationalism as evidenced during the 1936 Olympic Games and the Salzburg music festival in 1938?
4. How does Flanner portray the Austrian reaction to the Anschluss?
5. How does Flanner view Nazi treatment of the working poor and Jews?
6. What does Flanner have to say about French reaction to German occupation in Paris?

Your paper should be 7 pages in length, double spaced. Please see the attached “paper format” to guide the preparation of your document.

Due: 9/28 in class

Paper # 2 - Anna Funder, *Stasiland* and Slavenka Drakulić, *Café Europa*

READ: Both books in entirety

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 for every day citizens in East Germany?

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

Due: 11/28 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.