**20th Century Europe**

Prof. Samuel Clowes Huneke HIST 635-001

He/him/his Spring 2023

Office Hours: Virtual, by appointment Horizon 1009

shuneke@gmu.edu Wed. 7:20-10:00 PM

**Course Description**

The twentieth century in Europe was a time of calamitous violence, unexpected peace, and ideological ferment. From World War I and the Russian Revolution, through World War II and the Holocaust, and up to the Cold War and the fall of the Berlin Wall, this course will introduce students to classic and contemporary scholarship on Europe’s twentieth century. Topics will include fascism and communism, gender and sexuality, the history of everyday life, race and racism, and urban history.

**Course Goals & Expectations**

This course aims to introduce students to classic and contemporary scholarship on Europe in the 20th century. As a discussion-based seminar, it will hone students’ oral faculties.

Each week we will discuss one book related to 20th century Europe. You should read each book carefully, post on Blackboard in response to one of the weekly discussion questions, and come prepared to discuss the book in detail. Each student will lead discussion one week, which will also involve posting discussion questions on Blackboard and writing a page-long response to that week's readings.

Midway through the semester, you will review a book not on the syllabus. A substantial written assignment at the end of the course will ask you to apply what you have learned.

**Required Texts**

1. Barbara Tuchman, *The Guns of August*
2. Mark Mazower, *Dark Continent*
3. Deborah Cohen, *The War Come Home*
4. China Miéville, *October: The Story of the Russian Revolution*
5. Elisa Camiscioli, *Reproducing the French Race*
6. Robert Paxton, *The Anatomy of Fascism*
7. JP Daughton, *In the Forest of No Joy*
8. Mary Louise Roberts, *Sheer Misery*
9. Peter Longerich, *Hitler: A Biography*
10. Chad Bryant, *Prague: Belonging in the Modern City*
11. Victoria de Grazia, *Irresistibile Empire*
12. Todd Shepard, *The Invention of Decolonization*
13. Kristen Ghodsee, *Second World, Second Sex*
14. Martin Malia, *The Soviet Tragedy*

**Schedule**

The Great War and the World it Made

January 25 | Barbara Tuchman, *The Guns of August*

February 1 | Mark Mazower, *Dark Continent*

February 8 | Deborah Cohen, *The War Come Home*

February 15 | China Miéville, *October: The Story of the Russian Revolution*

The Interwar Interregnum

February 22 | Elisa Camiscioli, *Reproducing the French Race*

March 1 | Robert Paxton, *The Anatomy of Fascism*

**\*\* Meet to Discuss Final Project \*\***

March 8 | JP Daughton, *In the Forest of No Joy*

March 15 | **Spring Break (Get a start on Longerich—it’s long!)**

World War II and Its Aftermath

March 22 | Peter Longerich, *Hitler: A Biography*

March 29 | Mary Louise Roberts, *Sheer Misery*

April 5 | Chad Bryant, *Prague: Belonging in the Modern City*

**\*\* Book Review Due 11:59 PM on Friday April 7 \*\***

The Postwar, the Cold War

April 12 | Victoria de Grazia, *Irresistible Empire*

**\*\*** **Submit provisional Bibliography for Final Paper by April 12 \*\***

April 19 | Todd Shepard, *The Invention of Decolonization*

April 26 | Kristen Ghodsee, *Second World, Second Sex*

May 3 | Martin Malia, *The Soviet Tragedy*

**\*\* Final Paper Due 11:59 PM on Wednesday May 10 \*\***

**Course Information**

**Grading**

Your final grade will be calculated according to the following rubric:

Participation — 20%

Leading Discussion — 20%

Book Review — 20%

Final Paper — 40%

**Attendance & Participation**

Class discussions will be held each Wednesday at 7:20 PM. Participation is worth 20% of your final grade. Attendance will account for 20% of your participation grade, another 20% will come from responding to one of the Blackboard discussion questions before class starts on Tuesday, and participation in class discussion will account for the remaining 60%. In other words, participation is a significant component of your course performance. More than two absences will severely affect a student’s participation grade, and insufficient attendance will result in failure of the course. If a student has a prolonged illness, varsity athletic competitions, or a personal situation that might lead to more than two absences, the student should contact me in advance, and may be provided an opportunity to make up the work missed.

It is critical that all students actively engage in the discussion of readings. Come to class prepared to make comments, express opinions, and ask questions that will move discussion forward. Actions that will adversely affect your participation grade include absences from class, coming to class unprepared, and displaying a lack of respect for your classmates.

Please do not hesitate to check in with me throughout the semester to discuss your in-class participation should you have any questions or concerns.

**Assignments**

*Leading Discussion*

Each week one (and sometimes two) students will lead discussion. This means you will submit a 1-page, single-spaced response to that week’s book by noon of the Tuesday before class, in which you draw out the book’s principal themes and arguments, its supporting evidence, and any critiques you have of it. You will also post five discussion questions on the Blackboard discussion board by noon on Tuesday before class, to which other students will respond. These questions and responses will serve as a springboard for class discussion. You will be responsible for presenting the book at the start of class and for using your questions to guide discussion.

*Book Review*

You will write a 2,000-word book review. You will choose an academic monograph from outside the syllabus that covers something of particular interest to you in the history of 20th century Europe. Your essay should explicate the book, explaining and critiquing its interventions in the historiography. You should draw out what its key research questions are, how the author/s answer them, and give your own view of the book's merits. The kind of synthetic thinking and writing necessary for a book review is an important skill for scholars as they plan their own research agendas. Ideally this paper will help prepare you for your final paper. This review is due by 11:59 PM on April 7 and is worth 20% of your grade.

*Final Paper*

In consultation with me, you will write a 5,000-word historiographical review essay. This paper will draw on at least four scholarly monographs (at least three of which must be from beyond the syllabus). We will meet to discuss your final paper the week of March 1 and you will submit a provisional bibliography for the final paper (which you can still alter after I have approved it) by April 12.

Your paper will explain the state of the scholarly field in regard to some specific subfield of the history of 20th century Europe (e.g., histories of fascism or histories of postwar European capitalism). The paper must explain the key questions in that subfield, introduce the principal scholars working on the subject, explicate their main arguments and sources, and offer your own interpretations of what gaps exist in the scholarship and what questions remain to be answered. The paper is due by 11:59 PM on May 10 and is worth 40% of your final grade.

**Writing Assessment**

Your writing will be evaluated for its argumentation, style, and mechanical consistency. In each of your assignments you must advance and support a clear argument, or interpretation, of primary sources, and demonstrate an understanding of how your argument relates to the arguments of secondary sources we read. You should endeavor to write in a clear, readable style that supports the logical structure of your argument. Papers must be free of typographical and grammatical errors.

**Office Hours**

Please feel free to schedule in-person or Zoom meetings with me at any time. I’m happy to discuss the course, writing, history, or academic life more generally.

**Submissions and extensions**

Failure to complete any one graded assignment will result in a failing grade for the semester. Late submissions will be penalized 1/3 grade per day. (An A- becomes a B+, for instance). Students may request short-term extensions on assignments up to 24 hours before the due date.

**Digital Communication**

I will communicate with you using your Mason email address. Please check it regularly.

**Diversity + Inclusion**

This course strives to promote a culture of inclusion and belonging where diverse opinions, backgrounds, and practices have the opportunity to be voiced, heard and respected, consistent with [Mason’s Diversity Statement](https://stearnscenter.gmu.edu/purpose-and-mission/mason-diversity-statement/).

I will use whatever name and pronoun/s by which you wish to be addressed. You should feel free to introduce yourself in this way in class or to speak to me in private if you would prefer.

**Title IX**

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

**Special Needs**

Students with disabilities or other special needs will receive appropriate accommodations.

**Honor Code**

All students are responsible for understanding and complying with the George Mason Honor Code. For details, see <https://oai.gmu.edu/mason-honor-code/>