

# Europe's Long Twentieth Century

HIS 270, Spring 2021

Tues/Thurs 12:50-2:35, Room TBA

<https://europeslong20thcenturys21.theleahgoldman.com/>

## **Leah Goldman**

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Office Hours (**\*on Zoom**): Mon 10-12, Tues 11-12, or by appointment

Office: Old Main 204C/ Office Hours link on course website

## **Course Description**

This course explores the history of Europe in one of its most challenging eras, the “long” 20<sup>th</sup> century. Our journey begins at the *fin-de-siècle*, a time of rapid technological advance, exciting artistic innovation, and troubling political developments, and carries through to our present moment, where these issues still echo in surprising ways. As we investigate this tumultuous century, we will analyze a variety of themes, including rival theories of 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. Recognizing that modern European history is global in its reach, we will also examine imperialism, decolonization and their consequences. Through close reading and discussion of primary and secondary sources, we will investigate how the idea of Europe has evolved over the long 20<sup>th</sup> century and make sense of where Europe finds itself today.

## **Course Requirements**

**Modality:** We are using the **hybrid model** this semester. I will pre-record weekly lectures for you to **watch online** on your own time. (I recommend you watch them at the start of the week, to contextualize your other reading.) On TUESDAYS we will meet **face to face** in our classroom. On THURSDAYS we will meet **online via Zoom**. This will probably not be comfortable at first, but we will work together to get it right. If we have to shift to remote learning at some point, this will help us make a smoother transition. I’m new at this, too! Please feel free to share your thoughts on how it’s going and how we can improve.

**Attendance:** Because of the COVID-19 pandemic, I do not want anyone to feel pressured to come to class if they are unwell! We are going to use the honor system this semester. I will take attendance, but I won’t count it against you if you are absent. This is a discussion-based class, and it will work best if everyone attends as often as they can. If you miss a day, you can make up for it by writing an additional post on the blog. If you are too ill to do that or otherwise in crisis, please email me and we will find a solution. Our number one priority is taking care of ourselves and each other. In that spirit, I have two special requirements:

- When we meet face to face, **you must wear a mask**
- When we meet online, **you must keep your camera on** unless you have a specific reason why you cannot do so. If you have such a reason, please let me know ASAP.

Let’s think like a community, so we can have as safe and fulfilling an experience as possible.

**Participation:** Whether we are meeting face to face or online, everyone must contribute to the discussion. You should do the reading before class on the day it is assigned and be prepared to discuss it. Bring the assigned 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. Here are the specifics:

- **You must post a Conversation Starter every week.** I will assign half of you to post for Tuesdays and half for Thursdays. These posts are due at 10pm the night before class. If you post after class, it will not count.
- **You must post six (6) Responses during the semester.** You should respond to someone else’s CS, not your own. You may do these any time in the semester, but I recommend spacing them out evenly. Responses may be posted before class or up to 24 hours after.
- You may do **extra posts** of either type for extra credit!

**Discussion Leadership:** Each student will take **two turns** leading our discussion, in pairs. You and your partner should read the blog posts in advance. You may use your colleagues’ posts to generate discussion, and you should also come up with about five questions of your own to help keep the conversation going. Partners must *work together* on this assignment!

**Midterm Project:** To help build your historical skills, you will write a **1500-word** primary source analysis. 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 outline. This assignment has three steps:

- 1) Thesis Statement and Outline Meeting—Week 10
- 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/CC2021/Academic+Honesty+Policy>. 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/academics/our-support/peer-assisted-learning-program/>
- **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://www.washjeff.edu/intranet/information-technology-services/contact-its/>
- **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**

Participation	10%
Blog Posts	15%
Discussion Leadership	15%
Primary Source Analysis	25%
Final Paper	35% (5% Thesis statement and outline, 10% Rough draft + Peer critique, 20% Final draft)

### **Course Policies**

**Office Hours:** I welcome you to drop in to Zoom office hours to discuss our class! I will be on the Office Hours Zoom Link Mondays 10-12 and Tuesdays 11-12 unless otherwise noted. If you know you want to talk to me, you can make an appointment. Otherwise, just drop in. If you have a schedule conflict, 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:** On face to face days, 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.

On Zoom days, **you must keep your camera on** unless you have a specific reason why you cannot do so (see above). Nonverbal cues are a big part of how people communicate, so we need to be able to see each other.

I will be recording our meetings to promote equity of access. These videos will be shared on Sakai, where they are password protected. They are *only for use of students enrolled in this class*. You may not post them online or share them with anyone else. The same rule applies to pre-recorded lectures, which will be posted on the course website. Violating this policy will be treated as a breach of W&J's Academic Honesty Policy (see above).

**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 disabilities. Students with disabilities include individuals with physical disabilities, learning disabilities and mental health disorders that meet the definition of a disability under the Americans with Disabilities Act. W&J'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 [dss@washjeff.edu](mailto:dss@washjeff.edu) or [rbarber@washjeff.edu](mailto:rbarber@washjeff.edu), by phone at 724-223-6008, or on the ground floor of Clark Library. You can find more information here: <https://mywj.washjeff.edu/office/disability-support-services>

**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 the course website. Always bring the text under discussion to class.

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

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

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

Roth, Joseph, *What I Saw: Reports from Berlin 1920-1933* (Norton, 2004)  
ISBN 978-0393325829

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

## Course Schedule

### **Week 1: The Fin-de-siècle and WWI**

Jan 26: 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," in *Making of the West Sourcebook*, pp. 221-224

Jan 28: *Dark Continent*, chapter 1

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

### **Week 2: Revolutionizing and Rebuilding Europe**

Feb 2: Anna Litveiko, "In 1917," in Fitzpatrick and Slezkine, eds. *In the Shadow of Revolution*, 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"

Feb 4: *Dark Continent*, chapter 2

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

### **Week 3: Society Between World Wars**

Feb 9: Virginia Woolf, *A Room of One's Own*, chapters 1-3

Feb 11: *Dark Continent*, chapter 3

"The Nuremberg Laws," in Benjamin Sax, ed. *Inside Hitler's Germany*, pp. 403-308  
Excerpts from *Holocaust and Human Behavior*, pp. 175, 189-191, 198-200, 385-386, 430-431

### **Week 4: Society Between World Wars, Continued**

Feb 16: Joseph Roth, *What I Saw*, chapters 3, 6, 14, 18, 23, 31, 32, 34

Feb 18: NO CLASS! HIS 270 Mental Health Day

### **Week 5: Stalinism and WWII**

Feb 23: *Dark Continent*, chapter 4

Pasha Angelina, "The Most Important Thing," in Fitzpatrick and Slezkine, eds. *In the Shadow of Revolution*, pp.305-321

Ekaterina Olitskaia, "My Reminiscences (3)," in Fitzpatrick and Slezkine, eds. *In the Shadow of Revolution*, pp.424-434

Feb 25: *Dark Continent*, chapter 5

Primo Levi, *Survival in Auschwitz*, pp. 9-21

### **Week 6: The Holocaust and Dreams of the Future**

Mar 2: Primo Levi, *Survival in Auschwitz*, pp. 22-55, 87-100, 145-150

Mar 4: *Dark Continent*, chapter 6

William Beveridge, "New Britain," in *Readings in Western Civilization v. 8*, pp. 503-515

Jean Monnet, "A Red-Letter Day for European Unity," in *Readings in Western Civilization v. 8*, pp. 553-559

### **Week 7: Human Rights**

Mar 9: *Dark Continent*, chapter 7

"Universal Declaration of Human Rights"

Winston Churchill, "The Sinews of Peace"

Mar 11: NO CLASS! Campus-wide day off

**\*Midterm Primary Source Analysis DUE at 10pm on Sunday, March 14\***

### **Week 8: Women's Rights and De-Stalinization**

Mar 16: Simone de Beauvoir, *The Second Sex*, pp. 3-17, 148-156, 266-274, 638-645, 650-654, 661-664

Mar 18: *Dark Continent*, chapter 8

Nikita Khrushchev, "The Cult of the Individual"

### **Week 9: The Eastern Bloc**

Mar 23: NO CLASS! Campus-wide day off

Mar 25: Heda Margolius Kovaly, *Under a Cruel Star*, pp. 52-74, 93-110, 164-192

*\*Please note: This is a long reading!*

### **Week 10: Decolonization**

Mar 30: David R. Devereux, "The End of Empires: Decolonization and Its Repercussions," in Klaus Larres, ed., *A Companion to Europe Since 1945*, pp. 113-132

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

Apr 1: Jane Kramer, "Taking the Veil," *The New Yorker* (Nov. 22, 2004), pp. 59-71

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

**\*Thesis Statement + Outline DUE at 10pm on Sunday, April 4\***

**\*Individual Meetings in Week 11\***

**Week 11: Radicalism in the West**

Apr 6: *Dark Continent*, chapter 9

“Daniel Cohn-Bendit Interviewed by Jean-Paul Sartre,” in *The Student Revolt*, pp. 97-107

Apr 8: NO CLASS! HIS 270 Mental Health Day

**Week 12: Conservatism in the West, Collapse in the East**

Apr 13: *Dark Continent*, chapter 10

*Pride* (Watch this movie online before class)

Apr 15: *Dark Continent*, chapter 11

Timothy Garton Ash, “Berlin” *The Magic Lantern*, pp. 61-78

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

**\*Rough Drafts DUE at 10pm on Sunday, April 18\***

**Week 13: The Balkan Wars**

Apr 20: Rough Draft Peer Critique Day

Apr 22: Norman Naimark, “The Wars of Yugoslav Succession,” *Fires of Hatred: Ethnic Cleansing in Twentieth-Century Europe*, pp. 139-184

Slavenka Drakulić, “My Father’s Guilt” and “People from Three Borders,” *Cafe Europa*, pp. 143-169

**Week 14: New Challenges**

Apr 27: 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)

Ilya Budraitskis, Ilya Matveev, and Sean Guillory, “Not Just an Artifact,” *Jacobin* (Aug. 1, 2017)

Apr 29: 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 4: Bring in one news article about Brexit or COVID-19 and be prepared to discuss it.

May 6: Wrap up and snack up!

**\*Final Papers due at 10pm, Tuesday, May 12\***

**Good luck!!!**