

**CAMOSUN COLLEGE**  
**School of Arts & Science Department**  
**History 122**  
**Modern Europe: World War I to Present**

**Winter 2004**

**COURSE OUTLINE**

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**Instructor Information**

Instructor: Paula Young  
Office hours: Monday, 1:00-2:30 pm  
Tuesday and Thursday 1:30 - 2:30 pm  
Wednesday 1:30-2:30 and 5:00-5:30 pm **OR BY APPOINTMENT**  
Office Location: Young 323  
Phone: 370-3363  
E-mail: [youngp@camosun.bc.ca](mailto:youngp@camosun.bc.ca)

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**Intended Learning Outcomes**

Through reading textbooks and primary source materials hearing faculty lectures, participating in seminars, writing papers, making presentations and performing tests, students will:

1. gain an appreciation of critical themes, events, and issues in Europe in this period, including the intellectual, political, cultural and social foundations of 20th century Europe
2. explore modernization, economic development, industrialization, technological change and its impact on society
3. evaluate political challenges and changes, revolution and counter-revolution, nationalism, war and the Cold War
4. examine European colonialism (and decolonization) and its legacy
5. explore the role of ideologies and ideological conflict
6. analyze the movement towards European integration
7. examine economic, cultural and social development
8. reassess and challenge traditional and existing perspectives on critical events and issues of this period

By the end of the course, through exposure to the above materials and ideas, the student should:

1. be able to think critically about historical issues and writing by evaluating the arguments put forward by historians, weighing the evidence they present and making judgments about the strength of their arguments
2. have gained an appreciation of history as a distinct academic discipline, understanding its unique outlook, scope and methods and what distinguishes it from other disciplines
3. be able to use history to confront the issues of today's world, establishing a context for the present and comprehending the accomplishments, failures, tensions and issues of the present era
4. have developed skills in research and written and oral communication

The instructor reserves the right to change the course outline.

## Required Materials:

Roland Stromberg, *Europe in the Twentieth Century*, 4<sup>th</sup> edition

Marvin Perry, Joseph Peden, Theodore Von Laue, *Sources of the Western Tradition*, vol. 2, 5<sup>th</sup> edition

Erich Maria Remarque, *All Quiet on the Western Front*

UVIC History Department Style Guide available at [www.uvic.ca/history](http://www.uvic.ca/history) Click on "Links" to access it.

## Course Content and Schedule:

Classes will consist of lectures and seminars. The first 1 hour and 50 minutes of our class will be the lecture, the last 50 minutes will be seminar discussions. For seminars, you are required to read the assigned seminar readings and to come to class prepared to discuss them.

Class times and location:            Wednesday 6:00 to 8:50 pm

The class schedule (following) indicates the subject of each lecture and the readings that coordinate with that lecture. It also details the topics for seminar readings, the due dates for assignments, and the dates (where known) of the exams.

## Basis of Student Assessment

### Assignments

**20% - ESSAY:** You will have a choice of three options for this assignment. Please refer to the attached instructions for your choices. The essay will be five pages long, double-spaced, 1" margins. You will include footnotes in the Chicago style. It is **due on March 17th** – late assignments will not be accepted. You will include a thesis statement, examples to support your thesis, a conclusion, footnotes, and a bibliography. Grading will be based on the quality of your thesis statement, your ability to clearly express your ideas and tie your points together, your clarity of writing, and your grammar, syntax and spelling.

**20% - BOOK REVIEW:** This will be your review and analysis of Remarque's *All Quiet on the Western Front*. Instructions for this assignment are attached. **Due date February 4th.** Late assignments will not be accepted.

### Exams

20% - Mid-term exam - Wednesday February 18th

25 % - Final examination – to be held during the final exam period

### Other

15% - Seminar participation – oral participation during seminars will be graded based on the quality of your participation, not the quantity. Therefore, come prepared to discuss the assigned seminar readings.

**Students who miss more than three (3) seminars will forfeit their entire seminar mark.**

## Grading System

A+	=	95 - 100%	B-	=	70 - 74
A	=	90 - 94	C+	=	65 - 69
A-	=	85 - 89	C	=	60 - 64
B+	=	80 - 84	D	=	50 - 59
B	=	75 - 79	F	=	0 - 49

## Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

### ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

[www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html)

## Class Schedule

*This schedule is subject to change. Any changes will be discussed at the beginning of each class.*

Wednesday, Jan. 7	Introduction and discussion of assignments
Wednesday, Jan 14	Lecture: World War I, Read Stromberg ch. 1-3 Seminar: Perry, Chapter 11, Document sets 1 - 5
Wednesday, Jan. 21	Lecture: The Peace Process and its Aftermath, Stromberg ch. 4-5 Seminar: Perry, Chapter 11, Document sets 6 - 8
Wednesday, Jan. 28	Lecture: The Great Depression, Stromberg ch. 6 Seminar: Perry, Chapter 12, Document sets 1 - 5
Wednesday, Feb. 4	Lecture: Rise of Totalitarianism, Stromberg, ch. 5-6 Seminar: Perry, Chapter 12, Document sets 6 – 11 <b>BOOK REVIEW DUE</b>

- Wednesday, Feb. 11    Lecture: Road to World War II, Stromberg, ch. 7  
Seminar: Perry, Chapter 13, Document sets 1 – 7
- Wednesday, Feb. 18    **MID TERM EXAM**
- Wednesday, Feb. 25    Lecture: World War 2, Stromberg, ch. 8  
Seminar: Perry, Chapter 13, Document sets 8 - 11
- Wednesday, March 3    Lecture: The Cold War, Stromberg, ch. 9  
Seminar: FILM: *Marshall Plan and Postwar Europe*
- Wednesday, March 10    Lecture: Recovery of Western Europe, Stromberg, ch. 10 & 12  
Seminar: Perry, Chapter 14, Document sets 1 - 3
- Wednesday, March 17    Lecture: De-Stalinization in USSR & E. Europe, Stromberg, ch. 11  
Seminar: Perry, Chapter 14, Document sets 4-5  
**ESSAY DUE**
- Wednesday, March 24    Lecture: Neo-conservatism, Stromberg, ch. 13  
Seminar: Perry, Chapter 15, Document sets 1 and 2
- Wednesday, March 31    Lecture: Disenchantment in the 1990s, Stromberg, ch. 14  
Seminar: Perry, Chapter 15, Document sets 3-5  
FILM: *Road to Nowhere*
- Wednesday, April 7    Europe in the New Millenium, Stromberg, ch. 15  
Seminar: Perry, Chapter 15, Document sets 6 and 7
- APRIL 13-21            FINAL EXAM PERIOD**

## **INSTRUCTIONS FOR HISTORY 122 ASSIGNMENT**

YOU WILL CHOOSE **ONE** OF THE FOLLOWING OPTIONS. PLEASE, CAREFULLY READ THE INSTRUCTIONS.

As you can see, this is not your standard essay, yet your end product will contain all the elements of a standard essay – a thesis statement (argument), examples to support your thesis, a conclusion, footnotes and a bibliography. (See Richard Marius and Melvin Page, *A Short Guide to Writing About History* in the Reference and Reserve sections of the library, or visit the UVIC History Department web site to view its style guide at [www.uvic.ca/history](http://www.uvic.ca/history) and click on Links to find the Style Guide)

Your essay will be no longer than 5 pages, double-spaced, 1" margins.

You will refer only to your Stromberg text and the document sets in Perry, *Sources of the Western Tradition*. You must use **two or more** of the documents in Perry. (Other sources cannot be used without my permission)

**OPTION ONE: THE LETTER** – you are a Russian, working class woman living in a Russian city in the 1990s. You are writing a letter to your cousin in North America telling him/her about the personal and societal affects of the transformation from communism to capitalism.

For background information, read Chapters 13 and 14 in the Stromberg text. For primary source information, use Document Sets 1 and 2, Chapter 15 of Perry.

Although you will write this as a letter, you will have a thesis statement that summarizes the affects. The body of your letter will contain specific examples of the changes, and you will end with a conclusion. As well, your cousin will want to be able to check your sources, so you must include footnotes and a bibliography stating your sources.

**OPTION TWO: THE SPEECH** – You are American President Woodrow Wilson articulating the need for a new style of democracy during World War I. Wilson believed that his “14 points” (including the creation of a League of Nations) should form the basis for the new type of diplomacy, others are not easily convinced. In your speech you try to convince European diplomats, including President Georges Clemenceau of France, and Prime Minister David Lloyd-George of Great Britain to adopt your policies. However, both are hesitant. Therefore, your speech should contain your arguments in favour of new diplomacy but you should also address their objections.

For background information on the ineffectiveness of pre-war diplomacy read Stromberg, Chapters 1 – 3. For background information on new diplomacy, read about the Paris Peace Conference and the League of Nations in Stromberg, Chapter 4. Your primary sources for this option will be Document Set 6, Chapter 11, of Perry.

Although you will write this as a speech, you will have a thesis statement that includes the reasons you support new diplomacy. The body of your speech will contain specific examples to support your point (and to address Clemenceau’s and Lloyd-George’s concerns), and you will end with a conclusion. As well, your critics will want to be able to check your sources, so you must include footnotes and a bibliography stating your sources.

**OPTION THREE (CHALLENGING): THE NEWSPAPER ARTICLE:** You are a German reporter in Nazi Germany during World War II. Hitler has personally asked you to interview the German Commandant of a concentration/death camp, and to interview some camp prisoners (they do not have to be in the same camp). Because Hitler personally asked you to do this, he will be carefully screening your article.

The first challenge – you personally oppose the Holocaust.

The second challenge – Hitler has absolute control of propaganda, the media, and censorship. He also instituted his Nazification program and expects absolute obedience.

So, you must carefully construct your article, keeping in mind Hitler's expectations and your desire to expose the truth.

For background information on Hitler's Germany, read Stromberg, Chapter 6, pp. 185-202, and Chapter 8, pp. 274 – 277. This will help you understand Hitler's expectations of you. For your interview you will use Document Set 9, Chapter 13 of Perry.

Although you will write this as an article, you will include a thesis statement that summarizes your conclusions based on your interviews. The body of your article will contain specific examples from your sources, and you will end with a conclusion. As well, Hitler will be checking your work and will want to be able to check your sources, so you must include footnotes and a bibliography stating your sources.

## **HOW TO WRITE A HISTORY BOOK REVIEW**

**Paula Young  
Camosun College**

A history book review is different from a literary review and requires students to ask different questions when reading the book. In history, students will generally be asked to review either a non-fiction novel or a book based on historical research.

A good review consists of several parts: a summary of the author's principle thesis or argument (make sure you identify the author and title in your opening sentence), your assessment of how well the author explains or defends the thesis including specific examples from the book to show how the author supports his/her thesis, and, when possible, your evaluation of the book's place in the relevant historiography. Also, you must properly footnote your references and must attach a bibliography. Remember, a book review is not a chapter-by-chapter summary of the book – you are looking to identify the author's thesis.

To begin, carefully read the book keeping in mind that you are trying to identify the author's thesis. Most authors explain their theses in their introduction and/or conclusion; so read those chapters first and make notes as you go. You should be able to write the author's thesis in about 2 or 3 clear sentences.

Once you have read the introduction and conclusion and made appropriate notes, then you can proceed to thoroughly read the book. Again, make notes as you go. In particular, remember to note examples the author used to support his/her thesis so that you can later quote from the book. In your notes be sure to use quotation marks when citing directly from the book so that you do not inadvertently plagiarize when you write your review. As you go, note the page numbers you referenced to obtain your material.

As well, when reading the book, look for examples of how the author qualifies his/her work, or the work of others. Often historians will discuss conclusions reached by other historians, and then offer evidence that broadens, changes, or qualifies their conclusions.

As you read, watch out for the author's bias, or ask yourself, "Where is the author coming from?" All authors have biases; some may present more balanced views than others but they all have biases. For example, if an author is writing from a Marxist perspective, there may be numerous references in his/her work to "the evils" of capitalism or he/she may say that capitalist forces are responsible for historical changes.

Your evaluation of the book should address the following questions (among others): Is the author's argument convincing? (why or why not?) Do you agree or disagree with the author? (again, why/not?) Has the author extensively researched the subject? Has the author uncovered new material or primary sources about the subject? Or, has the author simply reworked other secondary sources? These questions help assess the reliability of the book.

Now, prepare a draft review of the article. Look it over, check for sentence clarity, spelling, grammar, etc. Make sure you clearly articulate your ideas so the instructor can decipher your intent. Read it aloud; have someone else read it aloud – be sure it sounds clear.

Finally, to become familiar with the literature of the field you can refer to the work of other reviewers. To do this you will want to refer to EBSCO Host, accessed on-line through the Camosun library web-site (click on magazines and journals). The librarians will also be happy to help you with this task. While it is fine to cite from their work, remember that this is your book review, so use their work sparingly. Also, if you quote or paraphrase from their work, or even use their ideas, you must footnote the work. Once you have examined other scholarly work, you can integrate this information into your essay.

Once you complete the above steps, write your final draft. Again, completely check your work for clarity, spelling and grammar. **Do not plagiarize** – it will result in a failing grade. Please refer to the college's academic conduct policy on the Camosun web site (address on your outline).

For footnote and bibliographic information, please refer to Richard Marius and Melvin E. Page, *A Short Guide to Writing About History*, 4<sup>th</sup> edition, or to the UVIC History Department web site at [www.uvic.ca/history](http://www.uvic.ca/history) then click on Lnks to find the Style Guide.

If you have any questions or need assistance, please see the instructor before the assignment is due.