

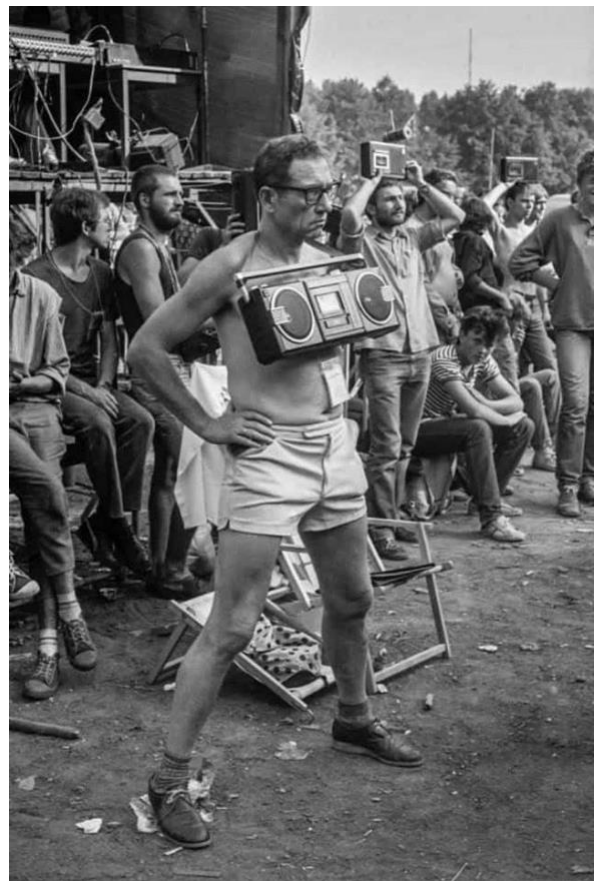
HIST 342 – *Twentieth Century Europe*

Course Description: HIST 342 - Twentieth-Century Europe (3 credits) This course examines a history of trans-regional conflicts, ideological polarization, and the pursuit of material well-being in twentieth-century Europe. F, S, M, Su

Course Objectives: To gain a comprehensive over-view of the broad patterns, long-term trends, contingent factors, converging vectors, and immediate triggers that challenged and transformed the political hierarchies, social networks, economic organization, and cultural practices of Europe in the Twentieth Century.

Student Learning Outcomes:

- 1) Demonstrate an understanding of the origins, experiences, objectives, and consequences of WWI;
- 2) Demonstrate an understanding of the relative appeal, promise, and challenges of liberal, communist, and fascist regimes;
- 3) Demonstrate an understanding of the multiple causes, objectives, experiences, and consequences of WWII;
- 4) Demonstrate an understanding of the challenges, objectives, experiences, and consequences of the Cold War and Decolonization;
- 5) Demonstrate an understanding of why ‘Americanization’ prevailed over ‘Sovietization’ models;
- 6) Demonstrate an understanding of the significance and challenges associated with the emergence of the EEC and the European Union;
- 7) Demonstrate an understanding of the challenges associated with immigration, multi-culturalism, and diversity in Europe;
- 8) Construct sound arguments about historical change; and
- 9) Synthesize and communicate historical information through college-level writing.



Required Text (available online upon login with Kimbel library):

- * Conrad Jarausch, *Out of Ashes*
- * Additional readings delivered via Moodle

Caveat: This course addresses mature content and themes (contemporary political, moral, cultural, and sexual topics) that require intellectual maturity to navigate and emotional maturity to evaluate.

General Expectations. This course is not about disseminating and regurgitating pre-digested facts about history (those abound in textbooks and encyclopedias). Rather, we explore the entanglements, ambiguities, difficulties, contradictions, and challenges raised by historical record. To do this very well, you should:

1. Study and prepare approximately 8-10 hours per week;
2. Read approximately 60-80 pages per week;
3. Complete all assigned work on time (see section on excuse, unexcused, and late work);
4. Bring daily reading materials to class; and
5. Participate constructively and politely in class and/or online.

Student Learning and Comprehension Measured:

- * **Regular** in-class quizzes, online, or take-home **assignments** (cumulatively worth 20% of final grade);
- * **Two 4-to-5-page essays** (each worth 20% of your final grade);
- * **Make-up work** consists of 2-page essays covering the material(s) related to the missed in-class assignment or quiz and is due within one week of absence (without penalty). Thereafter a 10% late penalty applies; and
- * A **Final Research Essay 10-to-12-page** essay (worth 40% of your final grade).

Overall Course Grading Scale: A= 92-100; B+= 87-91; B= 80-86; C+= 77-79; C= 70-76; D= 60-69; F= 0-69; and FX= failure as a result of academic dishonesty. Plagiarized assignments receive a “0” grade and be reported to the Office of Student Conduct. Subsequent infractions will likely lead to withdrawal from the course. The FX grade is treated as an ‘F’ in the grade point average computation. With regard to Repetition of Course Work, courses that receive an FX grade are not eligible to be repeated under the university’s “Repeat Forgiveness” option, and instead may only be repeated via the “Standard Repeat” option. When assigned, the FX grade will become a part of the student’s internal academic record and will appear on unofficial transcripts and within the student information system. The FX grade will not appear on the student’s official transcript.

Make-up Work

Students are expected to take exams and turn in assignments at the specified times and places. If this is impossible (due to **extraordinary** or **excused** circumstances, such as documented illness, death in the family, or institutional activities approved by an academic dean), **excused make-up work should be completed as soon as possible. Unexcused make-up work consists of 1) a two-page essay** addressing the main points and general arguments in the reading related to the missed quiz/assignment and **2) is subject to a late penalty of 5% per every three days late.** Make-up essays are emailed directly to Prof. Whalen.

SCHEDULE of READINGS

Part 1: 1900–1919

Week 1: EUROPE at APEX

Readings: Jarausch, *Out of Ashes*, chs. 1 and 2.

Documentary: PBS “1900 Age of Hope.”

Consider: Winock, “The Charity Bazaar Fire” and Hochschild, “Where There Aren't no Ten Commandments.”

Week 2: THE GREAT WAR

Readings: Jarausch, *Out of Ashes*, chs. 3 and 4.

Documents: “5 Letters: Paul and Marie Pireaud” and “The September Programme.”

Consider: Horne, “The Price of Glory,” Smith, *Not so Quiet...!* (selections), and Remarque, *All Quiet on the Western Front* (selections).

Week 3: REVOLUTIONS and TREATIES

Readings: Jarausch, *Out of Ashes*, chs. 5 and 6

Document: “Maternity: Letters from Working Women.”

Consider: Chase, “Daily Life in Moscow,” and *The George Orwell Reader* (selections).”

Part 2: 1919–1945

Week 4: ECONOMIC STABILITY and COLLAPSE

Readings: Jarausch, *Out of Ashes*, chs. 8 and 9.

Documents: “Treaty of Versailles” and “25 Points of NSADP.”

Consider: de Jong, “Hyperinflation in Weimar Germany,” Keun, *The Artificial Sil Girl* (part 1), Roberts, “Madame Doesn't Want a Child,” and Hannam, “Women, Work, and Politics.”

Week 5: RESURGENT ECONOMIES

Readings: Jarausch, *Out of Ashes*, chs. 10 and 11, and Goebbels, “A Storm is Coming.”

Document: “The Popular Front” and “Vagrants and Beggars in the Third Reich”

Additional Readings: Jarausch, *Broken Lives*, “Nazi Adolescents,” Whalen, “Modern Burgundy as Gastronomic Regime,” Whalen, “The 1925 Paris Exposition,” and *The George Orwell Reader* (selections).

Week 6: TOTAL WAR and HOLOCAUST

Readings: Jarausch, *Out of Ashes*, chs. 12 and 13, and Ida Fink, *Behind the Hedge* (selections).

Document: Streicher, *The Poisonous Mushroom* (selections) and “The Jager Report”

Part 3: 1945–1968

Week 7: REVENGE and RETRIBUTION

Readings: Lowe, *Out of Ashes* (selections).

Documentaries: and PBS The Peoples' Century "1945, Fallout."

Additional Readings: Jarausch, *Broken Lives*, "Defeat as New Beginning."

Week 8: REBUILDING and RECOVERY

Readings: Jarausch, *Out of Ashes*, chs. 14 and 15.

Additional Readings: Judt, "The Glory of the Rails," and XXX, "Club Med."

Week 9: MICROSCOPES and REFRIGERATORS

Readings: Jarausch, *Out of Ashes*, chs. 16 and 17.

Document: Applebaum, *Gulag Voices* (selections)

Additional Readings: Aleksandr Solzhenitsyn, *Gulag Archipelago* (selections).

Week 10: DECOLONIZATION and POLARIZATION

Readings: Jarausch, *Out of Ashes*, chs. 18 and 19.

Additional Readings: Fanon, *Wretched of the Earth* (selections) and Furlough, "Packaging Pleasures."

Week 11: REFORM and PROSPERITY

Readings: Jarausch, *Out of Ashes*, chs. 20 and 21.

Additional Readings: Orfali, "The Swedish Model" and Jarausch, *Broken Lives*, "Democratic Maturity."

Part 4: 1968–present

Week 12: REVOLT and ENTRENCHMENT

Readings: Jarausch, *Out of Ashes*, chs. 22 and 23.

Additional Reading: Keith Reader, "What Happened in May 1968" and de Beauvoir, *The Second Sex* (selections)

Week 13: DISAPPOINTMENT in the EASTERN BLOCK

Readings: Jarausch, *Out of Ashes*, chs. 24 and 25.

Additional Readings: Jarausch, *Broken Lives*, "Communist Disappointment."

Week 14: NEO-LIBERAL TRANSFORMATIONS

Readings: Jarausch, *Out of Ashes*, chs. 26 and 27 and Naimak, "Ethnic Cleansing in the Wars in Former Yugoslavia."

Document: "Transcript from the Trial of José Bové"

Week 15: EUROPEAN UNION and CONTEMPORARY CHALLENGES

Readings: Jarausch, *Out of Ashes*, ch. 28 and Whalen and Id'Salah, "Girl Slaves in Contemporary France."

Additional Readings: Julian Bourg, "Paris in Terror: France's Long History of Political Violence," (*Boston Review*, 3 Dec 2015), Darcie Fontaine, "Temporary Migrants or Permanent Immigrants: France's Long 'Migrant Crisis,'" "

**** Additional Policies ****

Attendance Policy: Numerous studies have demonstrated a direct correlation between attendance and academic success. Attendance and class participation are necessary for you to learn. Students should arrive to class on time and remain the entire class period. Polite, constructive, and informed participation is expected. Missed class content and discussion materials will not be replicated or recorded.

I adhere to the **University Policy** outlined in the current University Catalog that stipulates that if you miss 25% of classes (unexcused absences) you will receive an 'F'. **Absences** will be *excused* when a student presents *documentation* of (1) an incapacitating illness or condition; (2) accommodation for a disability; (3) participation in an officially sponsored University event; (4) death of a close relative; (5) religious holidays; (6) active military duty or assignment; (7) official University closings; and (8) compliance with a subpoena. In the case of a *documented, excused absence*, you are expected to complete all missed coursework promptly and in consultation with the instructor. **In the case of an unexcused absence, missed coursework may be made up without penalty within one week.** Daily attendance is also collected for Registrar, Academic Adviser, and Financial Aid reporting purposes. *Otherwise, attendance alone will not factor into the calculation of your grade.* **FYI: Sleeping during class does not constitute attendance and will be marked as an absence.**

Students with Disabilities: As an institution of higher education, Coastal Carolina University wants to see each student become successful and be given equal opportunity to achieve his or her fullest potential. Keeping this in mind, any student who needs further assistance due to a disability, whether it is physical, learning, or mental, will be provided with the means necessary to achieve his or her goals. For further information, please contact the Office of Accessibility and Disability Services at (843) 3492503 or visit their office in the Kearns Hall, Room 106.

Inclement Weather: Closing of the University for Inclement Weather

In the event of hazardous weather, faculty, staff, and students are requested to listen to local radio and television stations or visit the Coastal Carolina University website for official University closing announcements. Announcements about hazardous weather are also posted on the University's homepage. Review the [Hazardous Weather and Emergency Conditions Leave Policy](#) (FAST-HREO-220). Instructors may refer to the [Contingency Instruction website](#) or Section VIII N. Contingency Instruction for information about what to do if class has been cancelled.

Disruptive Behavior: Behavior that distracts teaching or disrupts learning will be treated as disruptive behavior and will, in the first instance, receive an informal warning, in the second instance, a formal written (email) warning, and, in the third instance, be reported to the Office of Student Conduct. If you are expecting an emergency call or important message, please seat in the rear of the classroom with notifications set on a 'polite' or 'discreet' mode. For a complete copy of the Coastal Carolina University Code of Student Conduct see:

<http://www.coastal.edu/media/studentaffairs/deanofstudents/pdf/CCU%20Code%20of%20Student%20Conduct%20WEB%20Aug14%20PRINT.pdf>

Drop Policy: I adhere to the University Policy outlined in the current University Catalog that stipulates that if you miss 25% of classes you will receive an ‘F’ = 11 classes on a M-W-F schedule, 7 classes on a Tu-Th schedule, or the equivalent for online/hybrid delivery. **Absences will be excused when a student presents documentation of:** (1) an incapacitating illness or condition; (2) accommodation for a disability; (3) participation in an officially sponsored University event; (4) death of a close relative; (5) religious holidays; (6) active military duty or assignment; (7) official University closings; and (8) compliance with a subpoena.

Student Consultations: You are welcome to call me or stop by my office during posted office hours, as I will be in. If these times are inconvenient, I will try to arrange to meet at another time. You may also contact me by phone, by email, or by leaving a note for me in my faculty mailbox. Direct correspondence, concerns and/or questions should be sent to pwhalen@coastal.edu. When you write, please include your class and section information (number or meeting time), and I will-under normal circumstances- answer within 24 hours.

Course Communication: All changes, announcements and communication will be done via the course’s Moodle website. The default email account for this system is your student email. Please check the website frequently. Anyone not using their student email will need to make the proper arrangements to have their mail forwarded to the proper account.

Printing your Paper at the Library: <<http://www.coastal.edu/library/services/printing.html>>

Plagiarism is a serious violation of the ethics of scholarship and undermines the credibility of academic inquiry. Generally, plagiarism is the use of another’s work and the presentation of it as one’s own. Plagiarism takes many forms; the clearest abuse is the use of another's language or written work without quotation marks and citation (even if it is in one's own words). Plagiarism includes, but is not limited to: any limited borrowing, without attribution, of another person's research findings, hypotheses, data, theories, rhetorical strategies, interpretations; the submission of laboratory reports, research papers, computer programs, etc., not authored by the student; the submission of material copied from any published source without attribution (including the Internet); the resubmission of a student’s previously submitted laboratory reports, research papers, computer programs, etc., without the instructor’s approval. More subtle abuses include the appropriation of concepts, data, or notes all disguised in newly crafted sentences, or reference to a borrowed work in an early note and then extensive further use without attribution. For more information about the “Code of Student Conduct and Academic Responsibility,” see the CCU Student Handbook @ <<https://www.coastal.edu/conduct/>>.