**Twentieth Century Europe, Fall 2015**

History 286, Duke University Professor James Chappel (jgc23)

Wednesday, Friday 11:45-1 in Carr 103 Office Hours: Thursday 3-5

Europe’s twentieth century was among the most tragic, and most triumphant, in its history. Here the modern project—based on self-determination, democracy, and technology—reached its greatest heights and its most tragic depths. In this course, we will chart these diverse experiences, emphasizing the surprising relationship between the two. Our history will take us far beyond the borders of Europe: as always, Europe’s history was tied inextricably to that of the globe through immigration, empire, and war. But whereas the Europe of old had dominated that world, the “Old Europe” of the twentieth century suddenly found itself the plaything of forces and superpowers beyond its control. A history of Europe becomes a history of the Cold War, and a history of the globe.

**Requirements**

History is about *answering questions.* While history is not primarily about telling stories or memorizing facts, history *is* about using facts and stories to answer questions. The course itself is structured as a series of questions, and every day in class our readings and discussion will be oriented around a single question. For your primary research project, you will ask and answer your own question about twentieth century European history, using primary sources that you will discover myself with the help of myself, librarians, and your fellow students. To give you the skills to write this paper, there will be two other writing projects designed to teach the reading skills that we need as historians. The first is an exercise in “close reading,” in which you will read a primary source from the past with the eye of a detective. The second is an exercise in “distant reading,” in which you will read a secondary source--a recent work of history--with the critical eye of a scholar.

Four ironclad rules: (1) Laptop computers are not permitted in class, unless you receive special permission from me. (2) You must bring each reading to class. If it is a book, you must have the book in front of you. If it is a .pdf from Sakai, you must print it out and have it with you. (3) Many of the readings will be available on Sakai. These aren't meant to be skimmed and thrown away, but should take the place of a textbook. Keep all of the readings together in a folder or binder. (4) Take notes in a notebook. In addition to lecture notes, take notes on the reading. These can be very brief, but in your notebook, you will be required to write at least one line about each reading: what kind of source is it, why are we reading it, what does it tell us about Europe? On quiz dates, I will ask you to turn your notebook to a specific date and check to see that you've done this.

*Quizzes and exams:* There will be a cumulative final exam at the end of the course. There will also be three quizzes, one on each of the first three units. The quizzes are simple: I will simply read one of the organizing questions of the preceding unit, and you will be expected to write a short paragraph answering that question.

*Plagiarism*: I take plagiarism extremely seriously. My plagiarism policy is simple: if I even suspect a whiff of plagiarism, I will open a case with the Office of Student Conduct. If you have any questions about this—that is, if you are not sure whether or not a certain act constitutes plagiarism—ask me before turning in your paper: you will not be penalized in any way if you check something out with me and I tell you that it needs a citation or a rewording. The basic concept is easy: do not pass off other’s ideas or words as your own. If you got a cool idea from a footnote, from a website, from Wikipedia, or from a conversation with another faculty member, you have to cite it.

**Grades**

10%: Assignment 1

10%: Assignment 2

15%: quizzes (5% per quiz)

15%: Class participation, attendance

20%: Final exam

30%: Final paper, including process

**Required Texts** (available in the Textbook Store, feel free to buy online using these ISBN numbers)

Peter Fritzsche, *Life and Death in the Third Reich*(0674034651)

Henri Alleg, *The Question*(0803259603)

Tony Judt, *Ill Fares the Land*(0143118765)

**Course Schedule**

Wed, 26 August: Why Europe? Why Now?

**I: World War I and the Death of Old Europe**

Fri, 28 August: The Road to War

*What were the political and social causes of World War I?*

Howard, “Europe in 1914”\*; Nationalism Sources (Wilhelm II, Herzl, Black Hand)\*

Wed, 2 Sept: World War I

*What is “total war” and why did Europe pursue it in World War I?*

Lunn, “Memoirs of the Maelstrom”\*; Davis, introduction and chapter 4, *Home Fires Burning\**

<Assignment 1 passed out>

Fri, 4 Sept: Civilization and Its Discontents

*What did World War I reveal about modern societies?*

Freud, “Reflections on War and Death”\*; Hochschild, “I Tried to Stop the Bloody Thing”\*

Wed, 9 Sept: The Communist Revolution

*What is Communism and why did it triumph in Russia in 1917?*

Marx, *The Communist Manifesto* [selections]\*; “Lenin on Dictatorship”\*

<Assignment 1 due>

**II: Interwar Europe: Modernity Out of Control**

Fri, 11 Sept: A Failed Reconstruction: Interpreting Europe’s 1920s

*Why was the postwar peace so flimsy?*

Howard, “The Settlement”\*; three accounts of Europe’s 1920s from three very different figures: Leon Trotsky, “Disarmament and the United States of Europe” (1929)\*; Winston Churchill, *The Aftermath* (1929); and Adolf Hitler, *Second Book* (1928)\*

<Quiz 1, including map quiz, and notebook check>

Wed, 16 Sept: Communism and the Utopian Dream

*Why was Communism so attractive to millions of Europeans, and to what extent did it live up to its promise?*

Eley, “Living the Future: The Left in Culture”\*; Snyder, The Soviet Famines”\*

<assignment 2 passed out>

Fri, 18 Sept: Fascism, Fantasy, and the Nation-State

*Why was Fascism so attractive to millions of Europeans, and to what extent did it live up to its promise?*

Fritzsche, Introduction and Chapter 1; Mussolini, “The Doctrine of Fascism”\*

<complete steps 1-2 of assignment 2>

Wed, 23 Sept: The Dialectic of Race

*Why was anti-Semitism so widespread in the 1930s?*

Fritzsche, Ch 2; “Nazi Anti-Semitic Catechism”\*

Fri, 25 Sept: Imperial Conflict and the Origins of World War II

*What were the primary causes of World War II?*

Fritzsche, Ch 3; ”Chamberlain and Churchill on Appeasement”\*

Wed, 30 Sept: The People's War: World War II and the End of Old Europe

*How was World War II fought, and why did the Allies win?*

Merridale, “Despoil the Corpse”\*; Victor Gregg, “Dresden bombing 70 years on”\*

Fri, 2 October: The Holocaust

*What is the Holocaust, why did it occur, and who is to blame?*

Fritzsche, Ch 4; Snyder, “Holocaust: The Ignored Reality”\*

Wed, 7 Oct: LIBRARY VISIT (Rubinstein 150)

*How do historians do what they do?*

<assignment 2 due>

<brainstorm assignment and primary source guide handed out>

**III: Postwar Europe: The Rise and Fall of New Empires**

Fri, 9 Oct: From Hot War to Cold War

*How did the Cold War start, and who started it?*

Churchill, “The Sinews of Peace”\*; Leffler, “Inside Enemy Archives”\*

<quiz on part 2, notebook check>

<distant reading assignment due>

Wed, 14 Oct: Reconstruction in the West: Consumption and Coercion in the American Empire

*How did Western European societies recover from the devastation of the war?*

De Grazia, “A Model Mrs. Consumer”\*; RAF, “The Urban Guerrilla Concept”\*

Fri, 16 Oct: Europe as a Land of Socialized Medicine and Tiny Cars

*How does the European welfare state differ from the American, and is this a model?*

Selections from Steven Hill, *Europe's Promise* [one on healthcare, one on environmentalism]

Wed, 21 Oct: Reconstruction in the East: Consumption and Coercion in the Soviet Empire

*How did Eastern European societies recover from the devastation of the war?*

Selection from Paulina Bren, *The Greengrocer and His TV\** ; Imre Nagy, “Reform Communism”\*

<Paper assignment 1: brainstorm DUE IN CLASS>

<Paper assignment 2: annotated bibliography handed out>

Fri, 23 Oct: The End of Empires (1): Decolonization in Africa and Indochina

*Why and how did Western Europe lose its empire, and what problems did it leave us?*

Alleg, *The Question* [entire]

Wed, 28 Oct: The End of Empires (2): Decolonization in Eastern Europe

*Did the Soviet empire collapse on its own or was it an American victory?*

James Brown, “Poland: The Crowning of Solidarity”\*

**IV: Reflections on Europe**

Fri, 30 Oct: A United States of Europe? The Greek Crisis in Historical Context

*What is the European Union, and why was it formed?*

Judt, “The Old Europe -- and the New”\*; *Vox* explainer, “The Greek Crisis: 9 Questions You Were Too Embarrassed to Ask” [find this on Google, no need to print this one]

<quiz on part 3, notebook check>

<paper assignment 2: annotated bibliography DUE IN CLASS>

<paper assignment 3: outline handed out>

Wed, 4 Nov: Europe's Muslim Minorities: The Immigration Crisis in Historical Context

*How have Europeans dealt with waves of immigration?*

Schmidle, “Ten Borders”\*; *The Economist,* “Everything You Want to Know About Migration Across the Mediterranean” [find this online, no need to print]

Fri, 6 Nov: Eastern Europe's Capitalist Experience

*What is the nature of the post-Communist transition?*

Klein, “Bonfire of a Young Democracy”\*; Drakulic, “Cafe Europa”\*

<paper assignment 3: outline DUE IN CLASS>

Wed, 11 Nov: The Return of the Nation in Contemporary Europe: The Ukraine Crisis in Historical Context

*Why are nation and race returning to the European scene?*

Meng, “Silences about Sarrazin's Racism in Contemporary Germany”\*

Fri, 13 Nov: Aerial Warfare and the Surveillance State: Lessons from Europe's Past

*Are contemporary modes of warfare and surveillance new (post-9/11) or are they rooted deep in the past?*

Quinn Slobodian, “The Opaque State”\*; Satia, "Drones: A History from the Middle East"\*; Garton Ash on Data Collection\*

Wed, 18 Nov: Class replaced by film screening, to be held tomorrow evening

Fri, 20 Nov: Paper workshop

<bring paper draft, at least 5 pages in length, including a full introductory paragraph and thesis statement>

Wed, 25 Nov: THANKSGIVING

Fri, 27 Nov: THANKSGIVING

<over break: start reading Judt, *Ill Fares the Land*>

Wed, 2 Dec: Europe Today

Judt, *Ill Fares the Land;* discussion about using history to understand the present

<draft due today if you want feedback; this is optional>

Fri, 4 Dec: NO CLASS TODAY, final review to be held on Monday

Mon, 7 Dec: Final review

<this will be held in Carr 103 from 11:45-1>

FINAL: Tues, 8 December, 2-5 PM