Syllabus: History 464 {MASTER}
Twentieth Century Europe: War, Nationalism, Europe and the World

Dr. M. Hildreth
Office: MSS 205; 784 1964/ or 784 6855; hildreth@unr.edu
Office hours: ________________

Course Goals: Student should achieve the following:

• Know the main events of Twentieth Century European History.
• Acquire an understanding of the dimensions and consequences of industrialization, colonialism, nationalism, fascism, democracy and world war in the twentieth and twenty-first century.
• Understand the elements of historical analysis including primary and secondary sources, historiography and argument.
• Evaluate and produce historical analysis in effective expository writing.
• Collaboratively produce a group research project on an assigned topic: Learn the variety of sources available for research on European history and contemporary society and politics. Become able to evaluate them.
• Organize and present a group oral presentation on research findings.
• Use blogs and discussion boards online to explore issues in history.

Core Objectives: Satisfies CO 11 and CO 14

CO 11 Global Contexts: Students will apply and evaluate modes of academic inquiry, creative expression, or results of research to problems in historical and contemporary global contexts. Students will articulate connections among local, national, and international contexts and evaluate the ways that historical and contemporary global influences affect their current situations.

Demonstration of CO 11:
• All of the requirements for the course, tests, essay, Blogs and group projects require students to apply and evaluate problems in history in the context of contemporary Europe, and in countries created from the former European empires.

CO 14 Application: Students will be able to demonstrate their knowledge and skills developed in previous Core and major classes by completing a project or structured experience of practical significance.

Demonstration of CO 14:

1. In the “Group Investigation Project” where students will apply the research, analysis and writing skills gained in previous core courses. The project demonstrates master of:
• Composition: applied in the reporting of research findings (CO 1)
• Communication: applied in communication within the research group, and in the final oral presentation) (CO 1).
• Critical analysis applied in four stages of the project:
  o Individual deconstruction of the news article to locate points that raise questions. (CO 3)
  o Collaborative development of a research plan for the group’s analysis based upon the collective questions. (CO 3) The individual student’s part in the collaboration will be assessed via the online discussion, and the effort made in the in class part of this task.
  o Individual production of an analysis of the student’s own research findings. (CO 3)
  o Analysis the findings of the collaboration. (CO 3)
• Use of information: applied to locate print and visual materials to carry out the analysis with attention to the provenance of sources. (CO 4)
• History: the analysis is to be based on the historical perspective and an understanding of the difference between primary and secondary sources (CO 5)
• Culture: the news articles concern a variety of different cultures, focusing on issues of ethnic conflict, religious, revolutionary groups, and war in Eastern Europe, former European colonies in Africa and the Middle East and the former USSR states. Students are expected to show awareness of cultural specificity. (CO 6)

2. Workshops on the Group Project:
• Designed as collaborative experiences. Each workshop begins with students describing their previous experiences with research: how they have designed projects, located sources, and created a program for analysis. (CO 3)
• The object is to deconstruct analysis so that students become aware that every research project starts with questions that guide analysis and entails discrete steps that lead to the effective communication of results. (CO 3)
• Participation in the workshops will counts towards the discussion grade.

Integrated COs.
CO 1: Effective composition and communication;
CO 3: Critical analysis and use of information
CO 5: History and culture
CO 6: Cultures, societies, individuals
CO 10: Diversity and Equity

Application of Integrated COs:
1. Blog entries
   • Demonstrates skills derived from CO 1, CO 3, and CO 5.
   • CO 6 is demonstrated in entries 1,3,4,5,6,7& 9;
   • CO 10 is demonstrated in entries 2,6,7.

See also demonstration of CO 14 above

Student Learning Outcomes:
Upon successful completion of this course, students will be able to:
1 Interpret historical information found in primary and secondary sources. Identify the points of view and major points of argument and compare. COs 1,3,5,11, 14,
2 Describe the recent and current political geography of Europe, European colonies, and post-colonial work. COs 1, 3, 5,6, 10,11
3 To demonstrate awareness of, and ability to analyze, the impact of broad historical forces in the twentieth century. COs 1, 3, 5,6, 10,11
4 Contextualize a problem in the contemporary world by developing a discrete list of points of analysis. COs 1,3,5,11,14
5 Identify sources for research and production of analysis. COs 1,3,5,14
6 To collaboratively create a presentation. COs 1,3,5,14
**Class Structure:**

This course combines lectures and class discussion. Blogging and discussion boards on WebCampus comprise much of the assigned work. One short essay is required. Required reading consists of two printed texts and online text excerpts on WebCampus. There is a Group Investigation Project that involves research and analysis posted on WebCampus discussion boards as well as a final group presentation. Three workshops on the Group Investigation Project will be presented. There will be two midterms and two map tests. We WILL meet during the final time and attendance is mandatory. Power points are used in class but not posted.

**Reading**

1. Eric Dorn Brose, *Europe in the Twentieth Century*
   A reading guide for Brose is posted on Web Campus

2. Edith Hahn-Beer, *The Nazi Officer’s Wife*.

3. On-line readings: posted on WebCampus:

   **Section 1. The Causes of the First World War**
   1.1 Ronald Blythe, *Akenfield - Portrait of an English Village* pp 32-49 (Leonard Thompson's story)

   **Section 2. The Nazi Social and Cultural War**
   2.3 Daniel Goldhagen, “Hitler’s Willing Executioners,” in *An Age of Conflict*, pp 204-07.

   **Section 3  Europe and the End of the Cold War: nationalism and internationalism**
   3.1 George Kennan, “No One Won the Cold War, in *An Age of Conflict* 336-38.
   3.3 Kollander and Derfler, “Nationalism Resurgent” in *An Age of Conflict*, 355-57

**Final Grade calculated in points. [^ minuses and pluses are awarded]**

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A range*</td>
<td>360-400 pts</td>
</tr>
<tr>
<td>B range*</td>
<td>320-359</td>
</tr>
<tr>
<td>C range*</td>
<td>280-319</td>
</tr>
<tr>
<td>D range*</td>
<td>240-279</td>
</tr>
<tr>
<td>Below 240</td>
<td>F</td>
</tr>
</tbody>
</table>

**Assignments**

1. **Blogging 80 points total**
   - Each blog is assigned on Web Campus where you can find the requirement for each one. Blog due dates are listed on the schedule below. The points awarded for blogs range from 5-15
points and are indicated on the assignment along with the expected number of words. Blogs entries are to be based upon the assigned reading. Be sure to take a look at my comments especially on the first blogs for guidance. See me if you cannot locate the comments on WebCampus. Most blogs assignments are on assigned reading; one blog, #8, (15 pts) is on your group project.

- Length (indicated for each): in general 125-300 words.
- NOTE: These are the maximum number of points that you can accrue for blogs. There will be extra assignments beyond the blogs listed below on the schedule to give you an opportunity to reach (but not to exceed) the maximum points if you miss one or two assigned blogs. Keep in mind that some blogs are worth more than others. The extra credit blogs will provide a chance for a maximum of 20 points.
- **Assessment of SLOs 1,2,3,6.**

2. **Discussion. 40 points total**

- Formal discussion periods are schedule on specific days, on topics & readings assigned in the syllabus, You’ll get points after each formal discussion based on participation and preparation. The instructor may change the formal discussion schedule; an announcement regarding this will be made in class one period prior.
- Formal discussions are often preceded by blogging on the same topic/readings so you will be well prepared.
- Formal discussion includes your participation in, and contribution to the workshops: 15 points
- **IMPORTANT POINT:** It will greatly enhance your participation if you bring the reading we are scheduled to discuss to class. I may ask someone to read or summarize a specific line of text, so be prepared to gain points in this fashion.
- Informal discussion. During lecture I’ll often ask questions based upon the reading assigned. In the case of the Brose text these will often reflect the reading guide. Students who respond will improve their discussion grade.
- Informal discussion will include “instant review” of lectures- you will see what this is during class.
- **Name “cards.”** So that I can evaluate your participation you will have a “name card” to post on your desk. Please pick this up at the start of class each day from the front desk and return it to that desk at the end of class. If you participated on that day place the card in the participation pile to enable me to give you points.
- **Assessment of SLOs 2,3,6.**

3. **Exams:**

- **Two midterms:** Multiple choice & short answer. A review sheet will be handed out for each exam. Each exam covers approximately half of the course material. See the schedule below. Review policy on makeups below. No final exam, but we will meet for required attendance at group presentation during our scheduled final period.
  - #1 = 45 points
  - #2 = 50 points.
- **Assessment of SLO 3**
- **Map Test (1)** 5 points
- **Assessment of SLO 2**

4. **Group Project: 130 points**

- You will make an inquiry into the historical background of a contemporary news story. There will be a choice of five different news stories that are posted on WebCampus.
- There are written assignments to be entered on discussion boards on WebCampus. Each Group will have its own series of discussion boards.
- In addition there is a final oral group presentation.
• Detailed instructions, requirements, evaluation standards, and points for each discrete part of the assignment are attached and will be posted on WebCampus.

• Assessment of SLOs: 3,4,5,6.

5. Essay on the memoir: *The Nazi Officer’s Wife*. 50 points

Requirements are posted on WebCampus.
The essay is submitted in two ways:
1. Safe Assign on Web Campus (note: previous student papers are in the data base).
2. On paper in class. This is the only assignment turned in on paper.

• Assessment of SLOs 1,3,5.

Policies:

Completion of assignments:
Missed deadlines on any assignment, absence for the exams. There are no makeups without a doctor’s note or other proof of emergency that clearly interferes with class time. In the case of missed deadlines for blogs, see the comment above regarding extra credit blogs.

Decorum: You should arrive on time and leave at the scheduled time. If you have to leave early for some pressing reason be sure to email or see me before class. PLEASE: No eating in class (drinks are fine). No disturbances of any kind. In discussion respect your fellow students by being prepared, by contributing and by listening to others. Please turn off and stow away off the table or desk any electronic devices, with the following exception: any student who wishes to use a notebook computer or ipad like device to take notes should see me. I’ll likely ask you to sit in the front of the classroom. Discussion points lost for decorum issues.

Academic Assistance The Department of History Writing Center is available to all students enrolled in history courses at UNR, at no charge, to provide help with assignments and to hone writing skills. Unlike the ASUN Writing Center, our center is discipline specific. During one-on-one consultations students can work on specific issues related to historical writing such as organization, argument, style, evidence, analysis, and citations. Don’t know how to get started on a specific assignment? The center can help with that too.

If you find that you are loosing points on the quality of your blogs and/or discussion group assignments, get in touch with Paul. By all means consider using this service for the essay that is due on the Nazi officer’s wife. And, finally, your or your group is welcomed to visit the center to organize your final project or to work on any of the steps.

See WebCampus for contact information.

Academic Assistance by the instructor! Please visit me during my office hours, or better yet schedule a specific time to see me via email: hildreth@unr.edu. Right before class is a BAD time to try to have a conversation with me, but after class is fine.

The following statements are official UNR POLICIES:

Absences: The university system has a policy on this! See:
http://catalog.unr.edu/content.php?catoid=6&navoid=1394
• Read this carefully, especially if you will be absent for an event related to university extra-curricular activity.
• Make up work will be provided only in the case of an excused absence, which requires documentation. In the case of excused absence, it is up to you to email me for make-up work. Instructor Lecture notes will under NOT be provided under any circumstances.
Religious Holy Days: If your attendance is impacted by religious observances (Holy Days) please let me know ahead of time and I will quite happy to make accommodations based upon the policy described at the URL above.

Statement on Academic Dishonesty: “Cheating, plagiarism or otherwise obtaining grades under false pretenses constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student’s enrollment without a grade, giving an F for the course or for the assignment. For more details, see the University of Nevada, Reno General Catalog.”

Statement of Disability Services: "Any student with a disability needing academic adjustments or accommodations is requested to speak with the Disability Resource Center (Thompson Building, Suite 101) as soon as possible to arrange for appropriate accommodations."

Statement on Audio and Video Recording: "Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded."

The Course Schedule

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Reading due</th>
<th>In class activities &amp; assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>1. Course Introduction</td>
<td>Brose: 1-55; Online Readings 1.1 &amp; 1.2</td>
<td>Due: Bog#1 In class: Discussion on the Blog results</td>
</tr>
<tr>
<td></td>
<td>Industrialism &amp; colonization</td>
<td>Brose: 55-65; 74-75 Online Readings 1.1,1.2</td>
<td>Due*: Blog #2 on Readings 1.1 and 1.2 and Discussion in Class on the same and related questions on Brose</td>
</tr>
<tr>
<td>Week 2</td>
<td>1. Origins of the war: World struggle for mastery. Industrialization of War</td>
<td>Brose: 77-84 Online Readings 1.3</td>
<td>Due*: Blog #3 on online reading 1.3. Discussion on the same and related questions in Brose</td>
</tr>
<tr>
<td></td>
<td>2. GROUP PROJECT</td>
<td></td>
<td>Choose your article on WebCampus: deadline: today</td>
</tr>
<tr>
<td></td>
<td>Workshop today: How to analyze a news story-presentation and practice. Brainstorming on questions raised by the news articles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>1. War 1914-1918: Warfare and world epidemic</td>
<td>Brose: 90-96, 100, 105-107</td>
<td>Due*: Blog #4 On the Russian Revolution and Discussion on the same topic</td>
</tr>
<tr>
<td>GROUP PROJECT</td>
<td></td>
<td></td>
<td>Post questions; deadline end of week 3</td>
</tr>
<tr>
<td>Week 4</td>
<td>1. The Russian Revolution: Communism as a world force</td>
<td>Brose: 96-102</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Germany and War’s End:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>1. Aftermath: the settlement, the gender crisis; technology and Modernity</td>
<td>Brose: 102-119 Brose 65-74; 142-148</td>
<td>Step 2 Due end of this week: your individual questions. Post on the discussion board for your group labeled [g#Step2]</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------</td>
<td>--------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>2. GROUP PROJECT</td>
<td>Work Shop today: Sources for the Group Project:</td>
<td>Meet in the library for a presentation on searching &amp; guided research time</td>
</tr>
<tr>
<td>Week 6</td>
<td>1. Crisis of nationalism and ethnicity in Europe and the Middle East</td>
<td>Brose: 120-32; 148-166</td>
<td>Due: Blog #5 on Modernism. Discussion on Modernism</td>
</tr>
<tr>
<td></td>
<td>2. GROUP PROJECT</td>
<td>Work shop: on collaboration and analysis of source</td>
<td>Presentation and Group Meeting Time in Class Outline the project; decided on a final point by point analysis</td>
</tr>
<tr>
<td>Week 7</td>
<td>1. Threatens to the peace: capitalism in collapse, the rise of the USSR</td>
<td>Brose 166-184; 211-219</td>
<td>2. MIDTERM #1</td>
</tr>
<tr>
<td>Week 8</td>
<td>1. Fascism and Nazism: nationalism versus the individual</td>
<td>Brose 184-189. Online Readings 2.1</td>
<td>Step 4 due end of this week: post your questions and source material. See instructions.</td>
</tr>
<tr>
<td>GROUP PROJECT</td>
<td></td>
<td></td>
<td>Due: Blog #6 on the readings 2.1 &amp; 2.2. Discussion on the same and related readings in Brose.</td>
</tr>
<tr>
<td>2. Inside the Nazi and Italian Fascist states</td>
<td>Brose 189-202. Online Readings 2.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>1. The Nazi War on Democracy and Humanity</td>
<td>Brose: 202-211; 220-229</td>
<td>2. The failure of internationalism; Nature of modern, industrial War</td>
</tr>
<tr>
<td></td>
<td>Brose: 229-246 The Nazi Officer’s Wife</td>
<td>Due: Essay on The Nazi Officer’s Wife and discussion on the same in class</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>1. Purge, Plunder and Mass Murder: Life under Fascism</td>
<td>Brose 246-256</td>
<td>2. The End of the Axis</td>
</tr>
<tr>
<td>Week 11</td>
<td>1. “Ruin, Reconstruction and Recrimination” (Brose)</td>
<td>Brose: 265-294; Brose: 294-324 Online readings 3.1 &amp; 3.2</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. GROUP PROJECT: Workshop on collaborative oral presentation</td>
<td>Due End of this week: Your individual research results and analysis (posted on WebCampus)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 12</th>
<th>1. Europe and America Globalization</th>
<th>Brose: 325-357</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Rebuilding</td>
<td>Brose: 358-376</td>
</tr>
<tr>
<td></td>
<td>Due: Blog 8: Assess the overall results of the research by you and your group members. Identify any important unanswered questions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 13</th>
<th>1. 1968 &amp; Democracy</th>
<th>Discussion.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Break up of empires; The European Union and the Post Colonial World</td>
<td>Brose: 376-397 Blog #9 on Readings 3.1, 3.2 and 3.3. Discussion on the same.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 14</th>
<th>1. Cracks in the Bloc</th>
<th>Brose: 398-421</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GROUP PROJECT</td>
<td>Step 6. By the end of this week, each member of the group must have taken part in a collective discussion of the results of the research and analysis (on WebCampus)</td>
</tr>
<tr>
<td></td>
<td>2. The Fall of Communism; Resurgent nationalism in the old Bloc and the former SSRs</td>
<td>Brose: 421-432 Film Excerpt “Breaking Ranks: The Second Russian Revolution”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
<th>1. Europe. Islamic &amp; other immigrant communities in Europe</th>
<th>Brose 433-471</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. GROUP PROJECT</td>
<td>Time in class for group work on the presentations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 16</th>
<th>1. MID TERM#2</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 17 (final)</th>
<th>Group Presentations</th>
</tr>
</thead>
</table>

- **Group Project: Inquiry into the historical background of a contemporary news story.**
  There will be a choice of eight different news stories that are posted on WebCampus. **130 total points.**

**OVERVIEW**
With the exception of the final presentation each step results will be posted on discussion boards on WebCampus and as requiring your efforts as during scheduled classroom time. Each Group will have its own series of discussion boards.

**DETAILS OF THE STEPS REQUIRED**

**Step 1.** Pick your story from those posted on WebCampus. Selection due ______: Use the discussion board indicated on WebCampus.
- On _________ a discussion board will appear on WebCampus where you should indicate your selection by listing the number and short title of the news story.
- No more than five students can select any given news story. If five students have already selected a story, you have to select another.
- If by this date you have not selected a story I’ll assign one to you.
- Each group will have their own discussion board site on WebCampus.

**Step 2.** **15 points.** Compose questions about the story and its background. Post on the Step 2 discussion Board. Due _______
- Each individual in a given group should enter questions based upon their reading of the news story that can be answered with further investigation.
- Think about what you need to understand the current and historical issues that are raised by the content.
- Each student should compose at least three questions.
- I’ll review and edit the questions.

**Step 3.** **10 points.** Decide which investigation questions your group will focus on for its presentation. In class on ______
- Group time will also be provided in class to accomplish this.
- Evaluation will be based on your individual participation in this process.
- One person in the group should then email me the list of questions no later than _________
- I’ll respond to the entire group. I may revise the list.

**Step 4.** **20 points.** Each student posts the questions they will address and list source material. Due _______
- Assign the questions that are to be investigated by each group members.
- I’ll provide some in class time to get organized on this.
- **Locate and list sources:** Each student should find sources individually and list on the Step 4 discussion board.
- **Important:** For credit, your sources must conform to the restrictions and guidelines that I’ll hand out and discuss in a workshop on _______
- Sources must be listed in correct citation (covered in the workshop) format.
- Sources must be appropriate to the questions you are assigned to investigate
- Full credit can be accrued if you (individually) locate three sources.
- I’ll comment on your individual lists. I may ask you to find other sources.

**Step 5.** **50 points.** Individual research findings and analysis are posted; Due _____
- Present what you have discovered from your sources and post in a short essay on the discussion board so that other students in your groups, along with the instructor, can read and comment.
- Comment on the other students’ findings.
In my evaluation I’ll expect to see clearly that you have used the sources you identified in step 4 (as revised), so paraphrase and quote but do not plagiarize.

You must summarize the main points in your sources in your own words (quotations should account for no more than 15% of your text.)

I expect that each student will produce a text of 700-900 words (or more). Full credit is more likely to be gained by posting closer to 900 than 700 words. If you do not know how to do a word count in MS word, let me know.

It will be best to write this in a word document and cut and paste into the discussion board.

Clarity of prose and organization, grammar, will impact the points awarded.

Step 6. **15 points. Group discussion of the individual findings and analysis; due ___**
See also blog #8

Step 7. **20 points. Group presentations.**

These will take place during our scheduled final. I’ll assign each group a date by lottery. More information on timing and format will be presented later in the semester in a workshop.

In class time will be used for group meetings.

It is expected that in order to organize this you will need to have at least one group meeting outside of class.

The points awarded each student will be based both on the quality of the overall presentation and on the student’s individual contribution to the presentation.