

Honors Twentieth Century Europe (3 Credits)

EUH 2341

Spring 2019

9:30-10:50

HC 116

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Office Hours: Tues. 1-4; Thurs. 1-4

Course Description

There has been no time or place more bloody and violent than Europe in the 20th century. The First and Second World Wars, the Russian Revolution, Hitler, Stalin, Holocaust, Genocide: the list goes on. And yet during this same century Europeans attained a much higher standard of living than ever before, created the Olympics, the United Nations and the European Community, ended their empires abroad, produced Einstein, Picasso, and the Beatles, developed high speed rail and supersonic jets, and extended greater freedoms to women and marginalized groups. How did all of this happen in the space of ten decades? Only an examination of history can tell us the story. In this course, we will read and discuss both the analysis of a historian and many original documents from the time. We will also examine one episode in greater depth: the rise to power of Adolf Hitler.

Course Objectives

By the end of this class students will be able to understand the key facts, players and events of twentieth century European history, their influence on one another, and the developmental stages through which they passed. Students will also be able to analytically interpret primary source documents and write about them in a clear, meaningful and persuasive way.

Requirements and Grades

We will be reading two books this semester. One is a broad overview of European history, the other is an in-depth analysis of the rise to power of Adolf Hitler in Weimar Republic Germany. Since this is a Gordon Rule/WAC course, you will write and revise one paper related to the second book, and you will write a final research paper involving

some aspect of the Cold War and its aftermath. The first draft and final revision of the first paper will consist of a minimum of 5 pages (1,250 words) each, while the final research topic paper will be 7-10 pages (approximately 2,000 words) for a grand total of 12-15 pages or about 4,500 words. Gordon Rule writing courses require that students complete with grades of C or better 12 credits in designated courses in which the student is required to demonstrate college-level writing skills.

In order to assist you in the writing of a research paper, we will begin every other class session with a progress report on research or a discussion of research and writing techniques. We will also spend a day helping you prepare to edit your partner's paper effectively.

In addition to these writing assignments, you will take weekly quizzes and a midterm, be expected to participate fully in class discussion.

Grades will be assigned according to the following 1000 point division:

Participation in discussion.....	100 points
Weekly Quizzes.....	200 points
First Draft of Paper.....	50 points
Editing Partner's Paper.....	50 points
Final Draft of Paper.....	200 points
Midterm.....	200 points
Final Research Paper.....	200 points

Grade Scale

90-100 (A)

80-90 (B)

70-80 (C)

60-70 (D)

60 or below (F)

Late paper policy: late papers will be dropped one half grade per each class session during which the paper remains unfinished.

Classroom Etiquette Policy

In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.

Laptops are to be used to take notes in class only with permission of the instructor.

WAC Assessment

If this class is selected to participate in the university-wide WAC assessment program, you will be required to access the online assessment sever, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of-term paper.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Note on Honors Distinction

This Honors course differs substantially from a non-Honors course in the amount of work expected from students, which includes 10 unannounced written reading response quizzes, a midterm, a final, and an edited research paper. It also requires students to improve their own writing by learning to edit each other's work. Most importantly, this course spends as much time evaluating primary source documents as it does focusing on the broad historical context, serving as excellent training for honors-level research. According to Wilkes Honors College tradition, both outside-the classroom writing assignments must meet rigorous standards for clarity of expression, persuasiveness, proper citation form, and evidence-based argumentation.

Student Accessibility Services

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute

coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling>.

Academic Integrity Policy

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#). Please also see the Honors College's academic [Honor Code](#).

Incomplete Grades

Florida Atlantic University's policies regarding "incomplete" grades can be found in the [University Catalog](#).

Books to Purchase

Benjamin Carter Hett, *The Death of Democracy: Hitler's Rise to Power and the Downfall of the Weimar Republic*

Bonnie G. Smith, *Europe in the Contemporary World: 1900 to the Present*

Course Outline

August 20: Introduction to the Course

August 22: The Starting Point

Reading: Smith, 2-38

August 27: Analyzing Sources

Reading: Smith, 39-60

August 29: Destabilization

Reading: Smith, 66-100

September 3: Labor Day Holiday

September 5: Analyzing Sources

Reading: Smith, 101-123

September 10: World War I and the Russian Revolution

Reading: Smith, 128-161

September 12: Analyzing Sources

Reading: Smith, 162-180

September 17: Faulty Peace

Reading: Smith, 186-222

September 19: Analyzing Sources

Reading: Smith, 223-247

September 24: Midterm

September 26: Hitler's Rise I

Reading: Hett, 1-61

October 1: Hitler's Rise II

Reading: Hett, 62-130

October 3: Hitler's Rise III

Reading: Hett, 131-183

October 8: Hitler's Rise IV

Reading: Hett, 184-236

October 10: World War II

Reading: Smith, 320-355

First Draft of Paper Due October 15th

October 15: Analyzing Sources

Reading: Smith, 356-379

Edited Copies Due October 17th

October 17: Aftermath

Reading: Smith, 384-418

Final Draft of Paper Due October 22

October 22: Analyzing Sources

Reading: Smith, 419-438

October 24: Renaissance

Reading: Smith, 444-474

October 29: Analyzing Sources

Reading: Smith, 475-493

October 31: Decolonization

Reading: Smith, 498-529

November 5: Analyzing Sources

Reading: Smith, 530-548

November 7: Demanding More

Reading: Smith, 554-590

November 12: Veteran's Day Holiday

November 14: Analyzing Sources

Reading: Smith, 591-611

November 19: End of the Cold War

Reading: Smith, 618-652

November 21: Analyzing Sources

Reading: Smith, 653-673

November 26: Toward Today

Reading: Smith, 678-711

November 28: Analyzing Sources

Reading: Smith, 712-734

Final Exam: Date TBA