

## HIS242: Europe in the Twentieth Century



Gerhard Richter *Betty* (1991). Photo: gerhard-richter.com

“The inability to find a stable relationship with the past we have inherited has, I believe, been the story of our lives, and we do not have enough future left to free ourselves from this fate.”  
– Hans Ulrich Gumbrecht, *After 1945* (2013).

Lectures: Tuesday and Thursday, 4:00-6:00; Sid Smith 1072

Tutorials: Tuesday, 6:00-7:00; Thursday, 3:00-4:00; Thursday, 6:00-7:00; all in Bancroft 315

**Instructor:** Steven McClellan

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### **Course description:**

History 242 offers a survey of Europe during a period of horror, turmoil, wonder and promise: the twentieth century. We study major events, such as the two world wars, the Russian Revolution, the Great Depression, the Holocaust, the Cold War, the postwar economic miracles, the rise of consumer society, 1968, the foundation of the European Union, decolonization, the revolutions of 1989 and the Yugoslav wars. We will examine key terms and concepts, such as the political conflicts between liberal democracy, fascism and communism; genocide and ethnic

cleansing; imperialism and decolonization; nationalism and multiculturalism; and European integration and globalization. The period we cover will be from 1900 until the present day, giving full appreciation of Europe after 1945, up to and including the present day.

**Course themes:**

*The idea of Europe:* Starting at a period of empires and Great Powers, traversing between two world wars, staring down the iron curtain and finally arriving at a Europe more-or-less united, this course explores a complex and contradictory history. It asks: how did Europe, despite a century of terrors, overcome many of its religious, nationalist and ideological divisions, and attempt to remake itself into a united body? What are the problems and challenges that Europe faced, internally and externally? What did “Europe” mean for contemporaries, and what does it mean for tomorrow?

*Belonging:* As the idea of Europe changed, so did ideas of nation, race, gender and religion. What does it mean to belong to a nation? A culture? A social body? Or, even to belong in Europe? Who decides who belongs and who does not? Today we are witnessing the rise of populist movements across Europe that are challenging these vary questions. We must ask: do these movements have a precedent in European history, or are they a contemporary creation? Where do we draw the line between continuity and discontinuity? This course will focus on how Europeans struggled to define their identities during periods of peace, war and massive social, political and cultural transformation.

*Imperialism, Decolonization, and Globalization:* This course begins with Europe at the zenith of its global and imperial dominance. It reaches its half-way point after two world wars left Europe situated between two global super powers, the USA and the USSR. In the first half of the course, we will see how cultures of colonialism provided meaning to Europe’s understanding of itself and its place in the world. Following decolonization, Europe has struggled to redefine its place in a now multipolar world. We will traverse this history, giving full attention to the global connectedness that helped define Europe’s history in the twentieth century.

**Course Objectives:**

The main goal of this course is to arrive at a basic knowledge of the history of Europe in the twentieth century. This includes gaining familiarity with the calamities and marvels of Europe between 1900 and the present. Working with primary and secondary sources throughout the semester, students will engage with key events, people, ideologies, ideas, cultural movements, and major political, social and economic developments. This course challenges students to develop their skills at reading, writing, discussing and analyzing textual and visual sources, both primary and secondary. In this way, students will learn historical reasoning, i.e. explaining why things happened the way they did, rather than merely detailing “what happened.”

**Course readings:**

Textbook:

Konrad Jarausch, *Out of Ashes: A New History of Europe in the Twentieth Century* (Princeton University Press: 2015).

Other Required Texts:

Didier Eribon, *Returning to Reims* (MIT University Press: 2013).

Nora Krug, *Belonging: A German Reckons with History and Home* (Simon & Schuster: 2018).

Recommended for all history students: Jules R. Benjamin: *A Student's Guide to History*, 12<sup>th</sup> Edition (Bedford/St. Martins: 2013).

Primary sources for tutorial sections:

Selections will be posted on Quercus unless otherwise noted.

**Course Website:** Our course website is on Quercus. You must be registered on the website with a U of T email address (@mail.utoronto.ca). If you wish to use a different email address than your utoronto address, set up forwarding to insure that you receive course information and updates.

Announcements, study sheets, lecture outlines/images and course and tutorial information are available on the Quercus site.

**Course requirements:**

Tutorial participation: 20%

1 Quiz: 10%

Final Exam: 30%

2 Map Quizzes: 5% each for 10% total.

Essay (8 pages): 30%

Tutorial participation (20%):

The tutorials are a crucial component of this course, and 20% of the final grade is based on your participation in these meetings. Tutorials allow you to interact with the material and one another in a smaller setting than the lecture hall, to ask questions, discuss issues and ideas, and analyze the primary sources you read. This means reading all of the week's assigned materials and coming to class with things to say. Participation depends on speaking as well as listening, so you should carefully pay attention to everyone's contributions, consider the effects of your own comments, and respect all members of the class. To maximize the potential for discussion, we highly discourage the use of electronic devices (laptops, phones and pads) during tutorial. You are required to attend all tutorial meetings and prepare for discussion.

Map Quizzes (5% each):

To understand the changes that take place in Europe during the twentieth century it is important to know the geography of Europe. During the **Tuesday** lecture sessions of Week 2 and Week 4, respectively, there will be two map quizzes each worth 10% of the total course grade (5% each). In order to take the quizzes, you must show up to lecture on those days. **There will be no make-up quizzes** unless you provide appropriate medical or emergency documentation.

Quiz (10%):

On the **Tuesday** of Week 5 there will be a short-ish objective fact-based quiz with multiple components. I hope this is both fun and challenging. There will be multiple-choice, short answer, image identification, and primary source identification.

Essay (30%):

An essay (2000 words/7-8 pages) is required for this course. You are to read two books: Didier Eribon's *Returning to Reims* and Nora Krug's *Belonging*. Krug's work is a graphic novel and, despite its 200+ pages should take about an afternoon to read. Reading Eribon will take a bit more, as it is sometimes challenging (he deals with some abstract philosophical and sociological concepts). You will want to give yourself enough time to reflect on both, so I suggest starting to read them ASAP.

Both books are autobiographical and address corresponding themes: returning to home, belonging, family history, confronting the past, racism, anti-Semitism, social decline, sexuality, gender, memory, loss, grieving, xenophobia, politics of forgetting, nationalism, community, and much more. You'll have several options for how to approach this assignment. 1) On Quercus I will post a few potential essay prompts/questions for you to answer based on one or more of the themes above; 2) you can do a more traditional research essay and pick up on one of the major themes/events/concepts in the books and explore it in more depth; 3) if you want to expand on or build from these options, talk to me and we can discuss what you have in mind. I encourage you to be original, creative, and rigorous while honing your skills and style as writers and thinkers.

Further instructions and essay topics will be posted on Quercus. A short description and/or outline of your essay will be due in week 3.

**Late Policy.** Assignments must be submitted via Quercus by noon on the due date. (The reason this deadline is set at noon, not midnight, is so that the instructor has time to help students with any technical problems with the submission system.) Extensions will only be granted in the event of illness or emergency, and then only once appropriate documentation has been submitted to Student Services. Late assignments will be penalized 5% of the total grade per day for a maximum of one week. After that point, late assignments will no longer be accepted. Furthermore, late papers will not receive detailed feedback or comments.

**Final exam (30%):**

It will be cumulative, but especially focusing on the latter half of the course.

**Film Club:**

There are five extra credit movie evenings for this course. Attending a movie and participating in the discussion **earns a small amount of extra credit which will count toward your participation grade.**

The films will be shown in the Media Commons Theater on the Third Floor of Robarts Library. The days and times are:

- May 15, 6:00-9:00: *Metropolis* (1929)
- May 22, 6:00-9:00: *Burnt by the Sun* (1994)
- May 29, 6:00-9:00: *The Third Man* (1949)
- June 5, 6:00-9:00: *The Battle of Algiers* (1966)
- June 12, 6:00-9:00: *Never Look Away* (2018)

**Academic integrity:**

The University of Toronto has a strict zero tolerance policy on plagiarism, as defined in section B.I.1. (d) of the University's Code of Behavior on Academic Matters. It is up to you to know the Code and understand what constitutes a violation of Academic Integrity. As such, be sure to:

- Consult the University's site on Academic Integrity:  
<http://www.utoronto.ca/academicintegrity/>
- Acquaint yourself with the Code and Appendix "A" Section 2;  
<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>
- Consult the site How Not to Plagiarize:  
<http://www.writing.utoronto.ca/advice/usingsources/how-not-to-plagiarize>

Remember: plagiarism through negligence, as distinct from deliberate intent, is still plagiarism in the eyes of the University. Take notes carefully, use quotation marks religiously when copying and pasting from digital sources (so that no one, including you, mistakes someone else's words for your own), and document your research process. And always, when in doubt, ask.

**Writing support:**

The SGS Office of English Language and Writing Support provides writing support for graduate students. The services are designed to target the needs of both native and non- native speakers of English and include non-credit courses, single-session workshops, individual writing consultations, and website resources. These programs are free. Please avail yourself of these services, if necessary.

**Accessibility:**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach the instructor and/or the Accessibility Services Office at <http://www.studentlife.utoronto.ca/accessibility.htm> as soon as possible. The Accessibility Services staff are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations.

**Lecture Schedule:**

**Week 1 (May 7 & May 9): Imperial Zenith and Global War**

Lecture 1. Introduction: Themes and approaches. What is Europe? Imperial Europe at its Zenith

Readings: Jarausch, Intro, Chapters 1 & 2

Lecture 2. World War I: Total War, Testing the Social Fabric

Readings: Jarausch, Chapter 3

**Week 2 (May 14 & May 16): Democracy Demoralized**

Lecture 1. Revolution, Left and Right: Russian Revolution and Fascism in Italy; Democracy demoralized

Readings: Jarausch, Chapters 4 & 6

**\*\*\*First In-Class Map Quiz\*\*\***

Lecture 2. Mass Culture and Modernist Revolution and the Great Depression  
Readings: Jarausch, Chapters 5 & 7

**Week 3 (May 21 & May 23): The Crisis Years**

Lecture 1. Nazi Germany and Soviet Union  
Readings: Jarausch, Chapters 8, 9, & 10

Lecture 2. World War Two: Occupation and Genocide  
Readings: Jarausch, Chapter 11, 12, & 13; start Chapter 14; Jan T Gross, “Neighbors,”  
*The New Yorker* (March 12, 2001)

**\*\*\*Short Essay Outline/Proposal Due\*\*\***

**Week 4 (May 28 & May 30): Europe’s New Place in the World**

Lecture 1. Reconstruction East and West: Europe Divided and Diminished  
Readings: Jarausch, finish Chapter 14; read all of Chapters 16, & 17

**\*\*\*Second In-Class Map Quiz\*\*\***

Lecture 2. The Politics of Prosperity: Consumer Societies in the West, Democratization  
Readings: Jarausch, Chapters 15, 19, & 21

**Week 5 (June 4 & June 6): The Cold War and the Postwar Consensus**

Lecture 1. Decolonization, 1968, Terrorism, Women and feminism.  
Readings: Jarausch, Chapters 18, 20 & 22

Lecture 2. Post-Stalinism and Communism in trouble: Eastern Europe 1965-1989  
Readings: Jarausch, Chapters 24, 25 & 26

**\*\*\*In-Class Quiz\*\*\***

**Week 6 (June 11 & June 13): End of the Postwar Order: Social Contract in Crisis**

**\*\*\*\*Essays Due By Noon\*\*\*\***

Lecture 1. 1989 and After: The European Union and Multiculturalism  
Readings: Jarausch, Chapters 23, 27 & 28

Lecture 2. Conclusions: Populist Europe and the Refugee Crisis.  
Readings: Jarausch, Postscript; George Packer, “The Quiet German,” *The New Yorker*  
(Dec. 1, 2014) on Quercus.

**Tutorial Schedule:**

**First Session: Political Ideology, The Masses, Democracy and Economic Hardship**

Readings:

^Rosa Luxemburg, ‘The Idea of May Day on the March’ (1913):

<https://www.marxists.org/archive/luxemburg/1913/04/30.htm>

^Lenin, ‘What is to be done?’ (1902) *selections* on Quercus.

^Stalin, *selections* on Quercus.

- ^Mussolini, 'The Doctrine of Fascism' (1932), *selections on Quercus*, full text here: <http://www.worldfuturefund.org/wffmaster/Reading/Germany/mussolini.htm>
- ^Friedrich Jünger, 'Antidemocratic Thought in Weimar.' *On Quercus*.
- ^Goetz A. Briefs, 'How it Happened in Germany'. *On Quercus*.
- ^Karl Polanyi, 'Economics and Democracy' (full) and 'The Fascist Virus' (just first part), *selections on Quercus*.
- ^George Orwell, *Road to Wigan Pier*, selections *on Quercus*.

## Second Session: Imperialism, Race Science, Genocide

Readings:

- ^Karl Pearson, "National Life from the Standpoint of Science" (1900). *On Quercus*.
- ^The Rising In German Southwest Africa: German Methods of Repression." *The Times* (London) August 16, 1905:  
[http://find.galegroup.com.myaccess.library.utoronto.ca/ttda/infomark.do?&source=gale&prodId=TTDA&userGroupName=utoronto\\_main&tabID=T003&docPage=article&searchType=BasicSearchForm&docId=CS67301648&type=multipage&contentSet=LTO&version=1.0](http://find.galegroup.com.myaccess.library.utoronto.ca/ttda/infomark.do?&source=gale&prodId=TTDA&userGroupName=utoronto_main&tabID=T003&docPage=article&searchType=BasicSearchForm&docId=CS67301648&type=multipage&contentSet=LTO&version=1.0)
- ^Hannah Arendt, *selections from The Origins of Totalitarianism*. *On Quercus*.
- ^Johannes Stark, "'Jewish Science" vs "German Science",' and Jakob Graf, *Hereditary and Racial Biology for Students*, *on Quercus*.
- ^Nuremberg Laws: <https://www.yadvashem.org/docs/nuremberg-law-for-protection-of-german-blood-1935.html>
- ^Heinrich Himmler, Speech to SS (1943): [http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=1513](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1513)
- ^The Wannsee Protocol (1942): [http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=1532](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1532)
- ^Rudolf Hoess, Commandant of Auschwitz, selections *on Quercus*.
- ^Convention on the Prevention and Punishment of the Crime of Genocide (1948): [http://www.un.org/ga/search/view\\_doc.asp?symbol=a/res/260\(III\)](http://www.un.org/ga/search/view_doc.asp?symbol=a/res/260(III))
- ^Heinrich Himmler on homosexuality:  
<https://www.ushmm.org/learn/students/learning-materials-and-resources/homosexuals-victims-of-the-nazi-era/nazi-leader-heinrich-himmler-on-the-question-of-homosexuality>
- ^A German homosexual recalls 1933 <https://www.ushmm.org/learn/students/learning-materials-and-resources/homosexuals-victims-of-the-nazi-era/a-homosexual-recalls-1933>
- ^US State Department Report on Ethnic Cleansing in Kosovo. *On Quercus*.

## Third Session: Gender, The Women's Question, Feminism

Readings:

- ^Almroth E. Wright, *The Unexpurgated Case Against Woman Suffrage* (1913), selections *on Quercus*.
- ^Emmeline Pankhurst, "Why We Are Militant", selections *on Quercus*.
- ^Alexandra Kollontai, "New Woman" (1918), selections *on Quercus*.
- ^*Daily Herald* (London), "It Happens in Normandy", press clipping, 1944:  
<https://cdm21047.contentdm.oclc.org/digital/collection/tav/id/4388>
- ^German feminist readings, *on Quercus*.
- ^Silvia Federici, *Wages Against Housework* (1974). *On Quercus*.

^Simone de Beauvoir, selections from *The Second Sex*, on Quercus.

^Slavenka Drakulic, "Bosnian Women Witnesses" (2001):

<https://www.thenation.com/article/bosnian-women-witness/>

#### **Fourth Session: The End of Empire?: Decolonization, the Fall of Communism**

Readings:

^Frantz Fanon, selections from *The Wretched of the Earth* on Quercus.

^Aimé Césaire, *Discourse on Colonialism*, selections. On Quercus.

^Ho Chi Minh, *Declaration of Independence of the Republic of Vietnam* (1945)

^Kwame Nkrumah, 'I Speak of Freedom' (1961):

<https://sourcebooks.fordham.edu/mod/1961nkrumah.asp>

^Harold MacMillan, "Wind of Change" speech: <https://www.thoughtco.com/wind-of-change-speech-43748>.

^Charles de Gaulle, 'Europe and its role in the world' (1964):

<https://sourcebooks.fordham.edu/mod/1964-degaulle-europe1.asp>

^Vaclav Havel, *The Power of the Powerless*, selections on Quercus.

^Solidarity 21 Demands: [https://en.wikipedia.org/wiki/21\\_demands\\_of\\_MKS](https://en.wikipedia.org/wiki/21_demands_of_MKS)

^Gorbachev, Glasnost and the Soviet Press (1988) on Quercus

#### **Fifth Session: The End of the Postwar Order?**

Readings:

^Thatcher, Free Market and State Intervention. On Quercus.

^Georgi Arbatov, selections on Quercus.

^Jörg Haider, selections from *The Freedom I Mean* (1993) on Quercus.

^François Mitterrand, *Speech to the European Parliament* (1995) on Quercus.

^Harold James, "West Germany's Green Imperialism" on Quercus.

^Claude Liauzu, "At War With France's Past" in *Le Monde diplomatique*:

<https://mondediplo.com/2005/06/19colonisation>

^"New Fences in Old Europe" in *Der Spiegel*:

<http://www.spiegel.de/international/europe/border-closures-spell-refugee-back-up-in-greece-a-1080643.html>