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

# History 144 -01 (47939)

# Twentieth-Century Europe, 1900-1945

# This class provides 4 units of university credit.

# Fall 2015

**Instructor**: Dr. Mary Pickering

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**Office Hours**: Wednesday, 1:30-3:30 and by appointment

**Class Days/Time:** Monday, Wednesday, 12:00-1:15

**Classroom**: DMH 163

“I have lived through most of the twentieth century, without, I must add, suffering personal hardship. I remember it only as the most terrible century in Western history.”

Isaiah Berlin, philosopher

“If I had to sum up the twentieth century, I would say that it raised the greatest hopes ever conceived by humanity, and destroyed all illusions and ideals.”

Yehudi Menuhin, musician

**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

This course will focus on the leading events of the first half of the twentieth century: World War I, the Armenian Genocide, the establishment of the Weimar Republic in Germany, Lenin and the Russian Revolution, Stalinism, Nazism, Mussolini and Fascism in Italy, Franco and the Spanish Civil War, the Great Depression in Europe, World War II, the Holocaust, and Vichy France. The changing face of violence will be the main topic of discussions. To gauge the ramifications of violence in non-political realms, we will touch on intellectual, cultural, and social history, looking at such topics as modernism in art and literature, consumerism, the Americanization of Europe, changing gender roles, and the history of film.

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## 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 to 1945 to:

1. discuss intelligently the causes and effects of World War I and World War II

2. define communism and fascism and analyze the regimes with which they are associated

3. reflect on the horror of violence in the twentieth century

4. debate the impact of politics and war on gender roles

5. explain new developments in literature and the arts (photography, cinema, and so forth) and new cultural and social movements, such as modernism and consumerism

6. display skills in critical thinking, oral communication, analyzing primary sources, and writing.

## Required Texts/Readings

**Required reading for all students:**

Volker Berghahn, *Europe in the Era of the Two World Wars: From Militarism and Genocide*

*to Civil Society, 1900-1950* (Princeton: Princeton University Press, 2006).

Ernst Junger, *Storm of Steel* (New York: Penguin, 2004).

Virginia Woolf, *Mrs. Dalloway* (Boston: Houghton Mifflin Harcourt, 2005).

Arthur Koestler, *Darkness at Noon* (New York: Scribner, 2006).

Art Spiegelman, *The Complete Maus*, (New York: Knopf Doubleday, 1996) or

*Maus I* and *Maus II* (New York: Pantheon Books, 1986).

Marguerite Duras: *The War: A Memoir* (New York: The New Press, 1994).

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

**Required Movies: available on Netflix, Amazon or YouTube**

*The Blue Angel*

*Modern Times* (with Charlie Chaplin)

*Battleship Potemkin**(*Sergei Eisenstein)

*Triumph of the Will (*Leni Riefensthal)

## 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](http://info.sjsu.edu/static/catalog/policies.html) section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic\_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) at http://www.sjsu.edu/advising/.

**Assignments and Assessment of Student Learning**

Class will consist of lectures and discussions. You will be expected to have completed every reading assignment on time so that you can participate actively in the class discussion. Class participation counts 10% of your 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 the CLO# 6.

In addition, you are required to take five quizzes on the movies and books. Each counts 5%. The quizzes will take place Sept. 21, Oct 12, Nov. 2, Nov. 30, and Dec 7. On the quizzes will be some multiple-choice questions. There will also be other questions that ask you to write short essays. You will have to think more deeply about modernism, gender roles, and the horrors of war. For example, you will be asked to compare and contrast the roles of women in *The Blue Angel* and *Pandora’s Box* and explain why women were depicted in the way they were. These questions will be more akin to reader responses. They will fulfill CLO’s 3, 4, and 5.

You will take a midterm examination on October 19, and a final examination on Dec. 10. The midterm counts 20%, and the final counts 25% of your grade. You will be given a detailed study guide beforehand to help you to prepare. These tests consist of five short-answer questions and two essays that will require you to discuss intelligently large questions, such as the causes and effects of World War I and World War II, and the significance of the leading political, artistic, philosophical, and cultural movements. You will also be asked about the experiences of war and genocide and the myriad of ways those experiences are presented. These issues issue relate to the violence of the twentieth century. These topics relate to the student learning objectives of the course, CLO’s 1-5.

There will be no make-up quiz or examinations unless a medical excuse is provided. It must explain the reasons for your absence on the day of the test. Be sure to prepare for the quizzes and exams. There will be no extra credit offered in this course.

Finally, you will be asked to write a paper using primary sources. It counts 20% of your grade. The purpose of the paper to entice you to look more closely at primary sources, fulfilling CLO #6. The paper should be an in-depth analysis of two documents, two **European** films that we have not discussed in class (created between 1900 and 1945), or two or more **European** works of art (paintings, cartoons, posters, or photographs). There must be at least two references to secondary sources, entailing research in the library. You will be applying the knowledge that you have learned in class to new material.

The paper must be seven pages and 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. Turabian is the designated style manual of the History Department. You must submit your paper to Turnitin through CANVAS; otherwise it will not be graded. You must also email it to me.

The paper is due December 9. 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 paper and essay questions on the quizzes and exams, 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 or essay 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:

class participation - 10%

5 quizzes and in-class essays -25% (each counts 5%)

one paper – 20%

midterm examination - 20%

final examination - 25%

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.

**Incompletes**

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.

**Other 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 , studying, and completing the assignments and other course-related activities. (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 in-class midterm and final examinations, five in-class quizzes that require short essays, and a take-home essay. The latter will require at least one meeting outside of class with the instructor. I am eager to help you to succeed. Please come by my office during my office hours or make an appointment to see me by sending me an email or by 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 [Counseling Services website](http://www.sjsu.edu/counseling) at http://www.sjsu.edu/counseling.

# History 144: Twentieth-Century Europe, 1900-1945

# 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 | **Mon., Aug. 24**  **Wed., Aug. 26** | **Introduction to the Course**  **La Belle Epoque: Europe, 1890-1914**  Volker Berghahn, *Europe in the Era of the Two World Wars*, 1-32 |
| 2 | **Mon., Aug. 31**  **Wed., Sept. 2** | **Causes of World War I**  Volker Berghahn, *Europe in the Era of the Two World Wars*, 33-57.  **World War I: Illusions, Stalemate**, **and Slaughter** |
| 3 | **Mon., Sept. 7**  **Wed., Sept. 9** | **LABOR DAY – NO CLASS**  **Gender Issues and the War/Home Front**  Discuss Josef von Sternberg’s *The Blue Angel,* |
| 4 | **Mon., Sept. 14**  **Wed., Sept. 16** | **The Versailles Treaty and the Effects of World War I**  **Memory, Commemoration, and Reflections on the War Experience**  Selections from Abel Gance’s film, *J’Accuse* |
| 5 | **Mon., Sept. 21**  **Wed., Sept**. **23** | **Ernst Junger, *Storm of Steel***  **QUIZ plus in-class essay on Junger and Sternberg’s *Blue Angel***  **More Bodies: Genocide in Armenia** **and the Influenza Epidemic** |
| 6 | **Mon., Sept. 28**  **Wed., Sept. 30** | **The Roaring Twenties: The Challenges of Americanization** **and**  **Consumerism**  **Discuss *Modern Times***  Volker Berghahn, *Europe in the Era of the Two World Wars*, 58-81.  **Silent Film**  **G.W. Pabst's *Pandora’s Box*, starring Louise Brooks** |
| 7 | **Mon., Oct. 5**  **Wed., Oct. 7** | **Discussion of *Pandora’s Box***    **Modernism: Dadaism and Surrealism**  We will watch in class *Le Chien Andalou,* the masterpiece of Luis Buñuel and Salvador Dali |
| 8 | **Mon., Oct. 12**  **Wed., Oct. 14** | **Modernist Literature: Discussion of Virginia Woolf, *Mrs. Dalloway***  **QUIZ plus in-class essay on *Mrs. Dalloway*, *Modern Times,* and** *Le Chien Andalou*  **The Russian Revolutions** |
| 9 | **Mon., Oct. 19**  **Wed., Oct. 21** | **MIDTERM EXAMINATION**  **Leninism** |
| 10 | **Mon., Oct, 26**  **Wed., Oct. 28** | **Russian Constructivism**  **Discuss Sergei Eisenstein’s *Battleship Potemkin***  We will watch selections from Vertov’s *Man with a Movie Camera*  **Stalinism**  Turn in your final paper proposal and bibliography |
| 11 | **Mon., Nov. 2**  **Wed., Nov. 4** | **Purges**  **Discussion of Arthur Koestler, *Darkness at Noon***  ***QUIZ*  plus in-class essay on Koestler and *Battleship Potemkin***  **Mussolini and Italian Fascism**  Volker Berghahn, *Europe in the Era of the Two World Wars*, 82–99. |
| 12 | **Mon., Nov. 9**  **Wed., Nov. 11** | **The Weimar Republic** **and the Rise of Hitler**  **VETERAN’S DAY – NO CLASS** |
| 13 | **Mon., Nov. 16**  **Wed., Nov. 18** | **Weimar Culture: German Expressionism**  **The Nazi State and Culture**  **Discuss Leni Riefensthal’s film *Triumph of the Will***  Volker Berghahn, *Europe in the Era of the Two World Wars*, 99-129 |
| 14 | **Mon., Nov. 23**  **Wed., Nov. 25** | **Franco and the Spanish Civil War**  **Nazi Foreign Policy and the Origins of the Second World War** |
| 15 | **Mon., Nov. 30**  **Wed., Dec. 2** | **The Holocaust**  **Discuss Art Spiegelman, *The Complete Maus***  **QUIZ on Spiegelman and Riefenstahl**  We will watch in class Alain Resnais’s *Night and Fog*  **WORLD WAR II**  Volker Berghahn, *Europe in the Era of the Two World Wars*, 130-41 |
| 16 | **Mon., Dec. 7**  **Wed., Dec. 9** | **The Resistance: The Curious Case of the Vichy Regime**  **Discuss Marguerite Duras, *The War: A Memoir***  **QUIZ on Duras**  **PAPER IS DUE – EMAIL IT** |
| Final Exam | **Thurs., Dec. 10** | DMH 163, 9:45-12:00 |