

HISTORY 562: Topics in Twentieth-Century Europe

W 4:30-7:30

Location: Aycock Middle School

Instructor: Connie Moon Sehat

Course Content and Expectations

What did it mean to be “European” in the twentieth century? Just a glance at maps between 1900 and 2000 shows that “Europe” was neither a stable nor uncomplicated entity. This course has two goals: the first is to consider the various ways that Europeans defined themselves throughout the twentieth century, and the second is to translate these conversations about the European past into history lessons.

Throughout this course, we will also focus on sharpening three historical skills: 1) asking good historical *questions*, 2) evaluating the use of historical *sources*, and 3) constructing historical *arguments*. Our readings will be a mix of primary and secondary sources.

Required Texts

Browning, Christopher. *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*. Reprint Edition. Harper Perennial, 1993.

Brubaker, Roger. *Citizenship and Nationhood in France and Germany*. Cambridge, MA: Harvard University Press, 1998.

Hirsch, Francine. *Empire of Nations: Ethnographic Knowledge and the Making of the Soviet Union*. Cornell, NY: Cornell University Press, 2005.

Jackson, Julian. *Europe: 1900-1945*. London and New York: Oxford University Press, 2002.

Joll, James. *Origins of the First World War*. Second Edition (Third Edition OK). Longman, 2000.

Judt, Tony. *Postwar: A History of Europe Since 1945*. Penguin, 2005.

Perry, Marvin, Matthew Berg, and James Krukones, eds. *Sources of Twentieth-Century Europe*. Houghton-Mifflin, 2000.

Wineburg, Sam. *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*. Philadelphia: Temple University Press, 2001.

** additional readings on Blackboard

Course Evaluation and Structure

30% Class Attendance and Participation

30 % First Portfolio (due February 21 at the beginning of class)

40 % Second Portfolio (due April 25 at the beginning of class)

For each week’s reading, you will need to bring your book to class. You will also bring a list of *good questions* to prompt discussion (and submit them with your portfolio). What, however, is a good question? More on this in class...

Your “papers” for this course will consist of lesson plans for your students. We will

discuss guidelines and standards for these papers in the first couple of classes. The final paper will also require an additional 5 page essay, answering the question: “What was Europe in the Twentieth Century?” All of our work should properly cite course readings and other materials as needed. Consider using Kate Turabian’s *A Manual for Writers of Research Papers, Theses, and Dissertations* or *The Chicago Manual of Style*, 15th Edition.

From week to week, we will be keeping in touch with one another through Blackboard (blackboard.uncg.edu). Please use the Discussion Board to post your questions and thoughts. You will also find additional course readings, and all course documents online through our class Blackboard page.

Student Support Services. Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 336-334-5440 in EUC 208 to coordinate reasonable accommodations for students with documented disabilities.

Late policy. You will submit two portfolios over the course of the semester. They are due at the beginning of class. Portfolios turned in after I collect them will be penalized one grade step (A- to B+) per late day, unless you have talked to me in advance of the due date. Only printed (“hard”) copies will be accepted.

Plagiarism. Papers that contain plagiarism are violations of the university’s Academic Integrity policy and will be subjected to the Hearing Process (see <http://academicintegrity.uncg.edu>). We will discuss plagiarism in class.

Class Schedule

Unit One: Teaching History	
Jan 10	Introduction The meaning of Europe, Educational Standards in History Instruction: North Carolina and California
Jan 17	Thinking historically <i>Reading Assignment:</i> Wineburg (The reading worksheet is on Blackboard under “Assignments”) <i>Due:</i> Suggestions for lesson plans, include rationalization Suggestion for further reading: Tom Holt, <i>Thinking Historically: Narrative, Imagination, and Understanding</i> (New York, 1990).
Unit Two: “Prewar” and World War II (-1945)	
Jan 24	The European World at the Turn of the Century <i>Reading Assignment:</i> Jackson and Sourcebook, Chapter 1
Jan 31	The Origins of World War I <i>Reading Assignment:</i> Joll
Feb 7	Ethnicity versus Nationality <i>Reading Assignment:</i> Hirsch

Feb 14	Europe on the Brink of War <i>Reading Assignment:</i> Sourcebook, Chapter 4
Feb 21	The Holocaust <i>Reading Assignment:</i> Browning Portfolio I Due
Feb 28	World War II <i>Reading Assignment:</i> Sourcebook, Chapter 5
Unit Three: Postwar (1945-2000)	
Mar 7	SPRING BREAK
Mar 14	Post-War: 1945-53 <i>Reading Assignment:</i> Judt, Part 1 and Sourcebook, Chapter 6/sections 2 and 5
Mar 21	Prosperity and Its Discontents, 1953-1971 <i>Reading Assignment:</i> Judt, Part 2
Mar 28	Discontents, redux <i>Reading Assignment:</i> Leonardo Sciascia, <i>The Moro Affair</i> (New York: New York Review of Books, 2004) and Richard Drake, "The Aldo Moro Case in Retrospect," <i>The Journal of Cold War Studies</i> 8, no. 2 (Spring 2006): 114-125 (both on Blackboard)
Apr 4	Recessional: 1971-1989 <i>Reading Assignment:</i> Judt, Part 3
Apr 11	After the Fall: 1989-2005 <i>Reading Assignment:</i> Judt, Part 4 and Sourcebook, Chapter 9/section 2
Apr 18	Nationalism, then and now <i>Reading Assignment:</i> Brubaker and Timothy Scott Brown, "Subcultures, Pop Music and Politics: Skinheads and 'Nazi Rock' in England and Germany," <i>Journal of Social History</i> 38/1 (Fall 2004), pp. 157-178 (on Blackboard).
Apr 25	Conclusion <i>Reading Assignment:</i> Sourcebook, Chapters 7 and 8, and Paul Tough, "What it takes to make a student," <i>New York Times Magazine</i> (November 26, 2006) (on Blackboard). Portfolio II due