

INTERWAR EUROPE, 1918-1939
TRANQUILITY AND TURMOIL: THE NEW EUROPE, 1918-1939
AUTUMN 2018

Daniel E. Miller
Department of History
University of West Florida
Course: EUH 4245-82689
Meeting Time: TR 1.00-2.15
Meeting Place: Building 52, Room 162
Prerequisites or Co-Requisites: none

Office Hours: TR 10.45 am-1.00 pm; and
R 8.45-9.15 PM (for grad. students); or by appointment
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Required Readings (Available at the University of West Florida Bookstore):

Capoccia, Giovanni. *Defending Democracy: Reactions to Extremism in Interwar Europe*.
Baltimore and London: Johns Hopkins University Press, 2005. ISBN-13:
978-0801887550.

Gerwarth, Robert, ed. *Twisted Paths: Europe 1914-1945*. Oxford and New York:
Oxford University Press, 2008. ISBN-13: 978-0199545308

Morgan, Philip. *Fascism in Europe, 1919-1945*. Routledge Companions. London and
New York: Routledge; Taylor and Francis Group, 2002. ISBN-13: 978-0415169431

All other assigned readings are on electronic and conventional reserve at Pace Library.

The instructor reserves the right to change or supplement assignments.

Recommended Readings: (Available in the University Bookstore)

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*.

Rev. By Wayne C. Booth, et al. 9th ed. Chicago and London: University of Chicago
Press, 2018. ISBN-13: 978-0226430577.

Course Description from the UWF Catalog: This course “examines events in selected countries of Europe between the First and Second World Wars. Lectures and readings will consider many aspects of European life, with an emphasis on political, economic, and social issues. In each section, the focus will be on how states cultivated or failed at maintaining representative democracy.”

Credits: This course is worth 3 credit hours.

Student Learning Outcomes: Students will recognize the political, social, economic, technical, and cultural trends in European history between the two world wars. After reading different types of texts, students will be able to identify primary and secondary sources and critique secondary sources. Students will select factual and interpretive information from secondary sources, such as texts, monographs, and lectures, representing an array of types and methods of history. Finally, the written assignments and essay exams will enhance students’ analytical and writing skills.

Special Technology: The student is not required to have a knowledge of any special technology for this course.

Course Evaluation: There will be two essay exams (each worth 25 percent of the grade) and two six-page papers (the first worth 20 percent of the grade and the second worth 25 percent of the grade). Class participation will count for 5 percent of the total grade.

Papers: Approximately two weeks before the due date of the two papers, the instructor will assign paper topics based on the readings. Outside references are not permitted. The purpose of the papers is to develop students' abilities to analyze information, reach conclusions, and formulate concise arguments—essential skills of every profession. Each paper is to be six pages (not fewer than 1,700 words of text using a 12-point font) with references in either footnotes or endnotes (no parenthetical references). No bibliography is required. Proper length, standard format, quality content, impeccable grammar, and excellent writing style are essential for a good grade on written assignments. Footnotes or endnotes are to follow the long style explained in Turabian's *Manual*. See "Miller's Memo" for additional information on paper requirements and suggestions for improving style that is available in the "Writing Aids" section of my website, www.CentralEuropeanObserver.com. Students must follow the requirements stated in the "Memo." Also see the suggestions for writing short papers in "Brief Articles" on the website. Keep a copy of your work. Students must submit hard copies of papers, not electronic versions. Each paper is worth 25 percent of the total grade.

Research Paper Option: Students who do not wish to do the two short papers may write a research paper, having a minimum of 15 pages of text plus notes and bibliography. To exercise this option, history majors must have taken the department's methods course, "The Historian's Craft"; if they are not majoring in history, they must have completed one upper-level history or political science course. History majors wishing to fulfill their capstone requirement with this course must use the research paper option.

The paper shall analyze any narrow aspect of Habsburg history, including political, social, economic, cultural, military, intellectual, or diplomatic history. To write the paper, the student needs to become familiar with the secondary literature on a subject, that is, the writings of historians, but the analysis in the paper must be rely on primary sources (documents, biographies, autobiographies, official publications, statistics, and certain types of newspaper articles). The basis for the paper is to be at least eight secondary and eight primary sources. The better papers will employ many more sources in both categories. Should the student find a wealth of secondary sources in the form of scholarly journal articles or individual book chapters, five articles or chapters may replace one book. No more than one each of the primary and secondary sources may be from the Internet, excluding digitalized copies on the Internet of printed books or journal articles. After finding the minimum number of printed sources, the student may employ any number of Internet sources. Footnotes or endnotes, not parenthetical references, as well as a bibliography, with separate sections for primary and secondary sources, are necessary. Given the limitations of Pace Library, which provides an excellent starting point for research in this field, the instructor expects students to use both intrastate and interstate interlibrary loan services. See "Miller's Memos" for additional information on writing the paper and suggestions for improving style. Students must follow the requirements stated in the "Memo." A copy of it as well as other suggestions for improving grammar and style as well as writing research papers are available at my website, CentralEuropeanObserver.com. On a voluntary basis, students may submit one page of his or her draft paper to the instructor for comments on grammar and style no later than three weeks before the paper is due. Advice on organization and content is available at any time. Electronic submissions are unacceptable. Keep a copy of your paper for your own protection.

The student must notify the instructor of his or her intent to write a research paper by the third day of class. On the fifth day of class, the student writing a research paper will submit a two-page prospectus, stating their topic, tentative thesis, and a partial bibliography of at least five

primary and six secondary sources. The instructor will comment on the thesis and the bibliography, making changes where necessary. The corrected prospectus must be attached to the final version of the paper. The prospectus will be worth 10 percent of the total grade, and the paper will be count for 35 percent.

Exams: The two exams will cover lectures, discussion, and readings. Each will follow the same format, and neither will be cumulative. Both will require the student to write an essay with a minimum of 1,000 words. Approximately one week before the essay exam, the instructor will provide three essay questions, two of which the student will answer at home. During the exam, the student will answer one question from two the instructor will have selected. In this way, the student is certain to have prepared at least one of the essays ahead of time. This exam method affords each student the opportunity to learn how to write a good essay: state a thesis, develop it through the use of appropriate evidence, and reach a conclusion. Students may not use books, notes, or outlines during the exams.

Due Dates and Exam Dates: Be sure to keep a copy of all written work for your own protection. Students must complete all assignments to receive a passing grade and submit them on the date due to receive full credit. Deadlines in the workplace, as in academia, are common, so I must penalize late assignments to discourage slackers. An assignment late for any reason by one day, including weekends, automatically will receive a lower grade by one degree (for example, an A- will become a B+). On the second and third days it is late, including weekends, the grade will lower by one more degree each day (for example, a B+ paper will receive a B for the first late day and will become a B- on the second day and a C+ on the third day). Unusual events happen, including illnesses and snow emergencies, so do not receive a lower grade by putting off an assignment, risking a crisis, and not turning it in on time. Excuses for unforeseen or tragic events may require explanations from physicians, counselors, or other competent professionals. Computer viruses, glitches, and other excuses at the last minute are unacceptable. Should this policy seem unreasonable, consider the policy credit card companies have for late payments or what happens when you submit a bid after an auction closes on Ebay.

Plagiarism: For those who are insulted that an instructor must warn students about the wrongs of academic misconduct, I sincerely apologize. There are some, however, who believe that deception is fine, as long as they do not get caught. This is a dangerous policy. Cheating on an exam, writing identical essays, copying papers, submitting a paper more than once, and plagiarism from published and Internet sources are obvious sins professors easily discover.

Students must be particularly cautious about plagiarism, which is an attempt to present another's writing or ideas as one's own. One method of plagiarism is to copy directly from a source. A second is to rearrange the paragraphs and restructure the sentences of a published work. A third occurs when students select specific sentences or ideas from texts and place them in their papers. A fourth is to copy a sentence or several sentences, cite the source, but not use quotation marks. Any form of plagiarism is intellectual piracy, that is, stealing. Please note that plagiarism can lead not only to a failing grade but also to dismissal from the university. Briefly stated: if you plagiarize or cheat, you will fail the course.

You are responsible for your own intellectual integrity. If you are uncertain about how to quote, how to footnote a direct quote, or how to give credit to another for their idea, please see the references in "Miller's Memo" and the UWF *Student Planner and Handbook*.

I view catching plagiarists somewhat as an intellectual sport, and I am quite competitive. Furthermore, the department chair insists that all of us strictly follow our department's guidelines

for student academic misconduct as stated in the UWF Academic Misconduct Code, which is in the *UWF Student Planner and Handbook*:

The University of West Florida is dedicated to the highest principles and standards of academic integrity. An academic violation by a student can negatively impact a class, program and/or college in ways that are unique to each discipline. . . . Academic integrity is closely related to professional ethics and requires that students honestly acknowledge their use of the ideas, words, and written work produced by any other individual, institution or source. Failure to acknowledge properly the use of another's intellectual output constitutes a form of academic misconduct.

The *UWF Student Planner and Handbook* lists the types of academic misconduct and outlines the penalties for academic misconduct and the due process procedures. The "Student Code of Conduct" is available at <http://uwf.edu/osrr/>, and the UWF "Academic Misconduct Policy" is at <http://uwf.edu/academic/policies/misconduct/misconduct.cfm>.

A student who must prove that he or she is the author of a work in question must be able to provide preliminary drafts, reading notes, references to sources, and other materials they used to write the work. The instructor may use antiplagiarism software, such as Turnitin, along with other methods to determine the originality of any work submitted for this course. A conviction for cheating or plagiarism will result in a permanent notation of academic misconduct on a student's transcript.

Assistance for Students with Special Needs (a statement from UWF): The Student Disability Resource Center (SDRC) at the University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, please notify the instructor or the SDRC as soon as possible. You may contact the SDRC office by e-mail at sdrc@uwf.edu or by phone at 850-474-2387. Appropriate academic accommodations will be determined based on the documented needs of the individual.

Weather Emergency Information (a statement from UWF): In the case of severe weather or other emergency, the campus might be closed and classes cancelled. Official closures and delays are announced on the UWF website and broadcast on WUWF-FM.

WUWF-FM (88.1MHz) is the official information source for the university. Any pertinent information regarding closings, cancellations, and the re-opening of campus will be broadcast.

In the event that hurricane preparation procedures are initiated, the UWF Home Web Page and MyUWF will both provide current information regarding hurricane preparation procedures, the status of classes and the closing of the university.

Emergency plans for the University of West Florida related to inclement weather are available on the following UWF web pages:

Information about hurricane preparedness plans is available on the UWF web site:

<http://uwfemergency.org/hurricaneprep.cfm>.

Information about other emergency procedures is available on the UWF web site:

<http://uwfemergency.org/>.

UWF General Education Statement (a statement from UWF): "Western Perspectives II" is designated as a General Education course. The General Education curriculum at the University of

West Florida is designed to provide a cohesive program of study that promotes the development of a broadly educated person and provides the knowledge and skills needed to succeed in university studies. This course has been approved as meeting your UWF General Education Breadth/Electives requirement in Social Sciences. The major General Education learning outcomes for this course are Information Literacy and Academic Integrity.

If you are interested in a major in history you should contact the Department of History at 850-474-2680. If you are undecided about your major, you should contact your academic advisor or the Career Center at 850-474-2254.

Financial Aid (a statement from UWF): In compliance with federal regulations, financial aid can only be disbursed to students who have “confirmed attendance” during their first week of the classes. Confirmed attendance is conducted by verifying classroom attendance. If you have been approved for financial aid, your money will not be released until I confirm your attendance. To receive financial aid on the normal distribution timeline, your attendance must be confirmed within seven calendar days of the course start date. You can check to see if I have confirmed your attendance using the "My Classes" app in MyUWF.

If you stop attending class for any reason, you will not automatically be withdrawn, and you will still be responsible for any missed work. If you simply stop coming to class you may be awarded a grade of NF, which may affect your financial aid eligibility or require you to repay some of the funds awarded to you.

TRANQUILITY AND TURMOIL: THE NEW EUROPE, 1918-1939 **LECTURES, ASSIGNMENTS AND READINGS**

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| 28 August | LECTURE I: Introduction
RECOMMENDED: Review Eugen Weber, <i>A Modern History of Europe: Men, Cultures, and Societies from the Renaissance to the Present</i> (New York: W. W. Norton and Company, 1971), 715-735. |
| 30 August and
5 September | LECTURE II: Democracy and Authoritarianism
ASSIGNMENT: Capoccia, <i>Defending Democracy</i> , ch. 1; and Morgan, <i>Fascism in Europe</i> , “Introduction” and ch. 1. |
| 6 September | LECTURE III: Emergence of the New Order
ASSIGNMENT: Gerwarth, ed., <i>Twisted Paths</i> , chs. 14-15; and Milena Jesenská, <i>The Journalism of Milena Jesenská: A Critical Voice in Interwar Central Europe</i> , ed., trans., and Introduction by Kathleen Hayes (New York and Oxford: Berghahn Books, 2003), “The Café, 10 August 1920, <i>Tribuna</i> .” |
| 11 and 13
September | LECTURE IV: The Soviet Experiment
ASSIGNMENT: Gerwarth, ed., <i>Twisted Paths</i> , ch. 13.; and N. N. Sukhanov, [Nikolai Nikolayevich Himmer], <i>The Russian Revolution, 1917: A Personal Record</i> , ed., abridged, and trans. Joel Carmichael (Princeton: Princeton University Press, 1984), ch. 12. |

- 18 and 20 September** **LECTURE V: Hungary and Horthy**
ASSIGNMENT: Gerwarth, ed., *Twisted Paths*, ch. 10; and Morgan, *Fascism in Europe*, pp. 29-35 and 74-81.
RECOMMENDED: Morgan, *Fascism in Europe*, pp. 41-46 and 81-86.
- 25 and 27 September** **LECTURE VI: Austria–Red Vienna versus the Countryside**
ASSIGNMENT: Morgan, *Fascism in Europe*, pp. 33-35 and 71-74; and Klemens von Klemperer, "Austria, 1918-1920: Revolution by Consensus," *Orbis: A Quarterly Journal of World Affairs* 10 (1967): 1061-1081.
- 2 October** **LECTURE VII: Italy and the Birth of Fascism**
ASSIGNMENT: Gerwarth, ed., *Twisted Paths*, ch. 8; Morgan, *Fascism in Europe*, pp. 46-51; and Dahlia S. Elazar, *The Making of Fascism: Class, State, and Counter-Revolution, Italy 1919-1922* (Westport, CT, and London: Praeger, 2001), ch. 6.
- 4 October** **FIRST PAPER DUE**
- 4 October** **LECTURE VII (continued)**
- 9 October** **LECTURE VIII: The Failure of Bulgarian Agrarianism**
ASSIGNMENT: John D. Bell, *Peasants in Power: Alexander Stamboliski and the Bulgarian Agrarian National Union, 1899-1923* (Princeton, NJ: Princeton University Press, 1977), 154-183.
- 11 October** **LECTURE IX: The Spirit of Locarno: The Middle and Late 1920s**
ASSIGNMENT: Jonathan Wright, *Gustav Stresemann: Weimar's Greatest Statesman* (Oxford and New York: Oxford University Press, 2002), ch. 8, esp. the sections titled "Locarno Conference," "Deadlock over Entry to the League," "Treaty of Berlin," "Peaceful Revision," "A Time for Optimism," "Entry into the League and Thoiry," "Stresemann and Secret Rearmament," and "Responsible Realpolitik," and Gustav Stresemann's acceptance speech for the 1925 Nobel Peace Prize: http://www.nobelprize.org/nobel_prizes/peace/laureates/1926/stresemann-lecture.html.
- 16 and 18 October** **LECTURE XII: Czechoslovakia's Democracy**
ASSIGNMENT: Capoccia, *Defending Democracy*, ch. 4; Daniel E. Miller, "Antonín Švehla: Master of Compromise," *East Central Europe/L'Europe du Centre-Est* (1990): 179-194; and Jesenská, *The Journalism of Milena Jesenská*, "There Will Be No Anschluss," 25 May 1938, *Přítomnost*.
- 23 October** **FIRST EXAM**

- 25 and 30 October** **LECTURE XIII: Great Britain**
ASSIGNMENT: Gerwarth, ed., *Twisted Paths*, ch. 3; Morgan, *Fascism in Europe*, pp. 93-97; and Mark Oaten, *Coalition: The Politics and Personalities of Coalition Government from 1850* (Petersfield, Hampshire: Harriman House Ltd., 2007), ch. 4, "A King's Coalition."
RECOMMENDED: Gerwarth, ed., *Twisted Paths*, ch. 4.
- 1 November** **LECTURE XIV: Destructive Nationalism in Yugoslavia**
ASSIGNMENT: Gerwarth, ed., *Twisted Paths*, ch. 11; and Bruce Bigelow, "Centralization versus Decentralization in Interwar Yugoslavia," *Southeastern Europe* 2 (1974): 157-172.
- 6 and 8 November** **LECTURE XV: Germany between Weimar and Hitler**
ASSIGNMENT: Gerwarth, ed., *Twisted Paths*, ch. 9; Morgan, *Fascism in Europe*, pp. 35-38, 65-71, and ch. 4; and Anton Kaes, Martin Jay, and Edward Dimendberg, ed., *The Weimar Republic Sourcebook*, Weimar and Now: German Cultural Criticism (Berkeley and Los Angeles: University of California Press, 1994), Thomas Mann, "An Appeal to Reason," *Berliner Tageblatt*, 18 October 1930, pp. 150-159; Ivan Goll, "The Negroes Are Conquering Europe," *Die literarische Welt*, vol. 2 (15 January 1926), pp. 559-560; Friedrich Hollaender, "Cabaret," *Die Weltbühne*, vol. 28, no. 5 (2 February 1932), pp. 566-567.
- 13 and 15 November** **LECTURE XVI: The Latter Years of the Third French Republic**
ASSIGNMENT: Gerwarth, ed., *Twisted Paths*, ch. 6; Morgan, *Fascism in Europe*, pp. 51-63 and 102-109; and Eugen Weber, *The Hollow Years: France in the 1930s* (New York and London: W. W. Norton and Company, 1994), ch. 5.
- 20 November** **SECOND PAPER DUE**
- 27 November** **LECTURE XVII: The Spanish Civil War**
ASSIGNMENT: Gerwarth, ed., *Twisted Paths*, ch. 7; Morgan, *Fascism in Europe*, pp. 109-118; and Stanley G. Payne, *The Spanish Revolution, Revolution in the Modern World* (New York: W. W. Norton and Company, Inc., 1970), ch. 9.
- 29 November** **LECTURE XI: Belgium and Finland**
ASSIGNMENT: Capoccia, *Defending Democracy*, chs. 5-6; Gerwarth, ed., *Twisted Paths*, chs. 5 and 12; and Morgan, *Fascism in Europe*, pp. 86-90 and 97-102.
RECOMMENDED: Morgan, *Fascism in Europe*, pp. 90-93.

4 December

LECTURE XVIII: The Failure of Collective Security

ASSIGNMENT: Igor Lukes, "Stalin and Beneš in the Final Days of September 1938: New Evidence from the Prague Archives," *Slavic Review* 52 (Spring 1993): 28-48; and Morgan, *Fascism in Europe*, chs. 5-6.

6 December

LECTURE XIX: Conclusion

ASSIGNMENT: Capoccia, *Defending Democracy*, chs. 7-8.

Other Important Dates

Other Important Dates

Labor Day (no classes): 3 September 2018

Veterans Day (no classes): 12 November 2018

Thanksgiving (no classes): 22-23 November 2018

Final Day for This Class: 6 December 2018

Final Day of Classes: 7 December 2018

Exams: 10-15 December 2018

Final Exam for This Course: Thursday, 13 December 2018, 11.00 am-1.30 pm

“Where one ducat is expended in building cities, fortresses, monuments, and arsenals, one hundred should be spent in educating one youth aright, since, when he reaches manhood, he may induce his fellows to carry out useful works. For, a good and wise man is the most precious treasure of a state, and is of far more value than palaces, than heaps of gold and of silver, than gates of bronze and bars of iron.”

Jan Amos Komenský (Comenius) (1592-1670) quoting Martin Luther (1483-1546)