HIST 429
Europe, 1914-Present
Spring 2013
Professor Cheryl Koos

Time: MW 11:40-1:20 e-mail: ckoos@calstatela.edu, ckoos15@yahoo.com
Place: KH-B4012 Office/phone: KH C-4066/323.343.2020
Office hours: 1:30 – 2:10 Mondays, 10-10:40am Wednesdays, and by appointment

Course Description: This course will examine the social, cultural, political, and economic history of Europe (with a focus on Germany, France, Great Britain, and the Soviet Union/Russia) from 1914 to the present. Using primary sources, memoirs, and film, we will explore major events of the 20th century, including World Wars I and II, the Holocaust, the rise and fall of authoritarian dictatorships, and the decolonization of European empires, with an emphasis on how these crucial events affected the daily lives of those European men and women on the margins of society.

Course Requirements and Outcomes: Since this class relies heavily on the analysis of primary source documents and discussion of those documents, students and professor must come to class prepared to discuss the assigned material. Students will develop skills relating to the critical analysis of primary and secondary sources, will develop an understanding of major issues in 20th century European history, as well as will develop oral and written communication skills.

Assignments: There will be a midterm and a final examination. In addition to a midterm and final, you will have one 5-7 page paper that utilizes Hans Massaquoi’s Destined to Witness and Gerda Weissmann Klein’s All But My Life and a short 1-3 page paper that utilizes the Digital Times of London archive. Graduate students will write an additional book review on an historical monograph mutually agreed upon with the instructor. From time to time, we will have short assignments on the week’s reading or film that will be assigned in class and/or pop quizzes. These assignments will comprise 10% of your overall grade. Participation is key to your success in the class; attending everyday and not saying anything will earn a C+ in participation.

Required Texts:
Burleigh and Wipperman, The Racial State
Hans Massaquoi, Destined to Witness
Gerda Weissmann Klein, All But My Life
Robert Linhart, The Assembly Line
Library Electronic Reserves

Recommended Text:
Richards and Waibel, Twentieth-Century Europe: A Brief History

Assignments: Grading:
Midterm 25% A = 93-100% C+ = 77-79%
Final 30% A- = 90-92% C = 73-76%
Participation 10% B+ = 87-89% C- = 70-72%
Essay 20% B = 83-86% D+ = 67-69%
S.E/L.C.W/Oz 10% B- = 80-82% D = 60-69%
Digital Times 5%
Late tests and papers: Late papers will be docked one letter grade for each day late. Exceptions will be made only in case of illness, verified by a physician, or a verifiable death or illness in the immediate family. Tests maybe taken late only under one of these two circumstances. In-class work, such as group work or quizzes, may not be made up under any circumstance.

Students with Disabilities: Students with Disabilities should be aware of the resources available at the Office for Students with Disabilities (Student Affairs 115, telephone: 323.343.3140). Students seeking such accommodations must be registered with OSD and have appropriate paperwork filed. Students working with OSD are responsible for making all arrangements; I will be notified electronically of any class/testing accommodations.

Attendance and Participation: Attendance will be taken at the beginning of each class. Please be aware that excessive absences (more than four classes (20%)) will place you in jeopardy of failing the participation portion of your class grade (10% of your overall grade). If you need to arrive late or leave early for a particular reason, please let me know before the class begins. You will be expected to sit near the door so as not to disturb other class participants. Class participants should not disrupt the class by not coming in and out of the class for any reason. If you have a physical condition that necessitates departures from class, please talk with me. All class participants are required to bring the day’s readings (print them out!); your active engagement in class discussions and attentiveness will be factored into your participation grade. Not being prepared or on time, or contributing to a negative learning environment will impact this portion of your grade negatively. Please turn off cell phones when entering class; texting is prohibited and will negatively impact your participation grade. Laptop computers, including iPads, are allowed for note-taking purposes and accessing documents/e-books only. If computers are used for internet surfing (outside of class readings), note-taking privileges will be revoked. I reserve the right to ask for class notes from a given day if you utilize a laptop. Violations of this will also negatively impact your class participation grade.

E-Reserve/Course Reserves: The password for the E-Reserve Readings available through the CSULA library website (www.calstatela.edu/library) is HIST429.
Course Schedule

Week One
M 4/3 Introduction: The Beginning of the Great War

Week Two
M 4/8 The Front: The Trench Experience
http://www.fordham.edu/halsall/mod/1918fraser.html
http://www.fordham.edu/halsall/mod/sassoon-attack.asp
http://www.fordham.edu/halsall/mod/1914warpoets.html

W 4/10 The Home Front: Those Left Behind
http://www.fordham.edu/halsall/mod/1916luxemburg-junius.html
http://digital.library.upenn.edu/women/coleman/marching/will.html
http://digital.library.upenn.edu/women/coleman/marching/men.html

Week Three
M 4/15 When All That is Solid Melts into Air: The Cultural and Human Aftermath of the War
http://www.fordham.edu/halsall/mod/valery.asp
Begin reading Massaquoi, Destined to Witness

W 4/17 The Russian Revolution and Stalin
http://www.fordham.edu/halsall/mod/lenin-staterev.asp
http://www.fordham.edu/halsall/mod/1917lenin1.html
http://www.fordham.edu/halsall/mod/lenin-testament.asp
http://www.fordham.edu/halsall/mod/stalin-worship.asp
http://www.fordham.edu/halsall/mod/1936purges.html
Continue Reading Massaquoi, Destined to Witness

Week Four
M 4/22 The Politics of the Family and the Woman Question in Interwar Europe
Anonymous, “The Shorn Head of Hair”
Electronic Reserve Readings:
Mary Louise Roberts, “Samson and Delilah Revisited: The Politics of Women’s Fashions in 1920s France”
http://www.jstor.org/stable/2167545
Continue Reading Massaquoi, Destined to Witness

W 4/24 The Advent of Fascism in Europe
http://www.fordham.edu/halsall/mod/mussolini-fascism.asp
http://history.hanover.edu/courses/excerpts/111hit1.html
Continue Reading Massaquoi, Destined to Witness
Mini Essay Due: “Samson’s Shorn Head”
Week Five

M  4/29  The Rise of Hitler and Nazism and the Consolidation of Power  
http://www.fordham.edu/halsall/mod/horstwessel.html  
Burleigh, 7-73  
Continue Reading Massaquoi, Destined to Witness

W  5/1  Midterm

Week Six

M  5/6  The Creation of the Racial State Part I: The Jewish Question and the Sinti/Roma  
Burleigh, 77-135  
http://www.fordham.edu/halsall/mod/stuermer00.asp  
http://www.fordham.edu/halsall/mod/gypsy-holo.asp  
Continue Reading Massaquoi, Destined to Witness

W  5/8  The Creation of the Racial State Part II: The “Hereditarily ill,”  
“Asocials,” “Aryan” Women, and Homosexuals  
Burleigh, 136-197  
http://www.fordham.edu/halsall/pwh/para175.asp  
http://www.fordham.edu/halsall/pwh/naziviews.asp  
http://www2.h-net.msu.edu/~german/gtext/nazi/euthanasia-eng.html  
http://www.fordham.edu/halsall/pwh/seel.asp  
Discuss Massaquoi, Destined to Witness

Week Seven

M  5/13  World War II: Europe under Siege  
Read Weissmann Klein, All But My Life

W  5/15  World War II and the Holocaust:  
http://eudocs.lib.byu.edu/index.php/Wannsee Protocol  
http://www.historyplace.com/worldwar2/holocaust/h-posen.htm  
http://www.fordham.edu/halsall/mod/1942graebe.html  
Discuss Weissmann Klein, All But My Life

Week Eight

M  5/20  The Aftermath of War: Rebirth, Recovery, and the Spread of Communism  
http://www.fordham.edu/halsall/mod/churchill-iron.asp  
Electronic Reserve Readings:  
Elizabeth Heineman, “The Hour of the Woman”  

W  5/22  Decolonialization and the Legacy of European Imperialism  
Focus on the Algerian War and its Aftermath  
Electronic Reserve Readings  
Kramer, “The Pieds Noirs”  
Memoirs from the Margins Essay due
**Week Nine**

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<th>Event</th>
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<tr>
<td>M</td>
<td>5/27</td>
<td>MEMORIAL DAY: NO CLASS</td>
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**Week Ten**

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<td>M</td>
<td>6/3</td>
<td>And the Wall Came Tumblin' Down: The Fall of Communism 1989-1991 Granata, “Why Not All Germans Celebrated the Fall of the Berlin Wall” (in <em>Human Tradition in Modern Europe</em>)</td>
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<td>W</td>
<td>6/5</td>
<td>Post-Cold War Europe and the European Union: Which way Europe? Reading TBA</td>
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**Week Eleven/Finals**

**Week**

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<td>M</td>
<td>6/10</td>
<td>Mop-up day/Final Review</td>
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<td>W</td>
<td>6/11</td>
<td>Final Exam: 10:45am-1:15pm</td>
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Essay Assignment:

Memoirs from the Margins in Nazi Germany

Using Hans Massaquoi’s Destined to Witness and Gerda Weissmann Klein’s All But My Life as foundations, write a 5-7 page interpretive essay (12 point font, double-spaced) that analyzes the experiences of three marginalized groups of people under the Nazi Regime between 1933 and 1945. In your essay, you must incorporate the examination of at least four of the listed primary source documents that we have studied this quarter. You may utilize additional documents from the Calvin College German Propaganda Archive (see below). Note: your essay must not be merely summary of Weissmann Klein’s or Massaquoi’s stories; it must reflect that you have carefully considered the material and analyzed the material within the historical context of the 1930s and 1940s.

Remember to develop a THESIS and SUBSTANTIATE it!!! PROOFREAD your paper for spelling and grammatical errors.

Be sure to DOCUMENT your essay with footnotes or endnotes. THIS IS IMPERATIVE. Thus, you must not quote or paraphrase passages from the books or websites without appropriate footnotes or endnotes. You must use the Chicago Manual of Style (or Turabian) for your citations. See: http://www.chicagomanualofstyle.org/toolscitationguide.html and http://www.calstatela.edu/library/styleman.htm (look at Chicago Manual of Style). For additional help, see Patrick Rael’s writing guide for history students: http://www.bowdoin.edu/writing-guides

The essay is due Wednesday, May 22, at 11:40 am. Essays received after this time will be counted as late.

Primary Sources To Be Used
German Propaganda Archive at Calvin College Link http://www.calvin.edu/academic/cas/gpa/

Hitler’s Speeches
Speech excerpts: http://history.hanover.edu/courses/excerpts/111hit1.html

Documents on the Creation of the Racial State

Jews
Der Stürmer http://www.fordham.edu/halsall/mod/stuermer00.html

Gypsies
Gypsies in Auschwitz http://www.fordham.edu/halsall/mod/gypsy-holo.html
Survivor Testimony http://www.library.yale.edu/testimonies/excerpts/annaw.html

Homosexuals
Paragraph 175 http://www.fordham.edu/halsall/pwh/para175.html
Nazi Attitudes http://www.fordham.edu/halsall/pwh/naziviews.html
Pierre Seel http://www.fordham.edu/halsall/pwh/seel.html
Hereditarily Ill or Disabled
Euthanasia order  http://www2.h-net.msu.edu/~german/gtext/nazi/euthanasia-eng.html

The Holocaust
Wannsee Protocols  http://library.byu.edu/~rdh/eurodocs/germ/wanneng.html

Secondary Sources for Context

Burleigh and Wipperman, The Racial State
Waibel and Richards: Europe in the Twentieth Century.
Plagiarism Acknowledgement

Note: The following is a reproduction of California State University, Los Angeles' plagiarism policy as found in the 2011-14 Catalog, found at http://ecatalog.calstatela.edu/content.php?catoid=4&navoid=83

“At Cal State L.A., plagiarism is defined as the act of using ideas, words, or work of another person or persons as if they were one’s own, without giving proper credit to the original sources. The following examples of plagiarism are intended to be representative, but not all-inclusive:

• Failing to give credit via proper citations for others’ ideas and concepts, data and information, statements and phrases, and/or interpretations and conclusions
• Failing to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or a part thereof
• Paraphrasing the expressions of thought by others without appropriate quotation marks or attribution
• Assembling parts from various works and submitting the synthesis or single paper as one’s own creation
• Representing another’s artistic/scholarly works, such as musical compositions, computer programs, photographs, paintings, drawings, sculptures, or similar works as one’s own

Plagiarizing on any academic assignment, including course work, comprehensive exam, or thesis, in whole or in part, is subject to discipline for academic dishonesty.”

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You are permitted to use the ideas of other people; in fact, you should. But, when you use an idea of someone else without giving the original originator of the idea credit, then that is plagiarism. For example: if you paraphrase a source, you must give credit to the author. If you take a quotation word for word, then you must use quotation marks and cite the original author. To avoid unintentional plagiarism, do not share your rough drafts of finished papers with other students. You have the responsibility to ensure that your work is not used by other students. Also, if you are taking notes on a publication, be sure to use quotation marks when you are copying a quotation directly, so you will not forget and later think that your notes are already paraphrased. The instructor is not remotely sympathetic to any form of plagiarism, whether intentional or accidental. Plagiarists are penalized to the maximum extent allowed by Cal State L.A.. Depending on the extent of the plagiarism, it may result in a failing grade in an assignment, the reduction of the course grade by one letter grade (without possibility for withdrawal), a failing grade in the course (without possibility of withdrawal), suspension from the University, or dismissal from the University. These penalties apply to cheating, collusion, and other dishonest conduct; due to the nature of this class, however, plagiarism is a particularly sensitive topic, and has been discussed here at length.

_____________________________________________________________________

I acknowledge that I have read and understand the above statement, and have received a copy of it.

_____________________________________________________________________

Name (Printed and Signed) ___________________________________________ Date __________