Twentieth-Century Europe: An Introduction

Dr Daliah Primrose Bond
Fordham University London Centre
Spring 2018
**Twentieth-century Europe (Hist3620)**
**Fordham University London Centre**
**Spring 2018**

**SECTION 1 – Module Specification**

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<tbody>
<tr>
<td><strong>1. Module Title</strong></td>
<td>Twentieth-Century Europe</td>
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<tr>
<td><strong>2. Module Code</strong></td>
<td>HIST3620</td>
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<tr>
<td><strong>4. Subject Area</strong></td>
<td>History</td>
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<td><strong>5. Teaching Institution</strong></td>
<td>Fordham London Centre</td>
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<tr>
<td><strong>6. Time of Class</strong></td>
<td>Tuesdays 9-12pm</td>
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<tr>
<td><strong>7. Office Hours</strong></td>
<td>Tuesdays 12-1pm or by appointment</td>
</tr>
<tr>
<td><strong>7. Faculty</strong></td>
<td>History</td>
</tr>
<tr>
<td><strong>8. Organiser Contact Details</strong></td>
<td><a href="mailto:dbond8@fordham.edu">dbond8@fordham.edu</a></td>
</tr>
</tbody>
</table>

**9. Educational Aims of the Module**

This course invites students to approach a familiar period in world history from what will often be an unfamiliar perspective: that of overarching themes particular to the European continent, including such aspects as societal upheaval, gender, demographic composition and politico-economic evolutionary pathways of specific European regions/countries.

Between 1900 and 1999, Europe’s position as the world’s economic, technological and cultural powerhouse suffered a series of successive and crippling blows resulting from fundamental geopolitical shifts. During this period, the continent knew many of the extremes of modern capitalism: from remarkable affluence to hyperinflation and sovereign debt, from the need to import workforce to shattering unemployment, from the heights of Empire to the fragmentation of nationalism. From one end of the Old World to the other, governments old and new scrambled to address the complexities arising from the unprecedented rate of these developments, which struck them hard and fast. From the tumult there arose a new order, more attuned to the needs of European society at large, but not before two catastrophic armed conflicts that forever changed the way we perceive History.

Those experiences have passed into a collective memory, a historical folklore that continues to shape socio-political developments and policy-making in Europe to this day. The module introduces students to the basic principles of causality and historiography, while considering the latter very much as a social science: the social, political and cultural influences on – and repercussions of – events in this period will remain the focus throughout.
10. Learning outcomes of the module

By the end of this module, the students should be able to demonstrate intellectual, transferable, and practicable skills and in particular will be able to demonstrate a range of subject-specific skills:

i. An enhanced knowledge of the place and importance of major historical events taking place in Europe between 1900 and 1999.

ii. An understanding of the basic principles of historical science and historiography, in particular the reciprocal relationships between society, politics, and economics.

iii. The ability to formulated coherent written responses to the issues, themes, concepts and debates raised by the module.

iv. The ability to construct and interpret historic sequences or patterns in European history.

v. The ability to identify, isolate and review historical arguments pertinent to topical subjects.

vi. The ability to develop a set of assessment criteria to be used in a process of peer and self-assessment.

11. Contact time/directed study. Apart from field/unsupervised learning all the others are taught sessions.

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Seminar/ tutorials</th>
<th>Field Trips</th>
<th>Project work</th>
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<tbody>
<tr>
<td>11x1-hour</td>
<td>13x2-hours</td>
<td>4x2-hours</td>
<td>Student Conference. 1x abstract and 1x 5minute paper per student.</td>
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The module does not include any elements relating to e-learning

<table>
<thead>
<tr>
<th>Method</th>
<th>N o.</th>
<th>Duration/length</th>
<th>Pass Mark</th>
<th>Mandatory mark/ Qualifying mark</th>
<th>% of final grade of module</th>
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<tbody>
<tr>
<td>Assessed coursework</td>
<td>4</td>
<td>1000 word essay</td>
<td>40</td>
<td>n/a</td>
<td>60</td>
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<tr>
<td>Class participation</td>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Class conference</td>
<td>1</td>
<td>1x abstract and 1x5min paper.</td>
<td>40</td>
<td>n/a</td>
<td>30</td>
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</table>
Reassessment opportunity
Students who fail to achieve a passing mark in the assessed coursework will be invited to resubmit their work within two weeks of the date they receive their feedback. The resubmission mark is capped at C+ (see below), unless if the fail mark came as a result of late submission, in which case the resubmission mark is capped at C-.

Grading System
(http://www.fordham.edu/info/24145/undergraduate_faculty_handbook/6603/grades/2)

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent; Honours-level Work, Outstanding.</td>
</tr>
<tr>
<td>A-</td>
<td>Still Excellent.</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good; High Level of Performance.</td>
</tr>
<tr>
<td>B</td>
<td>Good; Solid and Above Average Level of Performance.</td>
</tr>
<tr>
<td>B-</td>
<td>Good; Still Above Average.</td>
</tr>
<tr>
<td>C+</td>
<td>Average Level of Performance.</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory; Acceptable Level of Performance.</td>
</tr>
<tr>
<td>C-</td>
<td>Minimally Acceptable.</td>
</tr>
<tr>
<td>D</td>
<td>Passing, But Unsatisfactory; Below Average Performance.</td>
</tr>
<tr>
<td>F</td>
<td>Failure. Inferior Performance</td>
</tr>
</tbody>
</table>

18. Examples of key recommended text book
Tom Buchanan, Europe's Troubled Peace: 1945 to the Present, Chichester, 2012
Tony Judt, Postwar: A History of Europe since 1945, London, 2005

19. Useful websites
Imperial War Museum Archival Collections online (1917 onwards) - http://www.iwm.org.uk/collections
Jstor (institutional login) - https://www.jstor.org/logon
OpenAthens (institutional login) - https://auth.athensams.net/?ath_dspid=ATHENS.MY
SECTION 2 – Supplementary Information

Module to be taught at a time and place to be determined, subject to FULC timetabling.

Field trip and taught classes are interchangeable, subject to availability of tickets.

The individual sessions are arranged as follows:

1) **Introduction**…

…to the period and preparatory overview of key historical theories and theorists – overview of key textbooks – Q&A session on assessment, coursework, course structure, dealing with the sources.

**Europe at the turn of the century: The Napoleonic Legacy**

During the second half of this session we will establish a ‘knowledge base’ for all students, regardless of their familiarity with European history. A brief discussion on existing perceptions will be followed by the presentation of a narrative covering the most important events of the 19th century, from the Congress of Vienna to the Revolutions of 1848. Furthermore, we will discuss some key geographical and historiographical definitions, as well as our individuals aims and objectives for the course.

2) **World War I**

WWI, The Great War, was deemed by George Kennan to have been ‘the seminal catastrophe’ of Europe’s ‘short twentieth century (Eric Hobsbawm). From a socio-demographic perspective alone, the figures are staggering: 8.5 million soldiers killed, a further 6 million maimed for life, while 10 million civilians also lost their lives (excluding the 1.5 million Armenians killed in Turkey). The War set in motion the century’s greatest period of societal upheaval; empires crumbled, borders were redrawn, and in Russia a new regime emerged that was to have a defining influence on world history.

With the end of WWI we also witness the end of the first great era of globalisation and the beginning of Europe’s decline as the world’s politico-economic powerhouse. More than a century later, we reflect upon the rich and expansive historiography on the subject, looking at the following key questions:

- Why did the congress system break down?
- What was the balance between long and short-term factors in the July Crisis?
- How were European populations mobilised culturally?
- Why did the Entente win?
- How did the memory of the Great War shape interwar culture and society in Europe?
3) European Elites

‘Elites’ are understood to be groups of people considered to be superior with respect to the societies or organisations to which they belong. This may be due to their talent(s), intelligence, power or wealth. In European history, the elite formation and elite networks played a predominant role in defining developments and some of them – as the recent debt crisis has shown – still do. Underscoring our entire class is an evolutionary process taking place throughout this period, whereby the definition and composition of European ‘elites’ changed dramatically, as did their importance and relevance in European societies.

Together, we will be exploring key questions and concepts regarding ‘elite’ social groups in Europe, such as their response to developments and what determined whether they would adapt and survive (as in the UK) or wither and die (as elsewhere in Europe). The introductory lecture will consider definitions of ‘elites’ that fit a historian’s bill, then look at challenges and individual responses, tracing the place and functions of ‘elites’ well into the 21st century.

4) Field Trip

The Imperial War Museum

5) WWII & London during the Blitz (expect to walk)

To the extent that the Second World War in Europe may be considered an ‘event’, it was by far the largest in terms of both geographical and demographic reach. With some 35 million people killed in Europe alone, there is no doubt that it has been the most catastrophic conflict in human history. It was a new type of war, bringing genocide, urban obliteration, violent partitions; to this day, we all still experience the demographic, geopolitical and ideological consequences of the Second World War simply by leading our lives. In contrast to the First World War, there is little controversy over ‘Why the Allies Won’ (Richard Overy): a resounding military victory reflected a profoundly favourable distribution of manpower and economic resources against the Axis Powers. Within the framework of a constantly evolving historiography, we will concentrate on the European aspects of the conflict, discussing the following key issues:

- To what extent can the Second World War be regarded as a continuation of the First.
- How and to what extent did the Home Front experience differ between East and West, North and South.
- What were the contributions of the respective belligerents to the outcome and whether we can pinpoint a ‘turning point’ in the war.
- The consequences of collaboration and resistance.
- The ways in which the memory of WWII continues to shape European life.

6) Building ‘Europe’ I: East & West (Brexit)

In Part I of this min-series dedicated to the ‘European construct’, we will be examining the driving forces behind European integration in immediate post-war era, while also looking back at some of the earliest and largely abortive ‘pan-European’ diplomatic and
economic initiatives, including the infamous Nazi ‘New World Order’. While there can be little doubt that a rapprochement between erstwhile enemy nation-states could not have taken place before a time when shifts in the politico-economic paradigm (the rise of ‘capitalism with a human face’) and geopolitics coagulated into fulfilling the objective conditions where such a union would be made possible, it is interesting to examine some of the subjective conditions which allowed each member state, in turn, to join an ever-growing international community. We will therefore be discussing the early steps of European unification against the background of a continent divided into a solidly ‘Eastern’ and an equally solidly ‘Western’ bloc.

7) Building ‘Europe’ Part II: North & South (Grexit)

Part II of the series on European integration is dedicated to the causes of a rift appearing within the community in the late 1980s and early 1990s. Diverging economic models of development and the disappearance of ‘the opposing force’ brought European politicians face-to-face with crucial dilemmas. We will be exploring the long-range consequences of attempts to form an ever-closer union and the reasons behind its (initial) success, as well as the motives behind the decision to stipulate that one of the community’s aims is to pursue expansion, nominally in general, but in essence eastwards. Against the background of recent developments, this seminar will encompass elements from diplomatic history and international law in a free-flowing discussion over a historian’s perspective of the EU ‘then and now’.

8) Field Trip

Churchill War Rooms

9) France and Field Trip to the V&A

Although political change in France after 1900 is arguably nowhere near as impactful as her 18th and 19th-century legacy, Europe today owes much to the III, IV and V Republics. From the instability and crises of the first, to the seeming ‘finality’ of the latter, French politics remain bitterly divided between groupings with fundamentally different visions for the country. A once great overseas empire reduced to a cultural one, then further reduced simply to ‘a great player’ within Europe proper, France has been characterised by great continuities and stability over the past century. Experiencing a much less dramatic spell of industrial development than neighbouring Britain, France has exhibited varied social attitudes – particularly with respect to gender – and tended to lag behind other European states in some respects, while leading the way in others. This session will consider the history of France in the light of this apparent disjuncture between ideological turmoil and relative social stability.

10) Germany

By far the most economically powerful European state today, Germany set the foundations of her success in the late nineteenth century, when she began to displace France as the dominant force on the continent. At the dawn of the 21st century, Germany remained crucial to the future of Europe. Over the period covered in this course, we examine Germany’s evolution from maverick to model state, discussing the many oscillations, detours and dead-ends it met with along the way. Undoubtedly bearing the brunt of the blame for both World Wars and having perpetrated the most lethal genocide in modern
history, Germany’s modern political history – in its many and varied 20th-century manifestations as Reich, GDR, Bundesrepublik, etc. – is obviously characterised by dramatic regime changes and a ‘special path’. Yet beneath all of that, we can discern long-term trends and continuities, often quite comparable to those experienced by neighbouring states. For historians, Germany serves as a valuable reminder that historical change can happen at different paces and levels which are more often than not far beyond the control of even the most doggedly determined political regimes. During this session, we will be looking at the balance between these different tiers of historical change, and how they come together to formulate a critical reflection on the storied ‘peculiarity’ of German history.

11) **Russia (or The Birth and Death of the USSR)**

Seldom has there been a topic more replete with contradictions than the twentieth-century history of Russia. To this day, popular history publications mention the ‘Wild East’, into which they purportedly shine a bright light capable of penetrating the steppe mists and providing the reader with a fascinating ‘true’ overview of, in Ranke’s oft-quoted words, wie es eigentlich gewesen (‘how things truly were’). Our objective during this session will be to examine whether such a history is truly possible, and discuss if Russia is not indeed an ‘anti-Germany’ in the sense that its political history is replete with superficial continuity, whereas beneath the surface there is nigh-constant upheaval. To this end, we will approach Russia’s 20th-century history from the perspective of two episodes: the birth of the USSR and its death, by which the Cold War came to end. In the first place, the transformation of this state from an authoritarian empire to the world’s first socialist society, begs a series of important questions, without the answers to which it will be very difficult to understand Russian history in relation to modern European history as a whole:

- What sort of state is this? A multi-ethnic empire or a nation-state with colonial appendages?
- Why was it so difficult to govern?
- Was there a qualitative change with the formation of the Soviet Union after 1917?
- Does it make more sense to regard Russia as belonging to the European periphery or as a central player to key processes?

In the second place, we will look at the dramatic events of 1989-1991, which constitute one of the most important turning points in European history. In the same vein, we will attempt to answer the following questions:

- What was the balance between long-term and short-term factors in the collapse of Socialism?
- To what extent are the various national cases analogous?
- What were the long-range consequences of the ending of Soviet hegemony?

12) **European Men, European Women**

Women’s emancipation and eventual rise to almost-parity with men would seem to be fundamental to the study of modern European history. Women came to be more properly and publicly visible in the twentieth century, obtaining new opportunities for employment and gaining recognition for their interests by the state. During this time, they ‘even’ gained the right of universal and unqualified political representation, something practically
unheard of in earlier times. Yet these improvements were not always as significant as they might appear. During this session, we will be looking at some of the unexpected causes and consequences of empowerment, which I will suggest is a more fitting term than ‘emancipation’. ‘Emancipation’ will thus be scrutinised against the background of a number of different topics: work and economic activity, political life, welfare policy, family and reproduction.

13) The European State

The penultimate seminar will be based upon concepts relating to Actor-Network Theory and Social Network Analysis, thus incorporating quantitative analytical methods in the study of history. Introduction to the very basic elements of these approaches is made possible by contemplating the nature of ‘state’, arguably the most familiar type of historical ‘actor’ and the entity we most often associate with ‘agency’, with the ‘making’ of history. Yet it is not always clear what we mean by the term ‘state’ or indeed by invoking the ‘agency’ of any state in particular. Oft-times historians use ‘state’ as a synonym for ‘society’ or ‘nation’, i.e. the entirety of a population subject to the rules of a particular government. More often, however, ‘state’ is understood to be something separate from society, an administrational apparatus, the ‘government’ rather than the ‘governed’. This source of potential conceptual confusion will be our starting point for a discussion on the relationship between state and society in modern Europe. Some of the questions we will be looking at are:

- Has the state continuously expanded in Europe’s twentieth century and if so was the expansion gradual or did it progress in leaps and bounds?
- What are the factors driving change in the role and size of the state?
- Have the state’s tendencies differed over time and are democracies and dictatorships subject to the same trends?

14) Ends(?) of European History

We will be discussing the following key years in European history: 1974, 1989, 2001. Our aim is to examine closely and with reference to these major turning points whether a historian of Europe can still provide valuable and relevant insight on the processes defining the world’s historical evolution in the 21st century. At the same time, we will revisit some of the main schools of thought in historiography and examine their relative merits with respect to their ability to analyse and explain what took place on the continent on 1974, 1989 and 2001 respectively.

15) Revision

An entirely student-driven catch-up session will be scheduled for the final week of the taught course. Our aim will be to discuss and resolve and issues or questions arising either during the preceding weeks or as a result of the students’ own home study and essay work. Building on essay and classroom feedback, we will attempt to cover any lacunae and briefly talk about how to best go about ‘the final push’.
SECTION 3 – Assessment & Academic Integrity

NB: For assessment weights and specifications, see Section II, p.4 above.

i) Essays
Students are expected to submit four 1000 word essays throughout the semester. These will be assessed according to the marking criteria attached and constant feedback given. The essays will be marked according to the UK system (mark out of 100), and the mark ‘translated’ into the grade scale above. A matrix, detailing marking criteria will be sent to the students, so they can form an accurate picture of what to expect. UK style guides are also made available for students who wish to attempt a British-style university essay.

ii) Presentations
The ability to present ideas to your peers is a vital skill for a student of history. Students are expected to prepare for a student conference to be held in the final session of the semester. Students will submit an abstract and prepare a paper to present to the class of 5 minutes. There will be a Q&A session after each paper but this will not be part of the assessment. Immediate feedback will be available and offered to the entire group, if desired in a closed session.

iii) Participation
It is important to discuss and debate your ideas in class. This can take the form of active participation in the small group sessions where you will discuss a source or by asking questions during the lecture. The participation mark will also be based upon your attendance and preparation for class by doing the required reading as this ensures interesting and academically rigorous conversations.

Attendance Policy

Students are required to attend every class of every course for which they are registered. There are times when an absence is unavoidable. In the case of an absence you are required to email me and the London Centre in advance or as soon as possible. Please note that more than two unexcused absences will negatively impact the participation element of the final grade. If an extension is required due to an excused absence please email me as soon as possible to organise alternative arrangements where possible.

The email should be sent to:

1. londoncentre@fordham.edu
2. Myself at dbond8@fordham.edu
3. The Office of the Assistant Head of the London Centre for Academics antal@fordham.edu.

For further details please see the Fordham University London Centre Attendance Policy.
Policy on Academic Integrity (Fordham University)

Make sure you read and understand the following statement on academic integrity. Please see https://www.fordham.edu/info/25380/undergraduate_academic_integrity_policy for the policy in full.

Academic integrity is the guiding principle for all that you do; from taking exams, making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others, and take credit only for ideas and work that are yours.

You violate the principle of academic integrity when you:

- Cheat on an exam
- Submit the same work for two different courses without prior permission from your professors
- Receive help on a take-home examination that calls for independent work
- Plagiarize

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning and discovering knowledge, plagiarism cannot be tolerated.

Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score and/or other materials, which are not your original work. You plagiarize when, without proper attribution, you do any of the following:

- Copy verbatim from a book, an article or other media
- Download documents from the Internet
- Purchase documents
- Report from other's oral work
- Paraphrase or restate someone else's facts, analysis and/or conclusions
- Copy directly from a classmate or allow a classmate to copy from you

Your professors are responsible for helping you to understand other people's ideas, to use resources and conscientiously acknowledge them, and to develop and clarify your own thinking. You should know what constitutes good and honest scholarship, style guide preferences, and formats for assignments for each of your courses. Consult your professors for help with problems related to fulfilling course assignments, including questions related to attribution of sources.

Through reading, writing, and discussion, you will undoubtedly acquire ideas from others, and exchange ideas and opinions with others, including your classmates and professors. You will be expected, and often required, to build your own work on that of other people. In so doing, you are expected to credit those sources that have contributed to the development of your ideas.
Avoiding Academic Dishonesty

- Organize your time appropriately to avoid undue pressure, and acquire good study habits, including note taking.
- Learn proper forms of citation. Always check with your professors of record for their preferred style guides. Directly copied material must always be in quotes; paraphrased material must be acknowledged; even ideas and organization derived from your own previous work or another's work need to be acknowledged.
- Always proofread your finished work to be sure that quotation marks, footnotes and other references were not inadvertently omitted. Know the source of each citation.
- Do not submit the same work for more than one class without first obtaining the permission of both professors even if you believe that work you have already completed satisfies the requirements of another assignment.
- Save your notes and drafts of your papers as evidence of your original work.

Classroom Etiquette

- Feel free to bring soft drinks, coffee, tea and assorted brews in the classroom. Snacks are also allowed, but make sure they are not crunchy or otherwise disruptive (e.g. smelly, offensive to other students’ dietary/religious needs).
- You don’t need to raise your hand, but be aware that in British academic circles interruptions are not common. As a matter of fact, they are considered quite rude. Depending on the cohort’s comportment, a raised hand rule may be introduced.
- In return for a casual and relaxed environment, I ask that you are punctual. London being a chaotic city, this may not always be possible. Please make every effort to let me or one of your fellow students know you will be late.
- The use of discriminatory language (e.g. racial or misogynistic slurs) will result in immediate expulsion and reporting to the Dean of our Faculty. The only exception to this rule is when quoting from historical sources. These quotes need to be clearly defined as such, and the sources provided in full. In such cases, I expect you to warn your fellow students in good time and give them the chance to excuse themselves.
- The use of laptops or phones are allowed; indeed, it is encouraged during discussions to search for facts, theories, publications, etc.
Indicative Bibliography

**Week 1 – Europe at the turn of the century: The Napoleonic Legacy**

**Core Reading**


**Supplementary Reading**


**Week 2 – WWI**

**Core Reading**


Stephen Broadberry and Mark Harrison (eds), *The Economics of World War I* (2005).


**Week 3 – Elites**

**Core Reading**


Chandak Sengoopta, “‘Dr Steinach coming to make old young!’: Sex Glands, Vasectomy and the Quest for Rejuvenation in the Roaring Twenties,’ *Endeavour* 27, 3 (2003), 122-126.
Supplementary Reading
Ronald E. Doel, ‘Dieter Hoffmann and Nikolai Krementsov National States and International Science: A Comparative History of International Science Congresses in Hitler's Germany, Stalin's Russia, and Cold War United States,’ Osiris 20 (2005), 49-76

Week 5 – WWII

Core Reading
Mark Mazower, Dark Continent, chapter 5 [Hitler's New Order].

Supplementary Reading

Week 9 – France

Core Reading
Yael Simpson Fletcher, ‘‘Capital of the Colonies’: real and imagined boundaries between metropole and empire in 1920s Marseilles’, in Felix Driver and David Gilbert eds., Imperial Cities: Landscape, Display and Identity, Manchester: Manchester UP, 1999, pp.136-154
S. Reynolds, France between the Wars: Gender and Politics (1996).R.

**Week 10 – Germany**

**Core Reading**


**Supplementary Reading**


Riccardo Bavaj and Martina Steber (eds.), *Germany and 'The West': The History of a Modern Concept* (2015).


**Week 11 – Russia**

**Core Reading**


**Supplementary Reading**


**Supplementary Reading**


**Week 12 – European Men, European Women**

**Core reading**

Mark Mazower, *Dark Continent*, pp. 77-105.
Seumas Milne, "Women are now to the left of men. It's a historic shift" *The Guardian*, 5 March 2013
Toby Helm and Mark Townsend, "'Shameful' failure to tackle slavery and human trafficking in the UK", *The Observer*, 9 March 2013
Karen Offen, "The Male Breadwinner Model", *Economica, International Museum of Women*

**Week 13 – The European State**

**Core reading**

Y. Kotsonis, "'No Place to Go': Taxation and State Transformation in Late Imperial and Early Soviet Russia’, *Journal of Modern History* 76 (2004): 531-77.

**Supplementary Reading**

Y. Kotsonis, "'Face-to-Face": The State, the Individual, and the Citizen in Russian Taxation, 1863-1917", Slavic Review 63 (2004): 222-46

**Week 14 – Ends(?) of European History**

**Core reading**

Francis Fukuyama, ‘The End of History?’, The National Interest (Summer 1989), pp.3-18
Samuel P. Huntington, ‘The Clash of Civilizations?’, Foreign Affairs (Summer 1993), pp.22-48

Supplementary Reading
Why should I take this course?
Because you get to know European culture intimately, and be master/mistress of your own studies in London

Do I need to know a lot of history in advance of the course?
No.

Do we only talk about history?
No. We talk about anything and everything, from sport to fashion. Everything has a history element to it, and that’s what we’re going to discover together.

What do I need to do to get an A in this course?
a) Show up on time b) Be respectful of other peoples’ views c) Read on my own d) Submit assessed coursework in time

How am I assessed?
In two ways: Written work, participation. Written work counts for most of my mark, followed by the examination, followed by participation

What’s the best way to get top marks?
Read, read, and read some more

Any outings/field trips?
Yes, a few. But we can always organise more if you want!