

HIST 474/574: Recent Europe

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Office hours: MWF 8-9, 10-11 and by appointment

Fall 2013
TR 8:00-9:20
Admin 322
3 credit hours

Course Description: In this course we will examine the major events, themes and trends that have characterized Europe's recent history, from the Great War to the present. In what has been referred to as a century of darkness, Europeans fought two global wars, saw the rise and fall of both fascist and communist dictatorships, lost confidence in empire, and became utterly disillusioned with the optimistic liberal modernism that had so defined European success in the century before. By the end of the twentieth century, the very definition of "Europe" had been called into question. In many ways, the twentieth century was a time of crisis for Europe; it is also the period that forged the economic, political, cultural, and religious forces that shape today's global relationships. In this course, students will explore themes of war, revolution, dictatorship, secularization, national identity, and ideology as they played out in Europe since World War One.

Purpose of this course: To promote global citizenship, historical curiosity and cultural sensitivity. By examining the historic underpinnings of our own civilization, this course should deepen our understanding of ourselves and our ways of looking at the world.

Course Goals: This course seeks not only to communicate facts, but also to cultivate knowledge of chronology, trends, and themes that will help students build a holistic understanding of Europe's global role since the first world war. Upon completion of the course, successful students will be able to describe, analyze, synthesize, and evaluate primary source material related to this period, including art, film, and literature, and will also be able to begin to critique the historiography of twentieth century Europe. The course requires critical thinking, analysis, and use of writing skills. The coursework also seeks to foster a historical perspective in students, that is, an understanding of and appreciation for the worldviews of the past, and an ability to relate that knowledge to the present.

What I expect of you: This course is designed for upper level history, social science, and international studies majors. Prerequisites for the course are junior standing or the completion of three hours of 100-299 history. Come to class on time and prepared. Do not start packing up before the period ends. Read assigned texts before you get to class. Be ready to ask questions and participate in discussion. Apply yourself thoughtfully to your assignments, and turn them in on time. If you are engaged with the material, the professor, and your classmates, you will get more out of the class.

What you may expect of me: I will come to class prepared to make the coursework as clear and as interesting as I can. I will listen willingly to suggestions or comments on the course, when appropriate. I will start class on time and let you out on time. I will

endeavor to return your assignments to you with thoughtful, helpful comments on them, and in a timely manner. As well, I will always be available to assist you in any way that I can. Email is the best way to reach me. I will do my best to respond to emails within 24 hours. I am glad to meet with you during office hours or by appointment.

Mission Statements: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. ACU's College of Arts and Sciences mission is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

Christian Perspective: This course is taught from a perspective of Christian faith. History students at Abilene Christian University should be able interrogate their own views of history and the role religion has played in it, while exercising cultural sensitivity to other systems of belief. As the professor, I will always try to be transparent about my own faith and how history informs that.

I will be happy to meet with students to discuss issues of faith and ethics, church, plans for jobs, internships, or graduate school, or other topics.

"Come now, let us reason together," says the Lord. Isaiah 1:18

Required texts:

- Harold James, *Europe Reborn: A History, 1914-2000* (Pearson Longman, 2003)
- George Orwell, *Homage to Catalonia*, with an introduction by Lionel Trilling

The remainder of the readings for the course will be available on OpenClass or through the Brown Library's website (we will have a LibGuide for this course). A large portion of class time will be spent in discussing readings, and students must read carefully to do well in this class. Tests will be drawn from lecture/discussion material AND from the required texts. You should not be able to succeed in the course without completing assigned readings.

Brief primary source readings will be available on OpenClass.

Secondary source readings: (most of these should be accessed through J-stor, on the library's website, and are also gathered on our course LibGuide)

G. Allardyce, "What fascism is not: thoughts on the deflation of a concept," *American Historical Review* 84 (1979), 367-388.

Timothy S. Brown, "Pop Music and Politics: Skinheads and 'Nazi Rock' in England and Germany," *Journal of Social History* 38 (Autumn 2004), 157-178.

Oriana Fallaci, "The Rage and the Pride"

The syllabus schedule and/or assignments may be altered at any time, according to my discretion, and with due notice to the students.

Attendance/Participation: In-class discussion is a major component of this course; therefore, regular attendance is crucial. Habitual absences will result in loss of participation points. *Any student who misses more than twenty percent of the course (six absences, excused or unexcused) will be dropped with a grade of WF.*

Be advised that students who do not participate in discussion, or who fail to contribute substantively to discussion, will also lose participation points (e.g., “I agree with what Jack said,” is not a substantive contribution.) Please be aware that the participation section of your grade is based on my observation, throughout the semester, of your attendance, contribution to discussion, and overall engagement in the class. Reading quizzes may be given over assigned texts; these points also go towards the participation grade. Habitual talking, cell phone disruption, texting, and/or internet surfing will result in loss of participation points.

Grading/exams: Grades are reflective of your ability to master the material presented in lecture, discussion, and assigned readings. We will have two examinations. Both will include identification and essay questions. It is recommended that students use the outlines and key terms on OpenClass to study for exams. Identification questions will come from these key terms.

Final grades for the course will be based on the percentage of points earned out of total possible points.

Breakdown of grading, for 1000 total points:

- 100 points attendance, participation in discussion, reading quizzes
- 100 points weekly Europe news assignments (5 at 20 points each)
- 350 points research paper
 - 25 points paper proposal
 - 75 points annotated bibliography and outline
 - 250 points final paper
- 150 points formal book review
- 300 points exams (150 Midterm, 150 Final Exam)

Grade scale:

A = 100-90 B = 89-80 C = 79-70 D = 69-60 F = 59 and below

Assignments:

Weekly Europe News Assignment: For five of the fifteen weeks that we meet, students will be responsible for reading/viewing/listening to a European news story from a reputable source, summarizing the story and relating it to course themes, and informally reporting on this information in class. Recommended sources for European news include the BBC and NPR, both of which have a news page specific to Europe. Students should write up their thoughts in about one page. Be sure to include the title of the piece, the source, and the date. We will go over this material in class every Thursday. Students may choose which weeks they would like to do this assignment—they simply must do

five total over the course of the semester. Each report is worth twenty points, for a semester total of 100.

Research paper: Students will write a 12-15 page research paper that places a literary artifact of twentieth-century Europe in its historical context, including discussion of the author, the message of the work, the social/cultural questions the work engaged, its reception, and its broad impact on European history. Papers should be based on original research from both primary and secondary sources. Grades for the research paper will be divided into three sections, with three due dates. All components should be formally typed up, with attention to conventions of grammar and style.

1. Paper proposal (25 points, due **5 September**) including name of the literary work, historical questions to be addressed, and tentative thesis. The proposal must be formally written, typed and turned in in hard copy form.
2. Annotated bibliography and outline (75 points, due **29 October**) including at least three primary sources and six secondary sources, with annotation, and a detailed outline of the paper. The outline should clearly show the paper's thesis and line of argument, with indication of where and how sources will be used to support the argument.
3. Final paper (250 points, due **26 November**) including footnotes and bibliography according to the format outlined in the *Chicago Manual of Style*. The final paper must include at least five primary and seven secondary sources.

Students may choose a literary work from the following list, or propose an alternative.

Thomas Mann, *The Magic Mountain* (1924)
T.S. Eliot, *The Waste Land* (1922)
James Joyce, *Ulysses* (1922)
Evelyn Waugh, *Vile Bodies* (1930)
Albert Camus, *The Stranger* (1942)
Henri Alleg, *La Question* (1958)
Arthur Koestler, *Darkness at Noon* (1940)
Erich Maria Remarque, *All Quiet on the Western Front* (1929)
Elie Wiesel, *Night* (1960)
Primo Levi, *If This Is A Man* (1958)
Milan Kundera, *The Book of Laughter and Forgetting* (1979)
W.G. Sebald, *Austerlitz*, trans. Anthea Bell (2001)
Louis-Ferdinand Céline, *Journey to the End of the Night* (1932)
A. Solzhenitsyn, *The Gulag Archipelago* (1974)
G. Bielenberg, *The Past Is Myself* (1968)
Marie Stopes, *Married Love* (1918)
Simone de Beauvoir, *The Second Sex*, 2 vols. (1949)
Günter Grass, *The Tin Drum* (1959)
Jean-Paul Sartre, *Nausea* (1938)
Ruth Prawer Jhabvala, *Heat and Dust* (1975)
Tadeusz Borowski, *This Way for the Gas, Ladies and Gentlemen* (1959)
Hans Fallada, *Little Man, What Now?* (1932)
Germaine Greer, *The Female Eunuch* (1970)
Oswald Spengler, *Decline of the West* (1917)
Sigmund Freud, *Civilization and Its Discontents* (1930)
Doris Lessing, *The Golden Notebook* (1962)
Doris Lessing, *The Good Terrorist* (1985)

Franz Kafka, *The Metamorphosis* (1915)
Robert Graves, *Goodbye to All That* (1929)
George Orwell, *Road to Wigan Pier* (1937)
Virginia Woolf, *To the Lighthouse* (1927)
Tom Stoppard, *Rosencrantz and Guildenstern Are Dead* (1966)
Iris Murdoch, *Under the Net* (1954)
Isak Dinesen (Karen von Blixen-Finecke), *Out of Africa* (1937)
Bernice Rubens, *The Elected Member* (1970)

Book review: Students will write a 1000-word book review of a monograph on some aspect of European history since the Great War. It is recommended that students choose a monograph (at least 125 pages long, written no earlier than 1960) that will help forward their research for the paper. The book review should be written as though intended for submission to a peer-reviewed historical journal, and should include discussion of the monograph's thesis, the historical problems it addresses, the sources it uses, the strengths and weaknesses of the book, whom the appropriate audience might be, the author's ideological orientation, and historiographical context of the work. Book reviews are due **3 October**.

No extra credit is offered in this course.

Course Policies:

Make-ups: Tests may be made up for excused absences. Discussion/pop quiz grades cannot be made up except under special circumstances and at my discretion. **Late assignments and papers will receive a 10-point deduction per school day for each day they are late.** Papers turned in on the due date, but after the class period, will be considered one day late. Papers turned in the day after the due date will be considered two days late, and so on. **No assignments will be accepted more than two weeks after the due date. Assignments turned in more than two weeks late will receive zeroes.**

Students are responsible for getting notes/course information for days that they miss.

Schedule of Topics/Assignments:

Week 1: Introduction: The Significance of the Great War

Tuesday 27 August – Introduction to course and each other; Consequences of WWI

Thursday 29 August – Soviet Russia and the Specter of Revolution; the Peace of Paris

Read: *Europe Reborn* chapter one

Week 2: The Interwar Crisis

Tuesday 3 September – The Crisis of Modernization (film clips)

Thursday 5 September – Cultural Disillusionment between the Wars; discuss paper proposals

Read: *Europe Reborn* chapter two; begin *Homage to Catalonia*

Paper proposal due Thursday 5 September

Week 3: The Interwar Crisis

Tuesday 10 September – The Great Crash

Thursday 12 September – From Lenin to Stalin in Russia

Read: *Europe Reborn* chapter three; continue *Homage to Catalonia*

Week 4: The Rise of Totalitarianism

Tuesday 17 September – Mussolini in Italy; discuss fascism article

Thursday 19 September – Hitler in Germany; the Failure of Appeasement

Read: *Europe Reborn* chapter four, Allardyce fascism article; continue *Homage to Catalonia*

Week 5: The Spanish Civil War

Tuesday 24 September – Franco and the Spanish Civil War

Thursday 26 September – discuss *Homage to Catalonia*

Read: *Europe Reborn* chapter five; finish *Homage to Catalonia*

Week 6: The European Theater of the Second World War

Tuesday 1 October – Blitzkrieg, the Battle of Britain, and Operation Barbarossa

Thursday 3 October – War's end in Europe; The Holocaust

Read: *Europe Reborn* chapter six

Book Review due Thursday 3 October

Week 7: Peace and Devastation

Tuesday 8 October – Empire and WWII; the Postwar Landscape

Wednesday 10 October – Europe's retreat from Empire

Read: *Europe Reborn* chapter seven (first half)

Week 8: Decolonization

Tuesday 15 October – MIDTERM EXAM

Thursday 17 October – Yalta, Potsdam, and Postwar Alignments

Read: *Europe Reborn* chapter seven (second half)

Week 9: The Onset of the Cold War

Tuesday 22 October – The USSR and its Satellites; Germany Divided

Thursday 24 October – The Berlin Wall (Dr. Elliott at NAVSA; grad students lead class)

Read: *Europe Reborn* chapter eight

Week 10: Stabilization and the Pursuit of Prosperity in the 1960s

Tuesday 29 October – Postwar politics in Western Europe

Thursday 31 October – Khrushchev and change in Eastern Europe

Read: *Europe Reborn* chapter nine

Annotated bibliography and outline due Tuesday 29 October

Week 11: Disillusionment and Détente

Tuesday 5 November – The Prague Spring and student protests

Thursday 7 November – Oil, Suez, and Détente

Read: *Europe Reborn* chapter ten

Week 12: Secularization and European Society in the 70s and 80s

Tuesday 12 November – Secularization, Women’s Liberation

Thursday 14 November – Punk and European Culture; discuss punk article

Read: *Europe Reborn* chapter eleven; punk article

Week 13: Torn Curtain: The Fall of Communism in Europe

Tuesday 19 November – Gorbachev’s *Glasnost and Perestroika*

Thursday 21 November – A Restored Europe?

Read: *Europe Reborn* chapter twelve

Week 14: Separatism and Autonomy in Europe since WWII

Tuesday 26 November – Trends towards autonomy and separatism: the IRA, the ETA, the Scottish vote

Thursday 28 November – **Thanksgiving holiday, no class**

Read: none this week

Research Paper due Tuesday 26 November

Week 15: What is “Europe?”

Tuesday 3 December – The Creation of the European Union

Thursday 5 December – Immigration and the Debate over European Identity

Read: *Europe Reborn* chapter thirteen; Oriana Fallaci piece (for Thursday)

FINAL EXAM: Tuesday 10 December, 10:00-11:45. Please note that final exams are scheduled by the university, and may not be taken early.

HIST 574: Recent Europe requirements for graduate students

Graduate students will complete all of the readings and assignments included in the undergraduate course. In addition, the graduate students will meet the following additional requirements for graduate credit:

The final research paper will be expanded to 20-25 pages in length, and must include at least six primary and twelve secondary sources.

The graduate students will work together to teach the class on Thursday 24 October on the Berlin Wall, while Dr. Elliott is away at NAVSA. The class will be videotaped so that I may observe the effectiveness of your teaching and give you a grade. Graduate students should meet with me early in the semester to discuss possible approaches and teaching strategies for this day’s class. The Berlin Wall class will be worth 100 total points, bringing the total possible points in the course to 1100 for graduate students. Final grades will be calculated as a percentage of 1100.