

HIST 5359 Twentieth Century Europe

Spring 2025

Tuesdays 6-8:45 pm via Zoom

Dr. Mandy Link

Virtual Office Hours: Wednesdays/Thursdays 1-2:30pm, and by appointment

Email: mlink@uttyler.edu or via Canvas

Course Description:

The twentieth century in Europe was one of the most complex and violent to date. This century hosted two of the most destructive wars in world history, much of which took place on the European continent. For much of history, war was written as a singularly male experience, but historians in the last forty years have proven that this is far from accurate. Women have always been involved in and impacted by warfare. This course will examine how women expanded their roles in war from camp follower, prostitute, bereaved family member to nurse and combatant. This course will specifically examine women and war in 20th Europe from World War I through World War II.

Course Objectives:

By the end of the course, students should be able to do the following:

- analyze significant issues, trends and developments in the study of women and war in Europe from 1914 through 1945
- analyze significant shifts in the historiography of women and war in European history
- make a clearly written and clearly presented argument, including a thesis and sufficient and well-used supporting detail
- to demonstrate a heightened ability to synthesize and analyze class material, readings, and external research

Graduate Course Etiquette

Graduate courses are intended to challenge you. The expectations are much higher than in undergraduate courses. You are expected to master the material each week and participate in our weekly class sessions.

There is an etiquette to participating in graduate courses. When participating in discussions, you want to make sure you are demonstrating your knowledge and understanding of the material through speaking during class, while at the same time not monologuing.

In attaining a master's degree in history, you are joining a small percentage of Americans (13.1% according to census.gov) and in joining this elite group, you are training in a professional

capacity. Regardless of what employment you attain with your MA, you need to comport yourself with collegiality and professionalism. In our classroom you will practice this through respectful behavior to your classmates and myself. Historians often disagree (it's part and parcel of the field) **BUT** when you do so it must be polite and respectful. Students who do not behave thusly will be sent out of the Zoom classroom and will not be allowed to return to the next class until they have met (virtually) with myself and demonstrate that they can comport themselves maturely and professionally. Behaviors to avoid include but are not limited to cursing at a fellow student or myself, using derogatory language, yelling, etc.

Required Readings:

You will read a book and/or articles each week. Please do not feel obligated to purchase every book. You're welcome to check them out from the library or use audio or eBook editions. That being said, it is your responsibility to secure a copy far enough in advance to have the reading done prior to class. Failure to secure a copy is **no excuse** for not doing the reading. The books are below, and the order can be found on the class schedule (reading schedule is subject to change).

MacMillan, Margaret. *Dangerous Games: The Uses and Abuses of History*. New York: Random House, 2010.

Kershaw, Ian. *To Hell and Back: Europe 1914-1949*. New York: Penguin, 2016.

Payne, Stanley G. *A History of Fascism, 1914-1945*. University of Wisconsin Press, 1995.

Garvin, Diana. *Feeding Fascism: The Politics of Women's Food Work*. Toronto: University of Toronto Press, 2022.

Evans, Richard J. *The Coming of the Third Reich*. New York: Penguin Books, 2005.

Rhodes, Richard. *Hell and Good Company: The Spanish Civil War and the World It Made*. New York: Simon & Schuster, 2015.

Albright, Madeleine. *Prague Winter: A Personal Story of Remembrance and War, 1937-1948*. New York: Harper, 2012.

Overy, Richard. *The Twilight Years: The Paradox of Britain Between the Wars*. New York: Penguin Books, 2010.

McAuliffe, Mary. *When Paris Sizzled: The 1920s Paris of Hemingway, Chanel, Cocteau, Cole Porter, Josephine Baker, and Their Friends*. New York: Rowman & Littlefield Publishers, 2019.

Requirements and Grades:

Participation	100 points
Self-reflection (2 x 25 points each)	50 points
Book reviews (12 x 10 points each)	120 points
Final Project: Option 1 Research Paper	

Research topic proposal & bibliography	50 points
Research project essay	150 points
Final Project: Option 2 Historiography	
Historiographical final essay	200 points
Total:	470 points

470-425 A 329-282 D
424-380 B 281 and below F
379-330 C

Explanation of Assignments:

Participation 100 points: Graduate courses are discussion based by design and thus are only as successful as the preparation and dialogue that you put in. Your participation grade will depend on your attendance as well as your input. **Two unexcused absences will result in a failing grade.** To help you prepare for our discussion you will turn in a book review (instructions below) prior to our class meeting time. Being prepared and discussing each week’s books are how you earn these points.

Graduate courses are rigorous by nature and while it is tempting to only read book reviews of the assigned readings, that is insufficient. Reading book reviews can be helpful, but I recommend reading them *after* you have read the week’s book. You need to read the books/articles yourself to ascertain *your* understanding of the book rather than seeing it only through the lens of someone else.

The heart of academia is healthy debate and I fully expect a variety of perspectives on the topics we will cover. That being said, I expect each of you to conduct yourselves as professionals. Disruptive, disrespectful behavior, excessive profanity, or personal insults towards other students or myself will result in 1) a verbal warning 2) expulsion from an individual class meeting 3) being dropped from the class.

Self-Reflection #1 25 points:

In a 1000 word double spaced essay you will explore the following questions:

- How and why did you get interested in history?
- Why did you choose to pursue a master’s degree and what do you plan to do after you finish?
- What events, time period, people, etc. of history interest you the most and why?
- Are you considering doing a research paper or historiographical essay and why?

Self-Reflection #2 25 points:

This is your second reflection essay of 1000 words where you will reflect on your work over the semester and address the following questions:

- Who are you as a historian?
- What it is about history that you do and do not like?
- What did you learn in this course about the historical topic at hand that stuck out to you?
- What did you learn this semester about yourself as a graduate student?
- What do you wish you would have done differently in this course?

Book Reviews 120 points: Writing is at the center of the historian's craft and to help improve this skill you will write book reviews. Historians write book reviews constantly and practicing this skill will better prepare you for the job market. While journals will vary a bit on the length of book reviews, for our purposes they should be no more than 1000 words. This word limit is strictly enforced to help you practice concise writing. Book reviews must address the author's argument, where their work fits within the historiography, strengths, and weaknesses. You must also include **3 questions** at the end of your review (these do not count for your word count). These questions will form the basis of our class discussion so be thoughtful! A book review example will be provided to give you guidance.

These book reviews not only help prepare you for the work of being a historian but will also prepare you for our weekly discussions. **They are due Tuesdays by noon to Canvas.**

Final Project Options

You have two final project options: a research project or a historiographical essay. Once you have chosen you cannot switch.

Option 1 Research project: This option allows you to explore an aspect of theme of this course: the interwar years politically, socially, and culturally in Europe, 1914-1938 that you would like to investigate further. This is a good option for those with an interest or for those who are writing/going to write a thesis that relates to the war in some way.

It should be *at least* 4000 words in length (cover page and bibliography do not count toward the word count).

- **Topic Proposal & Bibliography 50 points:** Topic and preliminary bibliography must be submitted by week 5. The proposal should be 500 words. You will need to demonstrate that you've narrowed your topic.
- The bibliography must show that you have located both primary sources (those written during the time period being researched) and academic secondary sources (those written by historians). You will need to compile a minimum of 5 primary sources and 10 secondary sources.
 - For the secondary sources, you will need to find books and/or articles written by historians and published by reputable, academic presses.

- **Research Project Essay 150 points:** This essay will be due during finals week and uploaded to Canvas. It must be a minimum of 4000 words, use at least 5 primary sources and 10 secondary sources. If a book from class is helpful, please include it.
 - Chicago Manual of Style must be used for formatting and footnotes.
 - Further instructions will be posted on Canvas.
 - Must include a cover page and bibliography.
- Dr. Link reserves the right to veto or edit topics.
- This essay will be due during finals week and uploaded to Canvas.

Option 2 Historiographical Essay 200 points: Over the course of the semester, you have read several books about Europe during the interwar years, 1914-1938, politically, socially, and culturally. To effectively demonstrate the knowledge you have gained, you will write a 4000-word historiographical essay. To effectively discuss the trajectory of this historiography you will need to use *at least* 7 of the readings from class and well as find and read an additional 5.

For these additional five works they can be either theoretical works or case studies, but they must all pertain to inter war Europe 1914-1938 politically, socially, or culturally. They must be academic works (written by a PhD in history and published by an academic press). This is a great opportunity not only to work on essay writing and analyzing historiography, but also to hone your abilities to assess how an academic work fits into the historiography you've learned. **These extra 5 books MUST be approved by Dr. Link by Week 5 and are worth 50 points.**

This essay will be due during finals week and uploaded to Canvas for 150 points.

THERE WILL BE NO INCOMPLETES for failure to complete an assignment. Assignments not turned in will result in a 0 for that assignment.

Course Structure & Etiquette:

1. Our course will be held virtually, through Zoom. The Zoom link will be listed on Canvas. Attendance is mandatory. **You will need to have your camera and microphone on.**
 - a. If pets or family make their way in, that is absolutely fine. You can always mute your microphone if there are loud noises on your end.
2. Make sure to have your Canvas notifications sent to your email. You are responsible for staying up to date on deadlines, announcements, etc.
 - a. You are responsible for all class lectures, readings, and any other videos assigned.
3. The classroom is a place for intellectual growth and to achieve that we must all be respectful and courteous to each other. Respect is a must! We will not always all agree (that is the heart of academics!) but it is crucial that we express our ideas in a respectful way. Students who do not adhere to this will be asked to leave the class and will receive 0 points in the course (to be determined at Dr. Link's discretion).
 - a. Be human: Remain patient, ask/wait for clarification, avoid assumptions and rushed judgement. Forgive mistakes and apologize for errors.

- b. Be a good colleague: Remember your role as a student in the course. Make sure you're following directions. Be authentic and collaborative with colleagues. Be aware of your behavior and how others interpret your communication.
 - c. Be professional: Proofread your own writing for spelling, grammar, and punctuation to prevent miscommunication. Avoid slang, sarcasm, or emotionally charged writing. Profanity and offensive language will not be tolerated.
 - d. Be a responsible citizen: Graduate classes are, in part, about professionalization as a historian. This means conducting yourself in a professional manner in your in class conduct as well as in your interactions with classmates and professors.
4. Late assignments not accepted.
5. **No** emailed assignments accepted. Assignments **must** be submitted in hard copy or on Canvas as directed on the assignment.
 - a. Assignments turned in early are not eligible for early review or assessment by Dr. Link
6. **Use technology responsibly and considerately**. It is tempting to surf the internet, check your phone, etc. while in a Zoom classroom but please refrain. We will have breaks where you can check your texts, get a snack, etc. When in class be present.
7. When you email me, I will respond within 24 hours on weekdays. On weekends, it may take longer but I will definitely get back to you within 48 hours at the latest.
 - a. When you email me, address your email to: Professor/Dr. Link and sign it with your name.
 - b. If you have a procedural question –about due dates, what the assignment requirements are, etc. –check the syllabus and the materials on Canvas, as your answer may be there, and you can know immediately, rather than awaiting an email reply.
 - c. I will always address you directly and respectfully in my emails to each of you; I ask the same courtesy in return. If students continue to refuse to address the faculty by name, I reserve the right to not reply to the email.

Student Accessibility and Resources (SAR):

University of Texas at Tyler is committed to creating a learning environment that meets the needs of its diverse student body. Reasonable accommodations are available for students who have a documented disability. If you should need accommodations please let me know and contact Student Accessibility and Resources to discuss a range of options. They are located in UC 3150 and can be reached at (903) 566-7079 or saroffice@uttyler.edu. Once you have made arrangements with SAR they will contact your professors and we can work with you from there.

Student Standards of Academic Integrity & AI statement:

As adults and graduate students, I expect the work you turn in to be your work and your work alone. I do not tolerate plagiarism, cheating, or collusion (see definitions below) and if you do any of these you will receive a 0 on that assignment with no option of resubmitting. You may also receive a 0 in the class depending on the egregiousness of the scholastic dishonesty and be

reported to Judicial Affairs. Dr. Link reserves the right to adjudicate punishment for each individual case.

AI/Chat GPT is not permitted in this course. To best support your learning, you must complete all graded assignments by yourself to assist in your learning. This exclusion of other resources to help complete assignments includes artificial intelligence (AI). Refrain from using AI tools to generate any course context (e.g., text, video, audio, images, code, etc.) for an assignment or classroom assignment.

- **This means NO USE OF AI IN ANY MANNER FOR ANY REASON.**

Conduct Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;

- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

Campus Safety:

- UT Tyler is committed to your safety and has set up the RAVE Patriot Guardian, an app that allows you to quickly contact the police. <https://www.uttyler.edu/police/safety-app.php>
- Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:
- **UT Tyler Campus Police non-emergency** 903.566.7300
 - UT Tyler has a Safe Walk program. You can call the dispatch number 24 hours for an escort between campus buildings and to parking lots.
- **UT Tyler’s Counseling Clinic** 903.565.5746
 - **24/7 Crisis Line** 903.566.7254
 - **Walk in counseling center:** UC Room 3170
- **Title IX Office** 903.565.5760

*The following class schedule is a rough guide and is subject to change.

Class Schedule:

Week 1:

Introduction to the course

Week 2:

MacMillan, Margaret. *Dangerous Games: The Uses and Abuses of History*. New York: Random House, 2010.

Week 3:

Kershaw, Ian. *To Hell and Back: Europe 1914-1949*. New York: Penguin, 2016.

Week 4:

Payne, Stanley G. *A History of Fascism, 1914-1945*. University of Wisconsin Press, 1995 (reading expectations posted in Canvas module)

Week 5:

Payne, Stanley G. *A History of Fascism, 1914-1945*. University of Wisconsin Press, 1995 (reading expectations posted in Canvas module)

Week 6:

Garvin, Diana. *Feeding Fascism: The Politics of Women's Food Work*. Toronto: University of Toronto Press, 2022.

Week 7:

Evans, Richard J. *The Coming of the Third Reich*. New York: Penguin Books, 2005 (reading expectations posted in Canvas module)

Week 8:

Evans, Richard J. *The Coming of the Third Reich*. New York: Penguin Books, 2005 (reading expectations posted in Canvas module)

Week 9:

Rhodes, Richard. *Hell and Good Company: The Spanish Civil War and the World It Made*. New York: Simon & Schuster, 2015.

Week 10:

Albright, Madeleine. *Prague Winter: A Personal Story of Remembrance and War, 1937-1948*. New York: Harper, 2012. (reading expectations posted in Canvas module)

Week 11:

Albright, Madeleine. *Prague Winter: A Personal Story of Remembrance and War, 1937-1948*. New York: Harper, 2012. (reading expectations posted in Canvas module)

Week 12:

Overy, Richard. *The Twilight Years: The Paradox of Britain Between the Wars*. New York: Penguin Books, 2010.

Week 13:

McAuliffe, Mary. *When Paris Sizzled: The 1920s Paris of Hemingway, Chanel, Cocteau, Cole Porter, Josephine Baker, and Their Friends*. New York: Rowman & Littlefield Publishers, 2019.

Week 14:

Course wrap up

Finals Week

Final historiographical or research project essay due via Canvas during Finals Week.

University Policies

Student Absence due to Religious Reason:

Observance Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester. (Revised 05/17)

Student Absence for University-Sponsored Events and Activities:

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor *at least two weeks prior* to the date of the planned absence. At that time, the instructor will set a date and time when make-up assignments will be completed.

UT Tyler Honor Code:

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. Students Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry:

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University:

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free

Grade Replacement/Forgiveness and Census Date Policies:

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three

course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid State-Mandated Course

Drop Policy:

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu · UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.

· UT Tyler Counseling Center (903.566.7254)

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.