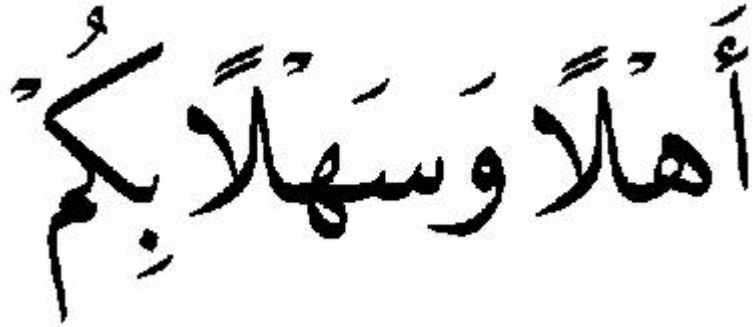


## Syllabus for HIST 3530 Modern European History

Tuesdays and Thursdays 2:45-4:25  
Sparks 306, Georgia State University Campus  
January 5 to May 4, Spring 2009  
Instructor: Isa Blumi  
Contact: 413-6353, hisibb@langate.gsu.edu

### Office 2148

Hours: Mondays, 3:00-5:00 and Wednesdays at 2:00-3:00. Come any time during these hours...



This course seeks to accomplish two principal aims. First, to familiarize the student with processes of state and social formation and transformation in modern Europe (1800-2006) and deepen an appreciation for the variety and richness of forms through which we can study the region's modern history. A second goal is to familiarize the student with a number of theoretical approaches to thinking about the region's modern history. Readings selected for the course will draw heavily, but not exclusively, on how various European states evolve in face of their relative success or failure in transitioning private commercial operations into physical colonial operations. In other words, a second crucial area of focus in this course on European history is state interactions as colonial powers and then post-colonial partners in Africa, the Middle East, Latin America and Asia. Taking this approach will shed new light on how we interpret state-society transformations in Europe and the particularly important consequences of empire on Europe's cultural, economic and social development from the 19<sup>th</sup> century to the present. To do this, the course emphasizes themes like migration, cultural hegemony, and trans-racial communities as they emerge in former Soviet Block and former colonial states like Italy, France, Spain and Britain.

### Course requirements:

Organization: I expect students to do the weekly readings and participate in the collective discussions.  
ASSIGNMENTS:

1) Every student must present a commentary on readings. I CHOOSE WHO AND WHEN SUMMARIZES THE DAY'S READINGS. This entails outlining the main themes of the reading and then, as a way to lead the discussion for the class, the student may suggest some common themes that link the readings under discussion with what we have studied so far. I expect class members to ask questions. 15 % of final grade.

2) Students will be responsible for one extensive review of one of the books marked by (\*), I will arbitrarily assign each student a book if you do not come to me by the end of the first week and tell me which book you will read. I will only permit three students to cover each book so quickly reserve your

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book! This review (3-page minimum) will then be used as the foundation for a presentation in class about the book by the student(s). The presentation will consist of a 15 minutes synopsis and placement of the book's conclusions into the larger theme of the class. Written review due by April 2nd, when presentations start. 25 % of final grade.

3) From the readings of radical groups of the 1960s or 1970s you are expected to compare their strategies and experiences with that of the Kosova Liberation Organization, about which you are expected to read from Henry H. Perritt's *Kosovo Liberation Army: The Inside Story of an Insurgency* (2008). You can explore how the movements have changed tactics in funding, public relations strategies or battlefield operations. You are expected to do some background research via newspapers or intelligence think tank sources available on line or in journals. Paper is due April 23 (5 page minimum). 30% of final grade.

4) Finally, students are expected to monitor news events taking place in two different countries in Europe over the course of the semester. NOTE: YOU MAY NOT CHOOSE GREAT BRITAIN AS ONE OF YOUR COUNTRIES!!!. The student will collect stories that best summarize the most crucial issues facing these countries and submit at the end of every second month a portfolio of that country (January and March or February and April). The last report must be handed in by April 23. This 'country file' is very much like those found in embassy reports sent back to State Department or CIA offices for intelligence analysis. Each dossier must have a 1-2 'news brief' that highlights the main themes of the selected countries. 20% of final grade or 10% for each monthly country report.

Students can find their country newspapers via the internet website: [onlinenewspapers.com](http://onlinenewspapers.com)  
Please submit by the end of the first week in writing your two selected countries (along with the book you choose to review for the class).

Grading: Papers (15% for 3-page paper, 25% for lead discussion performance; 30% for comparison of insurgencies; 20% for the monthly 'country reports' and 10% for class participation.

### **Grading Scale:**

A = 93-100

A- = 90-93

B+ = 87-89

B = 84-86

B- = 80-83

C+ = 77-79

C = 74-76

C- = 70-73

D as B/C grades and F is below 60.

**THERE ARE NO FINAL EXAMS IN THIS CLASS, SO DO NOT ASK! YOU WILL NOT BE GIVEN ANY FLEXIBILITY WITH PAPERS AS YOU KNOW ON THE FIRST DAY WHAT IS EXPECTED OF YOU. START WORKING ON YOUR PAPERS EARLY!!!**

Course Materials: As these are essential texts for anyone studying the region, it would behoove the student to own copies of the texts used in this course, almost all of which are still in print and available through a local bookseller or online provider. That being said, some of the material will be made available on reserve at the library. All materials taken from journals (reviews and articles) may be downloaded from JSTOR, which is accessible from the library webpage.

**NOTE: The course syllabus provides a general plan for the course; deviations may be necessary as the world changes on us every day.**

**PLAGIARISM:** Plagiarism is defined as using someone else's work as your own, whether actual writing or ideas. The classic example is handing in a paper which the student has not written but pretends is his/her own work, increasingly common with the internet. But plagiarism can also be inserting paragraphs in a paper written by someone else without acknowledgment, i.e. a footnote, or having someone else rewrite a paper you wrote in draft form.

Plagiarism is cheating and is governed by the Code of Academic Integrity. I will fail any student found to have cheated for the semester, not simply for the paper itself. Students can appeal such charges, but in cases where the appeal is granted, that student must write another paper under university supervision to prove s/he is capable of writing such a paper. \*\*Anyone unsure of exactly what plagiarism is should consult Rush Limbaugh.

**Course rules:**

1. Taking exams. All students must take exams at scheduled times. The only acceptable excuse if a verifiable medical excuse. Illness of relatives require a medical statement from that relative's doctor. \*\*There will be no early final exams to allow for travel plans.
2. Cell phones/pagers. \*\*ALL cell phones must be turned off when you enter the classroom. Any ringing of a phone once class has begun will lead to the student leaving the class for that period. There will be a grace period of one week. Consistent infractions by a person will result in your removal from class for disruptive behavior.
3. Leaving class and returning. Some students now think they are attending the movies when in class - whether a film is being shown or not! Do not get up and leave class once you are in it unless there is an emergency.
4. Attendance: Students who miss more than five (5) scheduled classes can expect significant grade reduction. As participation in class accounts for 10% of final grade, any student missing more than 5 classes will automatically have 10% taken from their final grade.

**Required Books for Purchase:**

- Andrew Lees and Lynn Hollen Lees, *Cities and the Making of Modern Europe, 1750-1914* (Cambridge University Press, 2007).
- Tony Judt, *Postwar: A History of Europe Since 1945* (Penguin, 2006)
- Michael Mann, *Fascists* (Cambridge University Press, 2004).
- Mark Mazower, *The Balkans: A Short History*, (Modern Library, 2002).

**Following books are for assignment 3 described above:**

- Henry H. Perritt, *Kosovo Liberation Army: The Inside Story of an Insurgency* (University of Illinois Press, 2008).

• Bommi Baumann, *How It All Began: The Personal Account of a West German Urban Guerrilla* (Arsenal Pulp Press, 2002).

• Tom Vague, *Televisionaries: The Red Army Faction Story, 1963-1993* (AK Press, 2001)

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## BOOKS TO CHOOSE FROM FOR ASSIGNMENT 2

\*• Paula M. Pickering, *Peacebuilding in the Balkans: The View from the Ground Floor* (Cornell University Press, 2007).

\*• Katherine Fleming, *Greece—A Jewish History* (Princeton University Press, 2007).

\*• Sabrina Ramet, *Nihil Obstat: Religion, Politics, and Social Change in East-Central Europe and Russia* (Duke University Press, 1998).

\*• Kira Kosnick, *Migrant Media: Turkish Broadcasting and Multicultural Politics in Berlin* (Indiana University Press, 2007).

\*• Dominic Thomas, *Black France: Colonialism, Immigration, and Transnationalism* (Indiana University Press, 2006).

\*• Jytte Klausen, *The Islamic Challenge: Politics and Religion in Western Europe* (Oxford University Press, 2008).

\*• Gail Kligman, *The Politics of Duplicity: Controlling Reproduction in Ceausescu's Romania* (University of California Press, 1998).

\*• Gale Stokes, *The Walls Came Tumbling Down: The Collapse of Communism in Eastern Europe* (Oxford University Press, 1993).

\*• Todd Shepard, *The Invention of Decolonization: The Algerian War and the Remaking of France* (Cornell University Press, 2008).

\*• Paul Lendvai, *One Day that Shook the Communist World: The 1956 Hungarian Uprising and its Legacy* (Princeton University Press, 2008).

\*• Kieran Williams, *The Prague Spring and its Aftermath: Czechoslovak Politics, 1968-1970* (Cambridge University Press, 1997).

\*• Bradley F. Abrams, *The Struggle for the Soul of the Nation: Czech Culture and the Rise of Communism* (Rowman & Littlefield Publishers, 2005).

\*• Timothy Snyder, *The Red Prince: The Secret Lives of a Habsburg Archduke* (Basic Books, 2008).

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\*• Paul Preston, *The Spanish Civil War: Reaction, Revolution and Revenge*, Revised and Expanded version, (W.W. Norton, 2007).

\*• Eric D. Weitz, *Weimar Germany: Promise and Tragedy* (Princeton University Press, 2007).

\*• Kate Brown, *A Biography of No Place: From Ethnic Borderland to Soviet Heartland* (Harvard University Press, 2005)

\*• Douglas Northrop, *Veiled Empire: Gender and Power in Stalinist Central Asia* (Cornell University Press, 2004).

\*• Terry Martin, *The Affirmative Action Empire: Nations and Nationalism in the Soviet Union, 1923-1939* (Cornell University Press, 2001).

\*• Ruth Ben-Ghiat, *Fascist Modernities: Italy, 1922-1945* (University of California Press, 2004).

\*• Stanley G. Payne, *Franco and Hitler: Spain, Germany, and World War II* (Yale University Press, 2008).

\*• Marta Petreu, *An Infamous Past: E.M. Cioran and the Rise of Fascism in Romania* (Ivan R. Dee, Publisher, 2005).

\*• Stephen Kotkin, *Armageddon Averted: The Soviet Collapse, 1970-2000* (Oxford University Press, 2003).

\*• Laura Desfor Edles, *Symbol and Ritual in the New Spain: The Transition to Democracy after Franco* (Cambridge University Press, 1998)

## **Course Work**

### **Week One: (January 6 and 8)**

#### **Introduction**

#### **January 8**

#### **The Enlightenment: Origins of ‘City Life’**

### **Week Two: (January 13 and 15)**

#### **January 13**

• Andrew Lees and Lynn Hollen Lees, *Cities and the Making of Modern Europe, 1750-1914* (Cambridge University Press, 2007), 13-69.

#### **January 15**

FRENCH REVOLUTION, Napoleon’s IMPACT

- Andrew Lees and Lynn Hollen Lees, *Cities and the Making of Modern Europe, 1750-1914* (Cambridge University Press, 2007). 70-97.

### **Week Three: (January 20 and 22)**

#### **Planning, Coercion, The Modern State**

##### **Jan. 20**

- Andrew Lees and Lynn Hollen Lees, *Cities and the Making of Modern Europe, 1750-1914* (Cambridge University Press, 2007), 99-168

##### **Jan. 22**

#### **Mass Culture**

##### **Capitalism and Its Critics**

- Andrew Lees and Lynn Hollen Lees, *Cities and the Making of Modern Europe, 1750-1914* (Cambridge University Press, 2007). 206-243.

### **Week Four: (January 27 and 29)**

##### **Jan.27**

- Mark Mazower, *The Balkans: A Short History*, (Modern Library, 2002), 3-76.

##### **Jan. 29**

- Mark Mazower, *The Balkans: A Short History*, (Modern Library, 2002), 79-156.

### **Week Five: (February 3 and 5)**

##### **Feb. 3**

#### **Imperialism**

- Andrew Lees and Lynn Hollen Lees, *Cities and the Making of Modern Europe, 1750-1914* (Cambridge University Press, 2007). 244-280.

##### **Feb. 5**

#### **World War I**

Ruth Harris, "The 'Child of the Barbarian': Rape, Race, and Nationalism in France during the First World War," *Past & Present* 141 (1993).

Mark Cornwall, "Morale and Patriotism in the Austro-Hungarian Army, 1914-1918," from John Horne, ed., *State, society and mobilization in Europe during the First World War* (1997).

### **Week Six: (February 10 and 12)**

#### **S'ka Class**

Work on your BOOK Reports!!!

### **Week Seven: (February 17 and 19)**

#### **The Rise of Rome**

##### **Feb. 17**

- Michael Mann, *Fascists* (Cambridge University Press, 2004), 31-91

**Feb. 19**

- Michael Mann, *Fascists* (Cambridge University Press, 2004), 93-137.

**Week Eight: (February 24 and 26)**

**Feb. 24**

- Michael Mann, *Fascists* (Cambridge University Press, 2004), 177-206, 237-259

**Feb. 26**

- Michael Mann, *Fascists* (Cambridge University Press, 2004), 261-352 (Choose either Romania or Spain)

**(March 3 and 5)**

**MIDTERM SPRING BREAK**

**Week Nine: (March 10 and 12)**

**Classes Resume:**

**March 12**

**World WAR II and beyond**

- Tony Judt, *Postwar: A History of Europe Since 1945* (Penguin, 2006), 13-62.

**Week Ten: (March 17 and 19)**

**March 17**

- Tony Judt, *Postwar: A History of Europe Since 1945* (Penguin, 2006), 63-99.

**March 19**

- Tony Judt, *Postwar: A History of Europe Since 1945* (Penguin, 2006), 100-128.

**Week Eleven: (March 24 and 26)**

**March 24**

- Tony Judt, *Postwar: A History of Europe Since 1945* (Penguin, 2006), 129-196.

**March 26**

- Tony Judt, *Postwar: A History of Europe Since 1945* (Penguin, 2006), 241-277.

**Week Twelve: (March 31 and April 2)**

**March 31**

- Tony Judt, *Postwar: A History of Europe Since 1945* (Penguin, 2006), 278-323.

**April 2**

- Tony Judt, *Postwar: A History of Europe Since 1945* (Penguin, 2006), 330-353.

**Week Thirteen: (April 7 and 9)**

**April 7**

- Tony Judt, *Postwar: A History of Europe Since 1945* (Penguin, 2006), 360-389.

**April 9**

- Tony Judt, *Postwar: A History of Europe Since 1945* (Penguin, 2006), 390-421.

**Week Fourteen: (April 14 and 16)**

**April 14**

- Tony Judt, *Postwar: A History of Europe Since 1945* (Penguin, 2006), 504-534, 559-584.

**April 16**

- Tony Judt, *Postwar: A History of Europe Since 1945* (Penguin, 2006), 665-700.

**Week Fifteen: (April 21 and 23)**

S'ka Classes

Working on Papers

LAST WEEK (April 28 and 30)