San José State University  
College of Social Sciences/Department of History

History 241-01 (47952)

# SEMINAR IN TWENTIETH-CENTURY EUROPE

# This class provides 4 units of university credit.

# Fall 2015

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| Instructor: | Dr. Mary Pickering |
| Office Location: | DMH 218 |
| Telephone: | (408) 924-5516 |
| Email: | Mary.Pickering@sjsu.edu |
| Office Hours: | Wednesday, 1:30-3:30 and by appt. |
| Class Days/Time: | Monday, 6:00 pm- 8:45 pm |
| Classroom:  Units: | DMH 163  4 Units |
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**Faculty Web Page and Messages**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at http://www.sjsu.edu/people/mary.pickering. Look for “Courses” on the right side of the page. You are responsible for regularly checking your emails to get updates and/or course materials from me. Please make sure SJSU has your current email address. Use email, not CANVAS, to communicate with me.

## Course Description

Covering the period from World War I to 2000, this course seeks to introduce graduate students to leading works in the field of history. The main objective of the course is to enable students to discuss intelligently some of the issues that have intrigued historians in recent years: the causes and results of both World Wars; the evolution of the Cold War; the impact of Communism in Europe; the importance of class, gender, and ethnicity in the twentieth century; the meaning of genocide and ethnic cleansing; the definition of totalitarianism and fascism; the nuances involved in collaboration and resistance; the development of popular culture; the impact of surrealism and existentialism; the effects of consumerism on social conditions and political events; the process of decolonization; and the question of European identity in the period of Americanization and in the contemporary world without solid borders. Students will also gain experience in discussing visual culture and intellectual history. After completing the survey of salient works of modern European social, cultural, and political history, students will have the opportunity to develop some of their own interests in a fifteen-to twenty-page seminar paper. In this way, they will learn how to write, organize, and document a long paper, developing their research skills in the process.

## Course Goals and Course Learning Objectives (CLOs)

After successfully completing the course, students will be able to use what they have learned about Europe between 1900 and 2000 to:

1. explain the causes and results of wars, including the Cold War

2. discuss the development of totalitarianism in Europe, especially Fascism and Communism

3. point out the ways in which popular culture and so-called high culture reflected political, economic, and social developments, including consumerism

4 elaborate on the importance of identity in the twentieth-century, including issues of class, gender, and ethnicity and national and supranational allegiances

5. exhibit skills in analyzing and evaluating primary and secondary sources

6. display skills in oral communication

## Required Texts/Readings

**Required reading for all students:**

1. Norman M. Naimark, *Fires of Hatred: Ethnic Cleansing in Twentieth-Century Europe*

(Cambridge: Harvard University Press, 2002).

2. Christopher Clark, *Sleepwalkers: How Europe Went to War in 1914* (New York: Harper Collins, 2013).

3. Eric D. Weitz, *Weimar Germany: Promise and Tragedy,* 2nd ed.(Princeton: Princeton University Press, 2013).

4. Orlando Figes, *A People’s Tragedy* (New York: Penguin Books, 1998).

5. Adam Tooze, *The Wages of Destruction: The Making and Breaking of the Nazi Economy* (London: Penguin, 2006).

6. Sheila Fitzpatrick, *Everyday Stalinism: Ordinary Life in Extraordinary Times:*

*Soviet Russia in the 1930s* (Oxford: Oxford University Press, 2000).

7. Jochen Hellbeck, *Revolution on My Mind* (Cambridge, MA: Harvard University Press,

2009).

8. Robert Gildea, *Marianne in Chains* (New York: Henry Holt/Picador Press, 2002).

9. Hannah Arendt, Eichmann in Jerusalem (1963; reprint New York: Penguin, 2006).

10. Vladislav Zubok *A Failed Empire: The Soviet Union in the Cold War from Stalin to*

*Gorbachev* (Chapel Hill: The University of North Carolina Press, 2009).

11. Odd Arne Westad, *The Global Cold War: Third World Interventions and the Making of*

*Our Times* (New York: Cambridge University Press, 1995).

12. Stephen Kotkin, *Uncivil Society: 1989 and the Implosion of the Communist Establishment*

(New York: Modern Library Chronicles, 2010).

13. Ian Buruma, *Murder in Amsterdam: Liberal Europe, Islam and the Limits of Tolerance*

(New York: Penguin, 2007).

The texts are available for purchase at the Spartan University Bookstore. From time to time, there will be additional handouts.

If you need a background text, I recommend the following three books, which you can purchase at Amazon or elsewhere:

Eric Dorn Brose, *A History of Europe in the Twentieth Century* (Oxford: Oxford University Press, 2005).

Michael D. Richards and Paul R. Waibel, *Twentieth-Century Europe: A Brief History*, Second Edition (Wheeling, IL: Harlan Davidson, 2005).

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

**Library Liaison**

Nyle Monday is the library liaison for History students. Contact him at 408-808-2041 or Nyle.Monday@sjsu.edu.

## Classroom Protocol

It is important that students attend class regularly. Be polite. Turn off cell phones. Confine laptop use to note taking. Roaming the internet during class disturbs students behind you and ultimately hurts your own grade in the course.

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic\_programs/calendars/academic\_calendar/. The late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/**.** Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

**Assignments and Assessment of Student Learning**

**This course is a four-unit, graded course, satisfying GWAR (Graduation Writing Assessment Requirement). To meet this requirement, all papers must be individual projects.**

This class is a seminar for graduate students. By signing up for this course, each of you has made a commitment to attend the class regularly, read the assignments on time, and participate actively in discussion. In order for the course to succeed, you must fulfill these requirements. Please let me know in advance if an emergency will oblige you to skip class. Class participation will count heavily-- 25% -- in the final grade. I will assess you based on the number of times you speak up in class and the quality of your comments. If you do not participate at all, you will receive a C. Participation from time to time is equivalent to a B. If you participate in every class discussion, you will receive an A. Your participation must indicate that you have read and/or watched the material under discussion. Oral communication is one of the learning objectives. Indeed, this component of the course satisfies CLO# 6.

Each student is required to write two short papers, five short response papers, and one long seminar paper as well as do one PowerPoint presentation. These assignments satisfy CLO# 3, CLO#4, CLO# 5, and CLO# 6.

1. One three-page paper will review an article or big chapter relating to the controversy over Hannah Arendt’s *Eichmann in Jerusalem* or discussing the contemporary problem of Moslems in Europe. You will present the paper to the class on either October 26 or November 30. The paper will count 10% of your grade.

2. One five-to-seven page paper will explain the significance of someone in the visual arts or an intellectual figure. The possible figures of discussion are listed on the syllabus and should be covered on the day they are listed. If you chose a painter, you should focus on one or more images. These images may be paintings, propaganda posters, sculptures, or buildings. You must discuss the images in the context of the period. If you chose an intellectual, you must review his or her principal ideas and achievements and explain his or her engagement in the public arena. You should focus on the contribution of the intellectual or artist to European culture rather than on his or her biography. You must also do a PowerPoint presentation on your individual, which should be no longer than fifteen minutes and should not be read. It can build on your paper. The paper will count 15%, and the presentation will count 5%.

3. Each student must write FOUR one-to-two page response papers during the semester. You may choose the weeks you wish to write the papers. You could write a critique of some aspect of the readings or pick one or two points in the readings that you think are particularly significant and explain why. You could also relate the text to class discussions that we have had or to other texts that we have read. You should NOT just summarize the assigned reading. Instead, analyze it from some standpoint, come up with a thesis, and support your argument. Each will count 5%. You may rewrite your paper if you are dissatisfied with your grade.

4. Each student will be expected to write a fifteen-page paper, based largely on primary sources. This long paper counts 30% of the final grade. You may have great latitude in choosing a paper topic, but I would like to approve of your final selection. We will meet several times throughout the semester to discuss your progress. You may call me, visit me during my office hours, or make an appointment to see me if you are experiencing difficulties of any sort. You must present your paper topic to the class on November 9. The paper is due December 18.

The papers must follow the form given in Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*. Footnotes or endnotes and a bibliography must be included, except for the Response Papers. Turabian is the designated style manual of the History Department.

A late paper will be marked down unless you talk to me before it is due. Ten points will be subtracted for every class period that it is late. After two weeks, late papers will not be accepted.

To do well on the papers, you will have to display good writing skills. You must begin with an introductory paragraph, which sets forth a central argument. This argument should reflect your insights into the material. The rest of the paper should include facts supporting this argument. Finally, you must end with a conclusion, which summarizes the argument and adds, hopefully, something provocative. Excellent grammar, perfect spelling, and clarity of writing style are essential for success. In reading your papers, I will pay special attention to the quality and extent of your research and your ability to put your subject into the historical context.

**Qualities of an “A” Assignment**

Content and Organization

-fulfills all the requirements of the assignment

- presents a recognizable, strong thesis or argument

-contains unified paragraphs that support recognizable topic sentences

- makes sure that the topic sentence of each paragraph relates to the thesis or

argument in some way

-presents accurate information, with generalizations supported by facts, examples, or analysis

-displays original thought

-defines terms if necessary

-is clearly organized with an appropriate essay structure

-has an effective introduction and conclusion

-contains effective transitions between sentences and between paragraphs

Clarity and Correctness

-uses sentences that are easy to understand on a first reading

-includes a variety of sentence constructions

-has no serious errors of diction, syntax, grammar, punctuation, or spelling

-shows evidence of careful editing

**Qualities of a “B” Assignment**

Content and Organization

-fulfills most of the requirements of assignment

-presents accurate information, with generalizations supported by facts, examples, or

analysis

-argues logically

-defines terms if necessary

-has a recognizable thesis or subject line but the argument is not original or striking

-has appropriate organization

-contains unified paragraphs that support recognizable topic sentences

-has an appropriate introduction and conclusion

-contains transitions

Clarity and Organization

-uses sentences that are easy to understand on a first reading

-includes a variety of sentence constructions

-has very few errors of diction, syntax, grammar, punctuation, or spelling. The

errors do not prevent comprehension.

-shows evidence of editing.

**Qualities of a “C” Assignment**

Content and Organization

-fulfills the main parts of the assignment

-supports generalizations with some detail

-defines terms if necessary

-has a barely recognizable thesis or subject line

-uses appropriate organization

-contains unified paragraphs with topic sentences

-has an introduction and conclusion

Clarity and Correctness

-uses understandable sentences

-shows some variety in sentence construction

-has a few errors of diction, syntax, grammar, punctuation, or spelling. Errors

occasionally prevent comprehension

-shows an understanding of the conventions of written English

**Qualities of a “D” or “F” Assignment**

Content and Organization

-fails to fulfill main parts of the assignment

-provides scant information and little support

-fails to provide much of a thesis or subject line

-has poor organization

-contains only a few paragraphs with topic sentences

Clarity and Correctness

-has many sentences that are not understandable upon first reading

-shows little variety in sentence construction

-has many errors of diction, syntax, grammar, punctuation, or spelling. The errors often prevent comprehension

**Grading Policy**

**Final grades will be based on the following:**

One article review (two to three pages) – 10%

One paper on an intellectual or artist (five to seven pages) – 15%

One PowerPoint presentation on that intellectual or artist (fifteen minutes) – 5%

Four response papers (one to two pages) – 20% (each counts 5%)

Class participation based on contributions to discussions - 20%

Seminar paper (fifteen pages) - 30%

Grades are calculated according to the following percentages:

A: 93-100; A-: 90-92; B+: 87-89; B: 83-86; B-: 80-82; C+: 77-79; C: 73-76; C-:70-72; D+:67-69; D: 63-66; D-:60-62; F: anything below 60. A student earning a grade below 60% will not pass the course.

SJSU mandates that a grade of Incomplete be granted only when a student has satisfactorily completed a substantial portion of the course requirements and is unable to complete the course because of an accident, illness, or some other event beyond the student's control.

**University Policies**

### Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course. Both audio and video recordings require prior permission. In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well. For this course, written permission must be obtained from the instructor and guests, who will grant it for the entire semester if they see fit.

Such permission allows the recordings to be used for students’ private, study purposes only. The recordings are the intellectual property of the instructor; students have not been given any rights to reproduce or distribute the material.

In addition, course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. Students may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

### Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](file:///C:\Users\Mimikins\Downloads\University%20Academic%20Integrity%20Policy%20S07-2) at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on quizzes or exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests or quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. They also demonstrate a lack of respect for oneself, fellow students, and the course instructor and can ruin the universitys reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity.

If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

**Cheating:**

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

1. copying in part or in whole, from anothers test or other evaluation instrument

2. submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy

3. submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy

4. altering or interfering with grading or grading instructions

5. sitting for an examination by a surrogate, or as a surrogate

6. committing any other act in academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

**Plagiarism:**

To prevent breaches of academic integrity, you are required to submit your papers electronically to TURNITIN through CANVAS. It will be checked for plagiarism. At SJSU plagiarism is the act of representing the work of another as ones own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements.

Plagiarism at SJSU includes but is not limited to:

1. the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of anothers work, without giving appropriate credit, and representing the product as ones own work;

2. the act of representing anothers artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as ones own.

Violators of the Academic Integrity Policy will receive a zero on the test or paper and will risk failing the course. **AGAIN,** **faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development**. Disciplinary action could result in suspension or expulsion from San José State University.

The policy on academic integrity can be found at <http://sa.sjsu.edu/student_conduct>

### Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD\_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities.  The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

### Accommodation to Students’ Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at http://www.sjsu.edu/senate/docs/S14-7.pdf. http://www.sjsu.edu/at/asc/

## Course Workload

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with one of the hours used for lecture) for instruction or preparation/studying or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus. (See SJSU Academic Senate Policy S12-3.)

Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments. Careful time management will be required to keep up with readings and assignments in an intensive course such as this one.

For this class, students will complete one review paper, four response papers, one paper grappling with an artist or intellectual, one PowerPoint Presentation, and one fifteen-page page paper. The latter will require several meetings outside of class with the instructor. Details will be provided later in the semester. I am eager to help you to succeed. Please visit me during office hours or arrange an appointment by sending me an email or asking me after class.

## Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. The url is http://www.sjsu.edu/at/asc/ . Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. If you need to stream movies, you can use computers on campus. A wide variety of audio-visual equipment is available for student checkout from Media Services, located in the IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

## SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at http://peerconnections.sjsu.edu for more information.

## SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

## SJSU Counseling Services

## The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit the [Counseling Services website](http://www.sjsu.edu/counseling) at http://www.sjsu.edu/counseling.

**History 241: Europe, 1900-2000**

# Fall Semester, 2015

# Course Schedule

*This schedule is subject to change with fair notice via in-class announcement, email, or a post on the instructor’s web site. You are responsible for keeping track of announcements and assignments given in class.*

| Week | Date | Topics, Readings, Assignments, Deadlines |
| --- | --- | --- |
| 1 | 8/24 | **Introduction to the Course** |
| 2 | 8/31 | **Origins of World War One**  Christopher Clark, *Sleepwalkers: How Europe Went to War in 1914* (New  York: Harper Collins, 2013).  Samuel R. Williamson, Jr. and Ernest R. May, “An Identity Opinion: Historians and July 1914,” *Journal of Modern History 79 (*June 2007): 335-87. JSTOR |
| 3 | 9/7 | **LABOR DAY - HOLIDAY** |
| 4 | 9/14 | **Legacies of WWI: The Armenian Genocide and the Weimar Republic**  Margaret MacMillan, *Paris 1919: Six Months That Changed the World* (New York: Random House, 2003), 459-94. Handout.  Jay Winter, ed., *The Legacy of the Great War* (London: University of  Missouri Press, 2009), 123-58. Handout.  David Reynolds, *The Long Shadow: The Legacies of the Great War in the Twentieth Century* (New York: W. W. Norton, 2014), 3-83, 411-29. Handout.  Norman M. Naimark, *Fires of Hatred: Ethnic Cleansing in Twentieth-Century Europe* (Cambridge: Harvard University Press, 2002), 1-56.  Eric D. Weitz, *Weimar Germany: Promise and Tragedy,* 2nd ed.(Princeton: Princeton University Press, 2013).  **Oral Reports:**  Otto Dix  Georg Grosz  Käthe Kollwitz |
| 5 | 9/21 | **The Russian Revolution**  O  Orlando Figes, *A People’s Tragedy* (New York: Penguin Books, 1998), 1-34, 84-221, 253-270, 284-361, 389-98, 442-551, 627-649, 673- 780, 791-824.  B **Oral Reports:**  Vassily Kandinsky  Natalia Goncharova  Leon Trotsky  Maxim Gorky |
| 6 | 9/28 | **The Third Reich**  Adam Tooze, *The Wages of Destruction: The Making and Breaking of the Nazi Economy* (London: Penguin, 2006).  **Oral Reports**:    Carl Schmitt  Alfred Rosenberg  Emanuelis Levinas  Walter Benjamin  Siegrief Kracauer  Martin Heidegger |
| 7 | 10/5 | **Fascism in Italy and Spain**  Kevin Passmore, *Fascism: A Very Short Introduction* (Oxford: Oxford University Press, 2002), 1-10, 50-61, 116-18. Handout    Robert O. Paxton, *The Anatomy of Fascism* (New York: Random House/Vintage, 2004), 3-54, 206-220. Electronic Book. Available through the King library catalogue.  R.J.B. Bosworth, Coming to Terms with Fascism in Italy, *History Today* 55 (Nov2005):18-20. Academic Search Premier (henceforth ASP)  Renzo de Felice, *Fascism: An Informal Introduction to Its Theory and Practice* (1975; New Brunswick, Transaction Publisher, 2007). 7-20, 43-89.    Emilio Gentile, “Fascism and the Italian Road to Totalitarianism,” *Constellations* 15 (2008) 291-302. Handout.  Emilio Gentile, “Fascism as Political Religion,” *Journal of Contemporary History* (May-June, 1990), 229-51. JSTOR    Paul Corner, “Italian Fascism: Whatever Happened to Dictatorship,” *Journal of Modern History* 74 (June 2002): 325-351. JSTOR  Paul Corner, “Italian Fascism: Organization, Enthusiasm, Opinion,” *Journal of Modern Italian Studies* 15 (2010): 378-89. Handout  Aristotle A. Kallis, editor, *The Fascism Reader (*London: Routledge, 2002),Chapters 26, 35, 37, 38, 46.  Paul Preston, *The Spanish Civil War: Reaction, Revolution, and Revenge* (New York: Norton, 2006), 1-65, 266-326. Handout  Stanley Payne, “Franco, the Spanish Falange and the Institutionalisation of Mission,” *Totalitarian Movements & Political Religions* 7 (2006): 191-201. Academic Search Premier – ASP  Julián Casanova, “History and Memory: A New Social Dimension,” *International Journal of Iberian Studies* 21 (2008): 187-202. Academic Search Premier- ASP  Julius Ruiz, “Seventy Years On: Historians and Repression During and After the Spanish Civil War, *Journal of Contemporary History* 2009 44: 449-72. Academic Search Premier- ASP  **Oral Reports**:  Umberto Boccioni  Giacomo Balla  Pablo Picasso - *Guernica* and other political paintings  Salvador Dali  Antonio Gramsci |
| 8 | 10/12 | **Stalinist Russia**  Sheila Fitzpatrick*, Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s* (Oxford: Oxford University Press, 2000).  Jochen Hellbeck, *Revolution on My Mind* (Cambridge, MA: Harvard University Press, 2009), 1-165, 223-284, 347-63.  Norman M. Naimark, *Fires of Hatred: Ethnic Cleansing in Twentieth-Century Europe* (Cambridge: Harvard University Press, 2002), 85-107.  **Oral Report (not related to today’s topic)**:  Jean-Paul Sartre and existentialism  Simone de Beavoir  Primo Levi  Anselm Kiefer  Marcel Duchamp - Dadaism and Surrealism during the interwar period  René Magritte  Fernand Léger |
| 9 | 10/19 | V**ichy France**  Robert Gildea, *Marianne in Chains* (Metropolitan Press, 2003).  Michael Marrus and Robert Paxton, *Vichy France and the Jews* (New York: Basic Books, 1981), 343-372. Handout.  Film: *Lacombe, Lucien* |
| 10 | 10/26 | **Genocide and Annihilation**  Norman M. Naimark, *Fires of Hatred: Ethnic Cleansing in Twentieth-Century Europe* (Cambridge: Harvard University Press, 2002), 57-84, 108-38.    Timothy Snyder, *Bloodlands: Europe between Hitler and Stalin* (London: Vintage Books, 2011), vii-xix, 1-21, 379-408.    Christian Gerlach,“Extremely Violent Societies: An Alternative to the Concept of Genocide,” *Journal of Genocide Research,* 8 (December 2006): 455-471. Academic Search Complete.  Primo Levi, “The Gray Zone,” in *The Holocaust: Origins, Implementation, Aftermath*, ed. Omer Bartov (London: Routledge, 2000), 251-272. Handout  Hannah Arendt, Eichmann in Jerusalem (1963; reprint New York: Penguin, 2006).  Hannah Arendt, *The Origins of Totalitarianism* (New York: Harcourt Brace Jovanovich, 1973), 323-40, 460-79. Handout  **CLASS PRESENTATIONS: THE CONTROVERSY OVER HANNAH ARENDT** |
| 11 | 11/02 | **The Cold War and the Soviet Union’s Empire**    Vladislav Zubok *A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev* (Chapel Hill: The University of North Carolina Press, 2009). (to page 302.)  Anne Applebaum book, *Iron Curtain: The Crushing of Eastern Europe, 1944-56* (New York: Random House, 2012), ix-xxxvi, 43-63, 192-222. Handout.    Raymond Garthoff, “Why Did the Cold War Arise, and Why Did It Exist ?” inMichael J. Hogan, ed., *The End of the Cold War: Its Meaning and Implications* (Cambridge: Cambridge University Press, 1992), 127-136. Handout.  Odd Arne Westad, *The Global Cold War: Third World Interventions and the Making of Our Times* (New York: Cambridge University Press, 1995), 1-206. Skim sections relating to the United States.    **Oral Reports (unrelated to this week’s readings)**  Roland Barthes  Jacques Lacan  Louis Althusser  Claude Lévi-Strauss  Jurgen Habermas  Francis Bacon  Lucian Freud |
| 12 | 11/09 | **The Cold War from a Global Perspective: Decolonization**  Odd Arne Westad, *The Global Cold War: Third World Interventions and the Making of Our Times* (New York: Cambridge University Press, 1995), 207-363.  Jeremi Suri, “The Cold War, Decolonization, and Global Social Awakenings: Historical Intersections,” *Cold War History* 6 (August 2006): 353-63. (From Historical Abstracts)  John Darwin, *The Empire Project: The Rise and Fall of the British World System, 1830-1970* (Cambridge: Cambridge University Press, 2009), 1-17, 514-655. Handout  Jane Burbank and Frederick Cooper, *Empires in World History: Power and the Politics of* Difference (Princeton: Princeton University Press, 2010), 404-59. Handout  Barbara Bush, *Imperialism and Postcolonialism* (London: Pearson, Longman, 2006), 8-62, 77-100. Handout  Césaire, Aimé. Discourse on Colonialism (New York: Monthly Review Press, 2000), 31-79.  https://www.humanities.uci.edu/critical/Cesaire\_Discourse\_Colonialism\_JPrev.pdf  **Hand in your research proposal and preliminary bibliography and present your project to the class.**  **Oral Reports**  JuliaKristeva  Hélène Cixous  Luce Irigary  Rachel Whitehead  Rebecca Horn  Frantz Fanon  V. S. Naipaul  Salman Rushdie  Chris Ofili  Sonya Boyce |
| 13 | 11/16 | **Consumerism and Its Challengers: From 1968 to Terrorism**    Victoria de Grazia., *Irresistible Empire: America's Advance through Twentieth-Century Europe* (Cambridge: Belknap Press of Harvard University Press, 2005), 1-14, 284-375, 416-80. Handout  Susan E. Reid, "Cold War in the Kitchen: Gender and the De-Stalinization of Consumer Taste in the Soviet Union under Khrushchev," Slavic Review 61, no 2 (Summer 2002): 211-252. JSTOR  Iurii Gerchuk, “The Aesthetics of Everyday Life in the Khrushchev Thaw in the USSR (1954-64),” in Susan Reid and David Crowley eds., *Style and Socialism: Modernity and Material Culture in Post-War Eastern Europe* (Oxford: Berg, 2000)*,* 81-100. Handout  Gerd-Rainer Horn and Padraic Kenney, *Transnational Moments of Change: Europe 1945, 1968, 1989* (New York: Rowman & Littlefield, 2004), ix-xv, 81-118. Handout  Jeremi Suri, *Power and Protest: Global Revolution and the Rise of Détente (Cambridge, MA: Harvard University Press, 164- 2004).* 164-212. Handout  Michael Burleigh, *Blood and Rage: A Cultural History of Terrorism* (New York: Harper Collins), 189-267. Handout    **Oral Reports:**  Michel Foucault  Theodor Adorno  Herbert Marcuse  Jean Baudrillard  Gerhard Richter - paintings of the terrorists  Joseph Beuys  David Hockney  Christo  Damien Hirst |
| 14 | 11/23 | **The Fall of Communism and Wars in Yugoslavia**  Vladislav Zubok *A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev* (Chapel Hill: The University of North Carolina Press, 2009). 302-44.  Charles S. Maier, “Lessons from the Collapse of the GDR in 1989,” in Adam Roberts and Timothy Garton Ash, eds., *Civil Resistance and Power Politics: The Experience of Non-violent Action from Gandhi to the Present* (Oxford: Oxford University Press, 2009), 260-76. Handout  Stephen Kotkin, *Uncivil Society: 1989 and the Implosion of the Communist*  *Establishment* (New York: Modern Library Chronicles, 2010).  Odd Arne Westad, *The Global Cold War: Third World Interventions and the Making of OurTimes* (New York: Cambridge University Press, 1995), 364-407.  Archie Brown, *Rise and Fall of Communism*, (New York: Harper Collins, 2009), 574-617. Handout  Jeremi Suri, "Explaining the End of the Cold War: A New Historical Consensus?" *Journal of Cold War Studies,* Vol. 4, No. 4, Fall 2002, pp. 60-92. *Journal of Cold War Studies*. Academic Search Premier  Michael Fox, “Another Transatlantic Split? American and European Narratives and the End of the Cold War,” *Cold War History* 7 (2007):121 -146. Academic Search Premier  Norman M. Naimark, *Fires of Hatred: Ethnic Cleansing in Twentieth-Century Europe* (Cambridge: Harvard University Press, 2002), 139-200.  Jeffrey J. Anderson, “The European Union, The Soviet Union, and the End of the Cold War,” in Desmond Dinan, ed., *Origins and Evolution of the European Union* (Oxford: Oxford University Press, 2006), 253-69. Handout  **Oral Reports**:  Czeslaw Milosz (see esp. *The Captive Mind*)  Vaclav Havel  Slavoj Zisek  Tariq Ramadan |
| 15 | 11/30 | **Islam and the European Identity**    Ian Buruma, *Murder in Amsterdam: Liberal Europe, Islam and the Limits of Tolerance* (New York: Penguin, 2007).  **Class Presentations: Different Views of the Muslims in Europe** |
| 16 | 12/7 | No Class – Work on Papers |
| Final Exam | 12/18 | Email final seminar paper, based on primary sources. |