

HI 368X-01

Europe: 1919-1939

Spring 2023

Course Description:

HI-368X fulfills the Civilizations and Cultures requirement at VMI. This course explores two monumentally important decades in 20th century European history. After the unprecedented destruction of WWI, Europeans emerged seeking new directions and understandings. This class will explore the responses to the twin traumas of the First World War and the Russian Revolution. We will spend the semester looking at the cultural, economic, political, and social history of this period. Our conception of Europe will be necessarily broad with geographic focuses on Eastern, Central, and Western Europe. We will begin with the Treaty of Versailles, which promised to create a more stable and peaceful Europe, but which in effect caused massive destabilization that individuals such as Hitler and Mussolini would exploit in their rise to power. These two decades witnessed the origins of a monumental clash between Communism, Fascism, and Liberalism which played out throughout the continent. These decades also witnessed the rise of the continent's most destructive dictators: Franco, Hitler, Mussolini, and Stalin. We'll talk about their rise to power and the consequences of their control. We will also talk about the failure of the Liberal Democracies to counter Hitler and Mussolini. The course will end with an in-depth discussion of the Spanish Civil War as a precursor for WWII.

Course Objectives:

Students who complete HI 368X will demonstrate:

Knowledge of a basic narrative of European history; political, economic, social, and cultural during the Interwar Years (1919-1939).

Understanding of major political philosophies developing during this period including Fascism, Liberalism, and Communism.

Knowledge of the major events, ideas, trends, and problems in European history between 1919-1939

An ability to explain how the past has shaped the present.

An ability to think critically by analyzing and evaluating historical events and ideas in European history

An ability to conduct/evaluate historical research.

Required Readings:

Robert O. Paxton, *The Anatomy of Fascism*, (New York: Vintage Books, 2005), ISBN: 9781400033911.

Helen Graham, *The Spanish Civil War: A Very Short Introduction*, (Oxford: Oxford University Press, 2005), ISBN: 9780192803771.

Piers Brendon, *The Dark Valley: A Panorama of the 1930s*, (New York: Vintage Books, 2002), ISBN: 9780375708084

Additional Readings:

I will occasionally post other readings including primary sources on Canvas for additional discussion.

Course Requirements:

This course relies primarily on lecture and discussions. The tentative plan is to lecture Mondays and Wednesdays, while Fridays will focus on discussing the reading assignments. I encourage questions and feedback as we learn best when we learn together. Each of us come to the class with various backgrounds and varying interests, so I hope you will learn with me this semester.

Course Assignments:

Exams:

There will be a midterm exam covering the period 1919-1929 worth 100 points. It will be comprised of identifications and an essay question. I will post a study guide at least two weeks before the exam.

Final Exam:

The final exam will have two parts. First, there will be a comprehensive essay worth 100 points. Secondly, you'll have a non-comprehensive part that covers the period 1930-39 worth 100 points.

Semester Long Research Project:

I know that the idea of a research project is daunting. However, please rest assured that I will walk you through every aspect of this project. We will break it into manageable segments and

work through this all semester. The rationale for this assignment is to teach you how to do research, and how to sift through large amounts of information to find evidence to support your argument. These skills are crucial no matter what your major. It is my hope that working through this assignment together will help you gain confidence, encourage critical thinking, and set you up for success after leaving this class.

The paper will need to be 2,000-3,000 words excluding citations and works cited pages. I will provide instructions that are more detailed and rubrics in another document. This assignment will be worth 300 points (30% of your grade).

Preparation and Engagement

I completely understand being shy and nervous to contribute to class discussion. I am naturally very introverted, and I had to struggle to overcome my fear of speaking in public. You'll probably notice that when I get nervous, I tend to use "um" or "sort of" way more than I should. This semester I am looking for evidence that you are prepared to discuss the readings, that you ask questions when you are confused, and that you seek out meetings with me to discuss your progress. This is my promise to you: I will never criticize you for ideas you share, but I will challenge you to think about what you believe and why you believe that. This is worth 400 points. Half of this will come from written observations and questions about the reading that you submit before our discussion sessions. You will submit at least two thoughtful open-ended questions, and five interesting points from the reading. The other 200 points will come from verbal engagement during discussion sessions. I expect at least one thoughtful contribution per session.

Attendance is crucial for your success, and it will also factor into your grade. It is not enough to simply attend. You must always pay attention in class and do your best to stay awake. Cadets absenting themselves from a scheduled test due to athletic events, scheduled guard duty, or other VMI mandated reasons must discuss their anticipated absence with me in advance in order to arrange an alternative test date. This also applies for deadlines for all written work. If you know that you will miss one of our discussion sessions, I still expect you to submit the written component before the missed session. The 30% rule is in effect for this course, which means that if you miss more than 13 times (excused or unexcused) you cannot pass this course. I will give you a warning at 20%.

Cadets are expected to have read and understood the Institute's Work For Grade policies and procedures. Those policies are attached to this syllabus and are available in the Academic Regulations section of Regulation for the Virginia Military Institute. Cadets may find this document on the Dean's website. Additional information on proper source citation and plagiarism can be found on the History Department website at <http://www.vmi.edu/Content.aspx?id=14041> and <http://www.vmi.edu/Content.aspx?id=1844>.

Please note the requirement for a Help Received statement on ALL graded work. Failure to include a Help Received statement will result in an automatic zero for that assignment.

We are living in a fascinating new technological era. While AI has made our lives easier especially with tools such as Grammarly, they also pose new challenges. For this class, you may not use tools such as ChatGPT for any assignment in this class. I expect all work to be your own original contributions. If you do use ChatGPT, I will consider this cheating.

Student Behavioral Standards:

Rather than a long list of what you can and cannot do in this class, I would like to take a simpler approach. The key expectation is respect both for me as your professor and your classmates. If we all follow the golden rule, we will have a great semester. I reserve the right to ask a student to leave class forfeiting preparation and engagement points in the event of rude or disruptive behavior.

Grading:

Late Submissions:

All assignments are due by the date and time indicated on Canvas. All late submissions will be penalized at a rate of ten points per twenty-four-hour period, including weekends.

Extra Credit:

I will allow you to do two extra credit assignments this semester for a total of twenty points. For each assignment, I want you to find a documentary (at least 1 hour in length, professionally produced) about some aspect of European history from 1919-1939. I want you to watch the documentary, and then evaluate the historical accuracy of the film. You might also consider the evidence the documentarians used, and the motives of the writers, directors, etc. These should be a minimum of 200 words. You should email me these assignments. Please note: Due to Canvas limitations, you'll need to manually calculate your grade as I will need to add this as an ungraded column in Canvas. I may offer additional opportunities as they arise throughout the semester.

Meetings with me:

This might be the most important component of your success this semester. I strive to be available to my students. You can reach me at almost any time via email. I respond to these within 24 hours M-F, and 48 hours on weekends. My responses are usually much faster. I will also be holding office hours as listed above. I tend to treat office hours as an informal drop-by rather than scheduled times. My plan is to be on Post MWF. I will work from home on T/Th,

and I will be happy to chat via Zoom on those days if you can't make the formal office hours.

Appendix A: Institute Work for Grade Policy

Development of the spirit as well as the skills of academic inquiry is central to the mission of VMI's Academic Program. As a community of scholars, posing questions and seeking answers, we invariably consult and build upon the ideas, discoveries, and products of others who have wrestled with related issues and problems before us. We are obligated ethically and in many instances legally to acknowledge the sources of all borrowed material that we use in our own work. This is the case whether we find that material in conventional resources, such as the library or cyberspace, or discover it in other places like conversations with our peers.

Academic integrity requires the full and proper documentation of any material that is not original with us. It is therefore a matter of honor. To misrepresent someone else's words, ideas, images, data, or other intellectual property as one's own is stealing, lying, and cheating all at once.

Because the offense of improper or incomplete documentation is so serious, and the consequences so potentially grave, the following policies regarding work for grade have been adopted as a guide to cadets and faculty in upholding the Honor Code under which all VMI cadets live:

1) Cadets' responsibilities

"Work for grade" is defined as any work presented to an instructor for a formal grade or undertaken in satisfaction of a requirement for successful completion of a course or degree requirement. All work submitted for grade is considered the cadet's own work. "Cadet's own work" means that he or she has composed the work from his or her general accumulation of knowledge and skill except as clearly and fully documented and that it has been composed especially for the current assignment. No work previously submitted in any course at VMI or elsewhere will be resubmitted or reformatted for submission in a current course without the specific approval of the instructor.

In all work for grade, failure to distinguish between the cadet's own work and ideas and the work and ideas of others is known as plagiarism. Proper documentation clearly and fully identifies the sources of all borrowed ideas, quotations, or other assistance. The cadet is referred to the VMI-authorized handbook for rules concerning quotations, paraphrases, and documentation.

In all written work for grade, the cadet must include the words "HELP RECEIVED" conspicuously on the document, and he or she must then do one of two things: (1) state "none," meaning that no help was received except as documented in the work; or (2) explain

in detail the nature of the help received. In oral work for grade, the cadet must make the same declaration before beginning the presentation. Admission of help received may result in a lower grade but will not result in prosecution for an honor violation.

Cadets are prohibited from discussing the contents of a quiz/exam until it is returned to them or final course grades are posted. This enjoinder does not imply that any inadvertent expression or behavior that might indicate one's feeling about the test should be considered a breach of honor. The real issue is whether cadets received information, not available to everyone else in the class, which would give them an unfair advantage. If a cadet inadvertently gives or receives information, the incident must be reported to the professor and the Honor Court.

Each cadet bears the responsibility for familiarizing himself or herself thoroughly with the policies stated in this section, with any supplementary statement regarding work for grade expressed by the academic department in which he or she is taking a course, and with any special conditions provided in writing by the professor for a given assignment. If there is any doubt or uncertainty about the correct interpretation of a policy, the cadet should consult the instructor of the course. There should be no confusion, however, on the basic principle that it is never acceptable to submit someone else's work, written or otherwise, formally graded or not, as one's own.

The violation by a cadet of any of these policies will, if he or she is found guilty by the Honor Court, result in his or her being dismissed from VMI. Neither ignorance nor professed confusion about the correct interpretation of these policies is an excuse.

History Departmental Statement Concerning VMI's Policies Regarding Work for Grade

The Department of History's policies regarding work for grade apply to three types of written work.

1. In the case of written quizzes, tests, or examinations, cadets are to do their own work without help from any other source.
2. In the case of written book reviews or reading reports, cadets are supposed to have read every page indicated and must write the report without assistance.
3. In the case of research papers, such as those required in HI 460 or other research projects in other courses, the research and writing must be done by the cadet alone under conditions specified by the instructor.

When employing a word processor in the preparation of written work for grade, a cadet is allowed free and unrestrained use of computing aids, including translators, spelling, style and grammar checkers, but must acknowledge the use of these aids in the help received

statement submitted with the written work.

When undertaking work for grade for history courses, Cadets may seek tutoring assistance from recognized Institute sources such as the Writing Center, Academic Center and tutors authorized by the Institute. This assistance may include critical comments. Such comments are defined in the Institute's Work for Grade Policy as "general advice on such matters as organization, thesis development, support for assertions, and patterns of errors. It does not include proofreading or editing." The cadet must acknowledge the use of this assistance in the help received statement submitted with the written work.

If specifically directed by the instructor of a history course, cadets may avail themselves of peer collaboration on written work. Similar to tutoring assistance, peer collaboration may involve the provision of critical comments. Such comments are defined in the Institute's Work for Grade Policy as "general advice on such matters as organization, thesis development, support for assertions, and patterns of errors. It does not include proofreading or editing." The cadet must acknowledge the use of peer collaboration in the help received statement submitted with the written work.

Unlike critical comments, proofreading and editing are expressly forbidden by the Institute's Work for Grade Policy, to wit: "Proofreading means correcting errors (e.g., in spelling, grammar, punctuation). It is the last step taken by the writer in the editing process. In addition to the corrections made in proofreading, editing includes making such changes as the addition, deletion, or reordering of paragraphs, sentences, phrases, or words. A cadet may not have his or her work proofread or edited by someone other than the instructor." Instructors in the Department of History who wish to employ proofreading and editing as pedagogical tools may be granted exceptions to this rule only if they have received written permission from the department head for a particular assignment.

In all cases, individual course assignments that deviate from the departmental work for grade policies must be approved by the department head in advance and must be explained to cadets in writing. Cadets should consult the History Department web site, "Guidelines for Referencing Papers" for a fuller discussion of how to conduct written work in History. Any non-written work for grade, such as oral reports, must be undertaken under specific conditions established by the instructor and will conform to the same spirit of the rules as pertain to written work.

If you have any doubts as to the application of these rules to any of your work for grade in History courses, consult your instructor.

Do not leave anything to chance.

VMI abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 which mandate reasonable accommodations are provided for all cadets with documented disabilities. If you have a registered disability and may require some type of instructional and/or examination accommodations, please contact me early in the

semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disabilities Services, the designated office on Post to provide services for cadets with disabilities. The office is located on the 2nd floor of the VMI Health Center. Please call or stop by the office of LTC Jones, Director of Disabilities Services, for more information, 464-7667 or jonesl10@vmi.edu.”

Addendum

Cadets enrolled in HI 103/104 are encouraged to seek assistance in preparing out-of-class writing assignments from the following sources, consistent with the governing policies of these sources: the VMI Writing Center, professional or cadet personnel under the auspices of the Academic Center, and tutors assigned by the Athletic Department. Additionally, cadets are allowed to engage in any level of peer review or collaboration authorized by their instructor with other members of their section or members of other sections taught by the same instructor. Cadets are encouraged to work with History GSS peer tutors, where they are authorized to receive additional levels of editorial or proofreading assistance designed to help them learn how to spot and address editorial or proofreading issues in their written work. Any type of assistance from any of the sources listed above must be explicitly authorized by the instructor and must be specifically acknowledged in “Help Received” statements.

ESL students are permitted two additional sources of critical commentary, editing, or proofreading as they work on their essays: 1) any VMI professor; and 2) any cadet who speaks the native language of the person seeking help. For our purposes, an ESL student would be identified as any cadet who has taken the TOEFL, or cadets for whom English is not their first language and whose oral communication skills or written work demonstrates difficulties with the English language. As always, students who obtain help must specify clearly the nature of the Help Received

Course Schedule Spring 2023

