Huntingdon College
W. James Samford, Jr. School of Business and Professional Studies

COURSE NUMBER: HIST302
COURSE NAME: Europe, 1914 to the Present
Fall 2015, Session I – Shelby
Wednesday, 9/2, 9, 16, 23, 30 from 5:30 p.m. - 9:30 p.m.

INSTRUCTOR’S NAME: Dr. Brian Barsanti

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COURSE DESCRIPTION: This course will explore the political, social, cultural, intellectual, and economic events in Europe from the outbreak of World War I to the modern day. Although we will survey this whole period of European history, we will focus special attention on the diplomatic backgrounds of the two world wars. We will also seek to understand the roots of Europe as it exists today, especially in our look at the recovery from World War II and the unfolding of the Cold War Era.

PREREQUISITE: none


COURSE LEARNING OUTCOMES: Upon completion of this course, the student will:
• identify the persons and events that comprise the history of Europe in the 1900’s
• understand how events in Europe in the 1900’s progressed from one to the next, and see more clearly the relationship between seemingly unrelated events and ideas
• assess the impact of new social, political, cultural, intellectual, and economic theories, the contest for international power, and the diplomatic relationship among various states on the course of European history
• Assess how events in Europe in the 1900’s had an effect on world affairs.

Assessment of success in meeting these goals and objectives will be determined by the grades earned on the weekly Module Question Sheets, by the instructor, the Class Project and the final exam.

COURSE ASSIGNMENTS & GRADING CRITERIA:
The following are required for satisfactory completion of this course:

Weekly Module Question Sheets: Five Module Question Sheets are attached to this syllabus, one of which is due at the beginning of each of the five class meetings. Students are to carefully read the assigned pages in the text for each module and are to clearly and completely, in writing, answer all questions on the module Question Sheet. Students must work independently while completing the Module Question Sheets. This work will serve not only to easily demonstrate that a student has read and comprehended the text material for each week, but
also to focus the student’s attention on that which is most closely related to the objectives and outcomes already outlined for the course. The questions may also serve as the basis for class review and discussion of weekly material, augmented by the instructor’s lectures, and they may, as well, be used as review guides and possible questions for the final exam. Each Module Question Sheet will be 10% of the total course grade, making the five sheets worth 50% of the final score. This assures that students who consistently and regularly complete their course work will be rewarded for their diligence.

Class Project: Each student will prepare a written research paper of 8 to 10 pages. Eight possible topics will be presented the night of the first class by the instructor in handout form. The topic list will include biographical explorations of key political leaders in Europe’s history in the 1900’s. The goal of the paper is to demonstrate how one of the leaders handled political, social, cultural, economic, and military events and ideas of great importance in their respective era of leadership. Each student will choose one of the eight topics listed on the topic handout sheet. Students must get instructor approval for their topic by the second week of class, and should carefully follow a standard writers’ manual or style sheet in the construction of their paper. The instructor will provide you with the guidelines for writing a college history paper in handout form on the first night of class. In addition, a complete source list must be emailed to the professor no later than the 3rd class meeting. The paper is due at the beginning of the 4th class meeting. Students will submit their final papers along with a complete bibliography of sources. All students are reminded that the Huntingdon College Honor Code applies to all course work and are warned that any violation of the Honor code will result in a grade of “F” for the class and will also be reported to the Huntingdon College Judicial Board for possible action. Students are therefore encouraged to seek guidance from the instructor regarding the issue of plagiarism. This Class Project will count for 25% of the final grade.

Final Exam: One in-class exam given the last class period. Questions may come from class lectures, discussion, and the Module Question Sheets. The Final Exam counts 25% of the class grade.

Grading Elements Percentage:
Module Question Sheets 50%
Class Project 25%
Final Exam 25%
Total Points 100%

GRADE POINT EQUIVALENTS - Describe the point range for each letter grade.

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59-below

ATTENDANCE POLICY:

Absences and Tardiness – All students are required to attend the first session. Those who do not attend the first session will be automatically dropped from the course. Students with more than one absence will receive an "F" for the course. Since this class meets only five times, missing a single class meeting is equivalent to missing three weeks of a regular term. If you cannot attend a class you must let the instructor know via email as soon as possible. In case of
absences you are responsible for obtaining all handouts and assignments. Tardiness may result in a deduction in your class participation grade. Excessive tardiness may count as an absence.

**Participation** – Participation is not the same as attendance. Participation requires students to come to class prepared to actively participate, which makes the classroom experience more meaningful. However, participation is not just speaking out in class. The contributions made by the student should be relevant to the course content and meaningful to the class discussion.

**Late Assignments** – *No shows* fail the assignment. It is expected that the students fulfill their assignments on the date they are scheduled to do so. Students with illness or other problems that prevent them from attending class on the day a presentation or written assignment is due must contact their instructors PRIOR to the deadline via Huntingdon College email with supporting documentation to request an extension or a make-up. In most cases, missed assignments are logistically difficult to make-up while maintaining the integrity of the module. In rare cases, approval to make-up an assignment may be granted at the discretion of the faculty member based on the seriousness of the circumstance and on the supporting evidence provided by the student. Contacting a fellow class member does not substitute for contacting the instructor.

**Accommodation of Special Needs**- Huntingdon College makes every reasonable accommodation for disabilities that have been processed and approved through our Disability Services Committee in accord with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. In order to request disability-related services at Huntingdon College, students must self-identify to the Disabilities Intake Coordinator, Camilla Irvin, and provide appropriate and up-to-date documentation to verify their disability or special needs. After the accommodations have been approved by the Disability Services Committee, the 504 Coordinator, Dr. Lisa Olenik Dorman, will notify your professor(s) of the committee’s decision. If you have any questions regarding reasonable accommodation or need to request disability-related services, please contact Disability Services at (334) 833-4577 or e-mail at disabilityservices@huntingdon.edu.

**Academic Honesty** – Plagiarism is literary theft. Failure to cite the author of any language or of any ideas *which are not your own creation* is plagiarism. This includes any text you might paraphrase, as well. Anyone is capable of searching the Internet or any printed media; your research paper is intended to broaden your knowledge, stimulate your creativity, and make you think, analyze, and learn. It is not consistent with the College Honor Code, nor with scholarly expectations to submit work which is not the product of your own thinking and research. Severe penalties will result upon the submission of any work found to be plagiarized, including potential failure of the entire course. It is easy and simple to properly cite all sources used in your paper. Take no risks – cite your sources.
First Night Assignment – Readings to be completed prior to each class meeting.

CLASS SCHEDULE:

Week 1:
World War I and the Russian Revolution, Chapters 1-5; pp. 3-139

Week 2:
Peace, “Normalcy,” and Depression, Chapters 6-10; pp. 140-297

Week 3:
Fascism, Aggression, and World War II, Chapters 11-15; pp. 298-445

Week 4:
The Cold War Years, Chapters 16-20; pp. 446-591

Week 5:
After Détente, Chapters 21-23; pp. 592-686

Final Exam
1. What does the textbook mean when it says that Europe was at its “zenith” in 1914? List four areas in which this was the case. Even at that point, though, what changes were underway in family life and political theory? What were the effects of nationalism?

2. What were the three “inherited creeds” the textbook mentions? What did each of them lead people to believe? How were new ideas in science, human behavior, and artistic expression beginning to undermine the older sets of beliefs?

3. What long-range part did each of these play in the coming of World War I, according to the textbook?
   - Ideas of sovereignty and national honor
   - Imperialist considerations
   - Internal dissent
   - The alliance system
   - The “war machines”
   - The “exercise of choice”

4. What was the First Battle of the Marne? How did it come to pass and what was the result? How did it set the tone for the remainder of the war?

5. What is meant by the phrase “breaking the crust” with reference to military tactics in World War I? What were the results of attempts to achieve it with “over the top” assaults and new weapons?

6. How did the course of World War I move to a stalemate at sea as well as on land? What new weapon did the German Navy use here? What were the results?

7. In general, what was the political impact of “total war” on combatant states? Who and what type of governments did it bring to power in each of them?

8. What changes did “total war” and its results have in the areas of:
   - The status of women
   - The power of organized labor in various states
   - Inflation and its results
   - Police powers for states
   - Intellectual and artistic expression?

9. What event kicked off the Russian Revolution in the spring of 1917? What government took control then? Who were the Mensheviks and the Bolsheviks, and who led each group? What did Lenin mean by “Land, Peace, and Bread,” and why was the phrase important to him? How and why did the Bolsheviks establish autocracy rather than democracy in Russia?

10. What happened to the German Empire, the Austro-Hungarian state, and the Ottoman Empire as the end of World War I approached?
1. What does the textbook say were the three main “pragmatic considerations” that influenced the peace process in 1919? Briefly review each of these. What were the Fourteen Points, and how did they interact with these considerations?

2. How did the final peace settlement address:
   a. a “permanent peacekeeping organization”
   b. the colonial possessions of the defeated states
   c. the military future of Germany
   d. reparations
   e. the “self-determination” principle in Eastern Europe?

   How did enforcement of the peace settlement change character in 1923-1924? What were the Dawes Plan and the Locarno Agreement? Was disarmament ever a real success?

3. What are some of the basic elements of fascism? What were its “roots”?

4. What was a return to “normalcy” like in
   a. Stanley Baldwin’s Britain
   b. Raymond Poincare’s France?

   What were the particular problems of the Weimar Republic? How did the existence of peasant political organizations and continued frustrated national goals make stable governments difficult to achieve in Eastern Europe in the 1920’s?

5. How did the quest for stability help finalize Mussolini’s rise to control in Italy? How did the Russian Revolution, as well, reach a new level of stability under Joseph Stalin? What were his ideas?

6. How did different states react differently to the new leisure time available by the 1920’s and 1930’s? What were some of the positives, and what were some of the fears about the new “mass culture” of the era?

7. What forces in high culture and thought made it possible for so much that was “avantgarde” before the war to become “main stream” after the war? Who especially feared these new trends and why?

8. Why does your textbook speak of the Great Depression of the 1930’s as a “crisis of liberalism”? How well did the governments of Britain and France handle this crisis?

9. What were the political results of the Depression for Weimar Germany? How did Hitler’s government respond to the economic crisis? Mussolini’s? Stalin’s?

10. What happened during the process of Gleichschaltung in the German state? What events made it possible? Who were the corresponding fascist leaders in Portugal and Austria in this era?
1. What factors created the great appeal of fascism to so many in Europe in the 1930’s?

2. According to the textbook, what was the basic reason for the creation of the “Popular Front” idea of the 1930’s? Where was this idea strongest and why? What were some of the obstacles to the creation of Popular Fronts in other areas?

3. What were Hitler’s “Saturday surprises” of 1935? What did European reaction to these events reveal? What came next for Hitler? What did it mean, and, again, what did Europe’s reaction reveal? What is the controversy over interpretation of the events after March of 1936?

4. How and where did Mussolini first begin to show his international ambitions? What was Europe’s reaction? According to the textbook, what were the various motivations that led Hitler to reach beyond Germany’s 1914 boundaries after 1938? Why was the first crisis over Czechoslovakia?

5. Why does the textbook label appeasement as “the most influential negative lesson for a whole generation of Western leaders?” (p. 340) What ideas does it assert about the true nature of appeasement in the context in which Neville Chamberlain followed it as a policy? What brought that to an end? What part did the Nazi-Soviet Pact of 1939 play in these events?

6. What role was played by each of the following in World War II:
   a. Blitzkrieg in Poland
   b. Fall of France
   c. Battle of Britain
   d. Hitler’s attack on the Soviet Union
   e. “New Order” of Hitler?

7. What is meant by “collaboration” and “resistance” between 1939 and 1942? What was the motivation and the impact of each?

8. What is the significance of:
   a. Operation TORCH
   b. D-Day
   c. The battle of Stalingrad

9. How were the problems faced by Europe at the end of World War II similar to those faced at the end of World War I?

10. Briefly discuss the most important preoccupation of:
   a. the British Labour government to 1951
   b. the French Fourth Republic
   c. Italian Christian Democrat Reconstruction
   d. The Soviet-controlled German Democratic Republic
   e. The Federal Republic of Germany
   f. The Soviet Union
1. The textbook speaks of two eras of political structures in post-war Eastern Europe, the National Front regimes active until 1947-1948, and the Peoples’ Democracies after that time. What was the major difference between these two? What problems and policies are identified with each?

2. What were some of the basic elements of Kruschev’s “thaw” in the Soviet Union? Why did it ultimately bring about his removal from power?

3. What effects, both domestic and foreign, did the deepening Cold War between the United States and the Soviet Union have on the nations of Europe? What effect did it have on the European desire for some level of union? How did NATO and the Common Market fit into this movement? What was the Soviet response?

4. What does the textbook mean by the “end of ideology” movement of the 1950’s and 1960’s? What were some of its causes? Some of its results?

5. What spurred the various discontented groups (youth, workers, women) whose protests marked the 1960’s?

1. Under Leonid Brezhnev, what problems beset the Soviet Union, Czechoslovakia, Poland, and Romania? What does the textbook say Brezhnev did in foreign affairs as a result?

2. What is meant by the terms “Europessimism,” “Stagflation,” and “postindustrial?” What was the new European attitude toward immigration?

3. What was the political fallout of the economic crisis of the 1970’s with respect to the welfare states of Western Europe? What new leaders and parties came to power? How was the "Eurocommunism" of Enrico Berlinguer also a response? What radical political changes took place in Spain and Portugal in the 1970’s?

4. In what order did the Eastern European satellite states break away from Soviet control in the 1980’s? What was the result back home in the Soviet Union? What other factors played a part in the collapse of that state? Who was Boris Yeltsin and what did he do?

5. What experiences did the two Germanies and Yugoslavia have in the aftermath of the collapse of the Soviet system?