Syllabus
HIST 4454/01 - 20th Century Europe
CRN 50240
First Session Summer, 2012, MTWTH, 5:00 - 7:45 pm
PROFESSOR: DR. ELSA A. NYSTROM

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OFFICE HOURS: MTWR - 12:30 - 2:00 or by appointment

IMPORTANT - PLEASE READ FIRST!
I am having hip replacement surgery on June 22. As a result the class will end June 22. You will get the essay final earlier in the last full week of class. If you have concerns about this, please let me know ahead of time. I promise to pack this class full of information on the days we meet. I taught this class as a hybrid last summer but because of my impending surgery we will meet on the scheduled days. However I have loaded the hybrid learning modules on Vista as I think they will provide helpful information regarding the quizzes as well as understanding what happens in 20th century Europe.

TEXT: Sources of European History since 1900 Perry, Berg, Krukones

COURSE Description

This course is divided into four sections; the first deals with Europe as it was in 1900 with emphasis on the great changes that are underway in the areas of political thought, society and culture, and the world of the arts; the second deals with WWI and its immediate aftermath; section three deals with the rise of dictatorships in the 1930's and WWII and the final section looks at the recent past in Europe, including the fall of the Soviet Union and the development of the EU. You will be learning about a period that has shaped the 21st century as both WWI and WWII were watersheds of change.

COURSE INFORMATION:

WITHDRAWALS AND INCOMPLETES
The last date to withdraw from a course WITHOUT PENALTY is June 13, however, in order to officially withdraw from a course, a student MUST go to the Registrar’s office and fill out the necessary form. If a student stops attending a class and doing the coursework without notifying the Registrar, he or she will automatically receive a WF. Only special hardship cases may be permitted to receive a grade of W after March 5 (instead of the WF) and then only with the approval of the Registrar.

The grade of incomplete (I) will only be given to students who have completed at least 75% of their coursework, with a grade of C or better but are unable to complete the rest of their work for non-academic reasons beyond their control. An incomplete may also be assigned if a student misses the final exam and is otherwise in good standing.
Sources of European History since 1900 Perry, Berg, Krukones

Exams

3 Quizzes on readings you will find on learning modules - 75% of Grade

There will be one short answer exam (on June 21 taken in class) and an essay final (which you will get on June 18 and will be due on the 21 as well. - 20% of Grade

Grades based on the following:
- 3 Exams on readings - 25% each
- 1 Final Exam - Both Parts - 20%
- Attendance and Participation - 5%

ATTENDANCE AND PARTICIPATION:

Students are expected to attend scheduled classes and keep up with the reading. Because there will be relatively few class sessions, (14) it is important to attend them all. If a student has a valid reason for missing class, he or she should inform the instructor. Roll will be taken. In addition, students are strongly encouraged to participate in class discussions. Readings, lecture and media presentations have been selected to enhance student learning; some graphic presentations on class days will not be posted on Vista. NO cell or smart phone use in class; computer use only for note taking. Yes, I know I can't control this but believe me I can see what you are doing.

ACADEMIC HONESTY and STUDENT BEHAVIOR:

The high quality of education at Kennesaw State University is reflected in the credits and degrees its students earn. The protection of these high standards is crucial since the validity and equity of the University’s grades and degrees depend upon it. Any student found guilty of an infraction or a regulation for academic honesty shall be suspended for at least one semester unless evidence is provided to convince the court that substantial mitigating circumstances existed in that student’s offense.

The following regulations are designed to assist students in developing appropriate standards and attitudes with respect to academic honesty. To this end, the regulations protect students against infractions that may compromise the validity of their degree or place them at an undue disadvantage with respect to the equity of their grades.

A. Plagiarism and Cheating

NO student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit as part of a course (including examinations, laboratory reports, essays, themes, term papers, etc.). When direct quotations are used, they should be indicated; when the languages, ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged.

B. Unauthorized Access to Official University Materials

NO student shall take or attempt to take, steal, or in an unauthorized manner otherwise procure, gain access to, alter or destroy any material pertaining to the conduct of a class. For further information on Academic Honesty, see the current KSU Catalog.

Any violation of these rules will be dealt with according to KSU policy.


**GRADE SCALE:**
90 and up = A  
80 - 89 = B  
70 - 79 = C  
60 - 69 = D  
59- = F

**COURSE CALENDAR:**

<table>
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<tr>
<th>Event</th>
<th>Date</th>
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<tr>
<td>First day of class</td>
<td>May 30</td>
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<tr>
<td>Last Day to drop without penalty</td>
<td>June 13</td>
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<tr>
<td>Last Day of Class</td>
<td>June 21</td>
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<td>Final Exam</td>
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**Lecture Topics, and Weekly Reading Assignments**

**Week One**  
May 30, 31, Wednesday and Thursday  
Class orientation, reading for June 1 and 2  
June 1 - We will watch and discuss at least two films; La Belle Époque and the Road to WWI  
June 2 - Lecture topics include What were the key changes in the 19th Century; Why was WWI a watershed for modernization and cultural change?  
**Note:** Attending class is especially important because we are not using a survey text to help you to get the big picture. The Perry book is a collection of primary documents that will provide important insights into the motivation and actions of the people of this time.

**Learning Objective:** To determine what political and cultural movements were most responsible for moving the European states towards WWI; How and why was this accomplished?

**Readings for Section 1 - Perry, Chapters 1 and 2.**

**Discussion questions for Section One**

Define Europe as a cultural concept; what shaped its cultural identity? What are its boundaries?  
Define hegemony. Who were some of Europe’s most successful conquerors? How did they try to unify Europe?  
Define socialism, Marxism, nationalism, 19th century liberalism, reactionary and romanticism. What were the major changes that occurred in Europe at the end of the 19th century in the areas of politics, technology and culture? How did women’s roles change in society? Who was emigrating where at this time? How had class structure changed by the beginning of the 20th century or had it?
What great scientific discoveries had been made at the beginning of the 20th century? What characterized the work of the artistic community at the turn of the century? How did the Italian futurists differ from most? Why were many people troubled by the situation in Europe at this time?

What major political changes occurred in each of the following countries: Great Britain, France, Italy, Germany. Where were the European hotspots? Why was the Catholic Church such a problem in Italy? Why had reform proved difficult in Germany? Why was the Austro-Hungarian Empire in decline at this time? Which ethnic groups had the most power? How did the eastern European countries and empires differ from those in the west in regard to social reform, distribution of land, social classes and industrialization?

What were the foreign policy goals of the following countries: Britain, Germany, France, Austria-Hungary and Italy? Why and how did Bismarck’s system of alliances collapse? How did conditions in the Scandinavian countries Sweden, Norway and Denmark differ from the rest of Europe? Which had been most successful politically and economically? Why? What social, economic and political problems did Belgium and the Netherlands face? How did Switzerland become a conservative country? What was unique about Switzerland politically, socially and culturally? Why did Spain and Portugal enter the 20th century with a legacy of greatness and decay? Why were conditions there different from those in Western Europe? Why did Romania and Bulgaria have problems maintaining stable governments? What was the Greek idea? What problems did this cause? What about Russia; what if any modernization and reform had occurred under the rule of Nicholas II? Finally what role did Serbia play in all this political turmoil?

Week 2, MTWR, We meet in class June 4, 5, 6, 7
Section 1 ends on June 4th, There will be a brief discussion period and then you will take test 1. After the test we will start Section 2.

Readings for Section 2
Chapters 3 and 4 and Chapter 5, sections 1 through 5.

Lecture topics for Section 2: WWI, Revolution!, Rise of Mussolini and Hitler, Peace at all costs.

Learning Goals for Section 2
To understand the impact of WWI on the people of Europe, including boundary, political, social and economic changes that resulted from the war, how new weapons developed in the war fueled an ongoing arms race, and why the failed Treaty of Versailles, and the depression that came after WWI resulted in enormous political change.

Discussion questions for section 2
What were the key battles and important weapon developments of WWI? How did the entry of the United States impact the war, its outcome and the rise of dictatorships during the 30’s? What party rose to prominence in Britain after WWI? Why did France begin construction of the Maginot Line? What was the impact of the Treaty of Locarno? Why did Fascism begin to make gains in Germany and Italy? How did Hitler come to prominence in the Germany of the 1920’s? Why didn’t the entente powers want Germany to unite with Austria in 1919?

What countries were most affected by the great depression? How did Britain, France and Germany respond to this challenge? What new parties influenced the way the governments responded? Leon Blum and the Popular Front, Ramsay McDonald.

What countries were the winners in the Versailles Peace settlement and which were the biggest losers? Why did the new countries in Eastern Europe have so many problems developing democratic governments? How did Pilsudski’s government affect Poland and its relations with the Soviet Union? Why was Czechoslovakia reasonably successful in developing a democratic government? What role did Masaryk and Benes play? What major problems did Czechoslovakia face? What problems did Hungary and Austria face after the war? What was Austria’s relationship with Germany at this time? What kind of governments emerged in Spain and Portugal?

What are the main differences between a totalitarian and authoritarian state?
What were the key features of Mussolini’s fascism? How did it differ from Hitler’s Nazi theories? What kind of relationship did Mussolini have with the Catholic Church? How was Mussolini able to mobilize the masses? What was the role of women under in his government? How did Stalin’s concept of the communist party differ from Lenin’s? What did Stalin see as the rationale for collectivization of agriculture? What was the result? What was the five year plan devised by Stalin? Was it successful? How did society change under soviet communism regarding women’s roles and science? How did Stalin use terror and purges to implement communist practices? Was Stalin successful in achieving his goals?

How was the Nazi party able to break down the Weimar republic? How were Hitler and the Nazi party he controlled able to gain power in Germany? What was the impact of the Enabling Act and the Knight of the Long Knives? What was the appeal of the Nazi’s to the German people? Explain the Nuremberg Laws and Kristallnacht. What was Hitler’s racial policy as explained in Mein Kampf? What was the role of the SS?
What was the main rationale of western diplomacy in the twenties and thirties? What was the “spirit of Locarno?” What were the impact of the Ethiopian War and the remilitarization of the Rhineland? What was the impact of the Spanish Civil War? What happened at the Munich conference? What was the Polish crisis and how was it affected by the Nazi-Soviet Non-Aggression pact?

**Week 3 - June 11,12,13,14**
**Section 3 - WWII and the Cold War**
**June 11 - Test 2 at beginning of class, after test Section 3 lecture begins.**

**Learning Objectives for Section 3:**
To understand how WWII changed the European political alignment, including the polarization of East and West; the rise of the Soviet Union as a Super Power and the increasingly complicated relationship between the European democracies and the United States.
Lecture Topics for Section 3:
WWII in a nutshell, The Holocaust and its impact, Why the Cold War? Rise of NATO and the EU.

Readings for Section 3, Chapter 5 starting with #6, Chapter 6, 7

When and why did WWII break out?
Who opposed whom in 1939-40? Were the allies well prepared for war in 1939? How did the Germans and Italian forces compare to those of the British and French? How strong was the Russian army? Why did Hitler occupy Norway and what was the result?
Why was Hitler so successful in occupying western Europe in 1940? How did the Nazis control the home front? Why did Mussolini decide to join the war? What was the result?
Which of the allies was most successful in mobilizing the home front for the war effort?

What were Hitler’s economic goals for occupied Europe? What was to be the fate of Northeastern and Southeastern Europe? What was the Vichy government? What was its role?
What major changes in weaponry occurred between WWI and WWII? What were the main European battle fronts in WWII? What was the significance of battle of Stalingrad? What groups resisted German occupation? Who resisted Nazi rule within Germany?
How did the western European countries stabilize their governments and economy during this period? Why was the new European Union formed? Why didn’t the members of the European Community want Turkey to join?
What kept Britain from joining the European community at first? How did Spain return to democratic government? What problems existed in Ireland? How did Finland manage to have a stable government despite Soviet influence?

How did the new communist governments change industry, farming and the economy in Eastern Europe? What were the positive and negative effects of communist rule? What were the purpose of show trials and purges? What was strange about Stalin’s death? How did Khrushchev come to power? Why did de-Stalinization cause problems in East Germany, Poland and Hungary? What was the result
What characterized the Thatcher Era in Britain? Why did the Labour Party eventually return to power under Tony Blair? How did François Mitterrand manage to make France into a relatively stable society? What problems did Italy face during this period? Did they find a solution? What major parties emerged in Germany during this time? What role did the Greens play in influencing German society?

Week Four June 18, 19, 20, 21
June 18 - Test 3
Receive take home final
June 21, Discussion and review
In class final, Take Home Exam due.

Section 4 begins after test 3.
Section 4 - End of the Cold War and problems of Europe today.
Readings for Section 4 - Chapters

Learning Goals for Section 4:
To understand the major changes that resulted in Europe from the breakup of the Soviet Union and determine what problems face the citizens of Europe in the 21st century.
Discussion questions for Section 4

What dilemmas did the European welfare states face in the post-war era? How did the influx of refugees change the political picture in Austria? What agricultural issues were addressed by the Common Agricultural Plan (CAP)? What as the impact of the Maastricht Treaty and the EURO? What problems troubled the Soviet Union and the eastern European regimes in the ’80’s? What role did the Catholic Church and the Labor Unions play in the increasing dissent against communist rule in Poland? Why did Mikhail Gorbachev’s efforts to reform and change Soviet society eventually fail? What were Perestroika and Glasnost? Why and how did Communism collapse in Eastern Europe and the Soviet Union? Why were the eastern Europeans increasing dissatisfied with their governments? Which country was the first to break away? What was the “Velvet Revolution?” Why was Gorbachev eventually forced to give way to Yeltsin because of addition of democratic elections? What was the role of the United States in all this?

What kind of power base has Putin built in Russia, is he the new Tsar or the new Stalin? Why are Europeans growingly disenchanted with the United States? Will the European Union last? Will Germany and France continue to have a close relationship? Will Greece remain in the European Union?