

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

History 144 -01 (28214)

Twentieth-Century Europe, 1900-1945

This class provides 4 units of university credit.

Spring 2022

Instructor:	Dr. Mary Pickering
Office Location:	Good question. DMH 218? Home?
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Email:	Mary.Pickering@sjsu.edu
Office Hours:	Tues. and Thurs., 12:00 – 13:00 By Zoom – text me for a link.
Class Days/Time:	Tues., Thurs, 13:30-14:45
Classroom:	DMH 167 or Zoom

“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

Course materials, such as the syllabus and reading assignments, can be found on Canvas. 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.

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 as facilitated especially by developments in technology will be the main topic of discussions. To gauge the ramifications of violence and technology 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.

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 role of violence and technology in the twentieth century
4. debate the impact of politics and war on gender roles
5. explain new developments in literature and the arts (including photography and film) 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 available at Spartan Bookstore:

1. Ernst Junger, *Storm of Steel*, translated by Michael Hoffmann, (New York: Penguin, 2004).
2. Virginia Woolf, *Mrs. Dalloway* (New York: NORTON CRITICAL EDITION, 2021).
3. Arthur Koestler, *Darkness at Noon*, translated by Philip Boehm (New York: Scribner, 2019).
4. Art Spiegelman, *The Complete Maus*, (New York: Knopf Doubleday, 1996) or *Maus I* and *Maus II* (New York: Pantheon Books, 1986).

Three texts by Alexievich, Colette, and Duras (for the last week) are on Canvas under “files.”

Required Movies available on Amazon, Netflix, Kanopy (the free SJSU library service), or YouTube for Rent or Purchase.

The Blue Angel (Marlene Dietrich, Emil Jannings)
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. Please turn off your cell phone and refrain from roaming the internet on a laptop, an activity that disturbs people behind you and has been shown to hurt students' grades. Scientific evidence points to the importance of hand-written notes in helping students' memory! In addition, once you have entered the classroom, please do not leave, as your departure is distracting to your fellow students and your professor. If we are Zooming, please turn on your video! It is disconcerting, if not depressing, to speak to row upon row of black boxes!

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 nine quizzes on the movies and books. Each quiz counts 5%. I will drop your three lowest scores. The quizzes will take place Feb. 8, Feb. 17, Feb. 24, March 15, April 5, April 12, April 26, May 5, and May 12. Dates are subject to change, however. On the quizzes will be some multiple-choice questions. There will also be other questions that ask you to write short essays, sometimes relating to other texts or movies. You will have to think more deeply about modernism, gender roles, and the horrors of war. For example, you could 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 March 24 and a final examination on May 23. 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 ways those experiences are presented. These issues 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.

If you wish, for extra credit, you may do a ten-minute PowerPoint presentation on a topic that interests you. Check with me for details. This presentation will raise your overall grade two to three points, depending on its quality. Do not wait for the end of the semester, as time will run short!

Finally, you will be asked to write a paper using primary sources. It counts 15% 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 *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 to CANVAS, where it will be checked for plagiarism by Turnitin; otherwise it will not be graded. Do NOT email it to me.

The paper is due May 17. 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
- 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%

6 quizzes and in-class essays - 30% (each counts 5%)

You will take nine quizzes, and I will drop your three lowest scores.

one paper – 15%

midterm examination - 20%

final examination - 25%

extra credit bumps up your final grade by two to three points.

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

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

History 144: Twentieth-Century Europe, 1900-1945

Spring Semester, 2022

Course Schedule

This schedule is subject to change with fair notice via in-class announcement or email. You are responsible for keeping track of announcements and assignments given in class.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Thurs., Jan. 27	Introduction: The Belle Epoque
2	Tues., Feb. 1 Thurs., Feb. 3	Causes of World War I World War I: Illusions, Stalemate, and Slaughter Read Ernst Junger, <i>Storm of Steel</i> , 1-110.
3	Tues., Feb. 8 Thurs., Feb. 10	Gender Issues and the War/Home Front Watch at home Josef von Sternberg's <i>Blue Angel</i> with Marlene Dietrich and Emil Jannings (1929) QUIZ 1 on <i>The Blue Angel</i> The Versailles Treaty and the Effects of World War I Read Ernst Junger, <i>Storm of Steel</i> , 111-203.
4	Tues., Feb. 15	Memory, Commemoration, and Reflections on the War Experience

Week	Date	Topics, Readings, Assignments, Deadlines
	Thurs., Feb. 17	<p>We will watch in class part of Abel Gance's film, <i>J'Accuse</i></p> <p>Discuss Ernst Junger, <i>Storm of Steel</i></p> <p>Finish Ernst Junger, <i>Storm of Steel</i>, 203-289.</p> <p>QUIZ 2 including in-class essay on Junger and Sternberg's <i>Blue Angel</i></p>
5	<p>Tues., Feb. 22</p> <p>Thurs., Feb. 24</p>	<p>More Bodies: Genocide in Armenia and the Influenza Epidemic</p> <p>The Roaring Twenties: The Challenges of Americanization and Consumerism</p> <p>Watch at home <i>Modern Times</i> with Charlie Chaplin (1936)</p> <p>QUIZ 3 on <i>Modern Times</i></p> <p>Virginia Woolf, <i>Mrs. Dalloway</i>, 3-35.</p>
6	<p>Tues., March 1</p> <p>Thurs., March 3</p>	<p>Silent Film</p> <p>We will watch in class G.W. Pabst's <i>Pandora's Box</i>, starring Louise Brooks (1929)</p> <p>Discussion of <i>Pandora's Box</i></p> <p>Virginia Woolf, <i>Mrs. Dalloway</i>, 35-73.</p>
7	<p>Tues., March 8</p> <p>Thurs., March 10</p>	<p>Modernism: Dadaism and Surrealism</p> <p><i>Le Chien Andalou</i> (1929)</p> <p>We will watch in class this film, a masterpiece of Luis Buñuel and Salvador Dali.</p> <p>Virginia Woolf, <i>Mrs. Dalloway</i>, 73-116.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
	Thurs., April 14	Mussolini and Italian Fascism
13	Tues., April 19 Thurs., April 21	The Weimar Republic and the Rise of Hitler Weimar Culture: German Expressionism Read Art Spiegelman's <i>Maus</i> – first volume
14	Tues., April 26 Thurs., April 28	The Nazi State and Culture Watch at home Leni Riefensthal's film <i>Triumph of the Will</i> (1935) Quiz 7 on the movie. Franco and the Spanish Civil War Email by midnight your final paper proposal and bibliography, listing the two movies you will review and the secondary sources you will use.
15	Tues., May 3 Thurs., May 5	Nazi Foreign Policy and the Origins of the Second World War The Holocaust Read second volume of Spiegelman, <i>The Complete Maus</i> QUIZ 8 on Spiegelman and Riefenstahl We will watch in class Alain Resnais's <i>Night and Fog</i> (1956)
16	Tues., May 10 Thurs. May 12	World War II Svetlana Alexievich, <i>The Unwomanly Face of War: An Oral History of Women in World War II</i> , translated by Richard Pevear and Larissa Volokhonsky (New York: Random House, 2018), iii-xxix, 19-23, 42-44, 47-49, 71-72, 92-98, 100-112, 172-73, 185-87, 208-209, 256-59, 306-309. Alexievich won the Nobel Prize in 2015! CANVAS The Resistance in Germany and in Occupied Europe Marguerite Duras, <i>The War: A Memoir</i> , translated by Barbara Bray (New York: New Press, 1986), 3-4, 142-59. CANVAS

Week	Date	Topics, Readings, Assignments, Deadlines
	Tuesday, May 17	<p>Colette, "The Photographer's Wife," in <i>The Collected Stories of Colette</i>, ed. Robert Phelps (New York: Farrar, Straus and Giroux, 1983), 532-57. CANVAS</p> <p>QUIZ 9 on Alexievich, Duras, Colette, and <i>Night and Fog</i></p> <p>PAPER IS DUE ON CANVAS BY MIDNIGHT</p>
17	Monday, May 23	FINAL EXAMINATION, 12:15 – 14:30, DMH 167