course meetings:  Mondays and Wednesdays, 11:00 – 12:15
Hopkins 001

office hours:  Mondays, 2:30 - 3:50  (Hollander 324)
Wednesdays, 2:30 - 3:50  (Hollander 324)
Thursdays, 4:00 - 6:00  (Tunnel City Café)
[no office hours on Thurs. 13th Feb. or in the week before Spring Break]

office phone:  413.597.2524
e-mail:  cwaters@williams.edu

Course Description and Goals

This is a survey course of European history between the very late nineteenth century and the dawn of the new millennium. It has two main goals: to introduce students to the fundamental issues and concerns faced by Europeans during a long and painful century of extraordinary happenings, and, in addition, to help students develop those interpretive and analytical skills that are central to the work of practicing historians. While the instructor will offer several broad, thematic lectures, along with a series of mini-lectures that will frame the readings, the main emphasis in the course will be the in-class discussion and analysis of a series of documents and historical accounts of the recent European past. Students will be expected, both in class discussion and in their written assignments, to use this documentary evidence – along with the writings of a wide range of historians – to pose questions about, and decipher the meaning of, significant events in twentieth-century European history.
Twentieth-century Europe was dominated by ideological conflict, two devastating world wars, the rise and decline of the significance of the nation state, the consolidation and then loss of empire, economic catastrophe in the Depression and economic stability and the advent of unparalleled wealth in its aftermath, urbanization, technological advance, and a series of most profound cultural changes. All of these phenomena had a significant impact on the lives of ordinary people; so, too, did such people shape these historical developments. In this course we will focus on those developments, in the process learning how to empathize with people from the past and to understand their experiences on their terms. What, for example, did it mean to be a member of the civilized bourgeoisie prior to the devastation of the First World War; how did Europeans experience and make sense of the massive technological changes taking place around them in the early years of the twentieth century; what was it like to return to civilian life after fighting in the First World War; what were the experiences of Europeans between the wars; what factors led to the triumph of Bolshevism in Russia and the widespread acceptance of communism in Europe more generally; why did so many Germans support Hitler and what was it like for different segments of European society to live through the Second World War; in a divided, postwar Europe, what hopes and betrayals did Europeans on both sides of the Iron Curtain experience; how has the European Union attempted to transcend the scourge of nationalism that so distorted life in Europe in the twentieth century and what have ordinary Europeans thought about the Union; how have Europeans since the fall of the Berlin Wall attempted to confront their pasts – and imagine their future prospects; and, finally, how have immigrants to Europe, often from former colonies, reshaped European attitudes to themselves and the migrant other? These are some of the more important questions we will address in our discussion of the readings and the films for History 228. By the end of the semester, students should be familiar with the central themes of the history of twentieth-century Europe and also be more adept at interpreting documents and assessing the arguments made by historians about those themes.

**Assigned Readings**

The following SIX books – each marked with an asterisk (*) on the syllabus for HIST 228 – should be purchased and brought to class for discussion. All are available in the Williams College Bookstore:


ALL other readings (articles, documents, chapters from books, etc) are marked on the syllabus by a plus sign (+) and are available in a three-volume set of photocopied readings, each clearly marked. The first volume includes all of the material to be read before Spring Break, except for the final pre-break reading; the second volume consists of just one book, The Nazi Seizure of Power, to be read for the final meeting before the Break; the third volume consists of all of the photocopied materials to be read after Spring Break. Packets can be picked up from Office Services, at 51 Park Street (open daily from 9:00-3:30).

All readings should be undertaken in the order listed on the syllabus and always brought to class for discussion.

There is no formal ‘textbook’ for the course, although Mark Mazower’s Dark Continent will serve as our main ‘road map’. You will be expected to read most of it very carefully indeed, especially as the final examination for HIST 228 will entail your analysis of, and commentary on, specific claims that Mazower makes in his book. At times Dark Continent will provide major background information, although will not be discussed in class; on other occasions we will engage directly with its arguments. It is not an easy book, but it is crucially important. On occasion, especially in the earlier part of the course, there will be additional background reading in the course packet, taken from Bonnie Smith’s comprehensive textbook, Europe in the Contemporary World: 1900 to the Present. Should you wish to consult a more general survey of the period, see Michael D. Richards and Paul R. Waibel, Twentieth Century Europe: A Brief History, 1900 to the Present (3rd edition; Sawyer electronic version).

Course Requirements

Following the instructor’s two introductory lectures (accompanied by readings from the first part of Mazower’s Dark Continent and Smith’s Europe in the Contemporary World, along with some documents), HIST 228 will be taught primarily via discussion, supplemented by shorter lectures largely focused on framing and introducing the material for discussion.

Students are expected to attend all class meetings, to complete course readings by the date assigned, and to be active participants in class discussion. In addition, three films are assigned for class viewing, one before and two after Spring Break. These films are a vital part of the course requirements and must be watched in preparation for our in-class discussions of them. They can all be streamed on GLOW.

Course Evaluation

Evaluation in History 228 will be based on the following criteria:

1) Two 6-7 page interpretive essays  
   Students must write two 6-7 page interpretive essays, one before Spring Break and the other after the break, each counting 25% of the final course grade. There will be a choice of essay topics on which to write (each with its own separate due date) – three essay options before Spring Break and three after. However, all essays are due at the beginning of the class meeting at which we will discuss the material you have written about in your essay. Consequently, even though you will have a choice about what to write – and when – once you have made your decision no late papers will be accepted.
2) Pop quizzes and class participation

Seven, unannounced, pop quizzes will be given in class during various meetings, the purpose of which will be to assess students’ understanding of the main arguments being made in the documents, films, or work of historians considered during that meeting. These quizzes will be multiple choice in nature and will serve as the basis for subsequent class discussion. There are no make-up quizzes. However, the lowest of the seven grades will be discounted (although if more than one quiz is missed a zero will obviously be averaged into a student’s overall grade for the missed quizzes). A quarter of the student’s final grade will be determined by the score received on the best six quizzes, adjusted to take into consideration participation in our class discussions (see below). There will be four quizzes before Spring Break and three after. The first quiz will be a map quiz on the nations of Europe today and their membership in the European Union. This is the only quiz that will not be a surprise: it is scheduled for the start of class on Monday 17th February.

3) A final, take-home essay examination

A series of passages from Mark Mazower’s *Dark Continent* will be distributed on the last day of class; several of these will appear on the take-home final examination and students will choose one of these passages for interpretation on which to write his or her final, take-home essay examination during the allotted twenty-four hour exam period.

4) Class discussion and class absences

As noted above, 25% of the student’s final grade will be determined by scores on the pop quizzes, albeit modified by contributions to class discussion. *Active participation in the discussion of class assignments is an essential part of the course and students will be called upon in class to respond to questions.*

**** Students who miss more than two classes are subject to a third of a final grade penalty for each subsequent class missed ****

**** This class is not available for the Pass/Fail option ****

No laptops, tablets, or other electronic devices are permitted in class without express permission from the instructor for special needs; they are not conducive to productive discussions. Please turn off your cell phones and keep them hidden in your pockets or bags at all times.

ALL students are expected to abide by the College’s Honor Code in executing the above course assignments and are urged to refamiliarize themselves with the statement on ‘Academic Honesty and the Honor Code’ in the *Student Handbook*. Cases of papers that are presumed to be plagiarized will be reported as a violation of the Honor Code. If you are uncertain about how the Honor Code applies to work in this class, you should see the instructor.
SCHEDULE OF MEETINGS

session one
Friday 7th February
COURSE INTRODUCTION
No reading.

PART ONE
FIN-DE-SIÈCLE EUROPE:
PROBLEMS FOR A NEW CENTURY
session two (75 pages)
Monday 10th February
THEMES AND POINTS OF DEPARTURE:
NATIONS, NATIONALISM, AND NATIONAL IDENTITY IN TWENTIETH-CENTURY EUROPE
  + Bonnie G. Smith, Europe in the Contemporary World (2007), pp. 5-17 (‘Europe’s Peoples and Nations in the Global Order’) and pp. 26-32 (‘Nationalism and the Evolving Nation-State’).
    [All pre-break readings from Smith’s text are grouped together as the second item in vol. one of the reading packet.]
  * Mark Mazower, Dark Continent: Europe’s Twentieth Century (1998), preface (pp. ix-xv) and chap. 2 (pp. 41-69 only).

[In preparation for the map quiz, start studying the maps at the end of the syllabus, at the start of the first volume of the reading packet, and at the end of Mazower’s book (pp. 404-13).]

LECTURE IN CLASS (75 min.): ‘Nations, Nationalism, and National Identity in Twentieth-Century Europe’.

session three (60 pages)
Wednesday 12th February
THEMES AND POINTS OF DEPARTURE:
IDEOLOGY AND IDEOLOGICAL CONFLICT IN TWENTIETH-CENTURY EUROPE
  + Bonnie G. Smith, Europe in the Contemporary World (2007), pp. 78-85 (‘Modernity and the Rise of Mass Politics’).

[As difficult as these documents may be, they highlight the origins of differing ideological convictions we will encounter as we make our way through twentieth-century Europe.]

LECTURE IN CLASS (75 min.): ‘Ideology and Ideological Conflict in Twentieth-Century Europe’.

session four (175 pages)
Monday 17th February
IMPERIALISM AND ITS CONSEQUENCES
  * Adam Hochschild, King Leopold’s Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa (1998), introduction (pp. 1-5), chaps. 2-8 (pp. 33-139), chap. 10-11 (pp. 150-81), chap. 14 (pp. 221-24 only), chap. 15 (pp. 225-34), chap. 19 (pp. 292-306).

MAP QUIZ in class, followed by the brief lecture and the discussion of King Leopold’s Ghost.

LECTURE IN CLASS (10 min.): ‘The Belgian Congo: From Leopold II to TinTin’.

ESSAY OPTION #1 DUE AT THE START OF CLASS
(you must write essay #1, #2, OR #3, AND essay #4, #5, OR #6)

session five (85 pages)
Wednesday 19th February
TECHNOLOGY, TIME, AND SPACE:
A CONCEPTUAL FRAMEWORK FOR UNDERSTANDING THE ORIGINS OF THE FIRST WORLD WAR
  + Stephen Kern, The Culture of Time and Space, 1880-1918 (1983), chaps. 8-10 (pp. 211-86).
  + Bonnie G. Smith, Europe in the Contemporary World (2007), pp. 128-39 (introduction and ‘World War I Begins’).
session six (100 pages)

Monday 24th February

THE FIRST WORLD WAR:

IDEOLOGY, VIOLENCE, AND INDUSTRIALIZED WARFARE – DOCUMENTS

+ Documents. (1): Vera Brittain, Chronicle of Youth (Diary, 1913-17), selections from 23 Aug. 1915 – 27 Jan. 1916, pp. 259-67, 290-92, 294-97, 301-6, 310-12; (2): Ernst Jünger, Storm of Steel (1926), pp. 5-15, 224-56; (3) Ernst Glaeser, The Class of 1902 (1929): ‘The Break-Up’ (pp. 267-76), ‘A Hero’s Death’ (pp. 300-7 & 312-21 only), and ‘Homer and Anna’ (pp. 361-62 only); (4) Rodolphe Archibald Reiss, ‘Report upon the Atrocities Committed by the Austro-Hungarian Army During the First Invasion of Serbia’ (1916), excerpts from chaps. 4 & 6.

ESSAY OPTION #2 DUE AT THE START OF CLASS
(you must write essay #1, #2, OR #3, AND essay #4, #5, OR #6)
session seven  (115 pages)
Wednesday 26th February
THE RUSSIAN REVOLUTION AND ITS AFTERMATH

session eight  (75 pages)
Monday 2nd March
THE WILDERNESS YEARS:
THE CRISIS OF INTERWAR EUROPE
*  Mark Mazower, *Dark Continent: Europe’s Twentieth Century* (1998), chap. 1 (pp. 3-27 only), chap. 3 (pp. 76-103), and chap. 4 (pp. 104-15 only).
[You might also like to begin reading William Sheridan Allen’s 300-page book, *The Nazi Seizure of Power* (packet, volume two), in order to prevent a piling up of work for the week before Spring break, especially as there is a paper due on Allen’s book in class that Monday for those of you who have opted to write the essay on this book.]
**LECTURE IN CLASS (75 min.):** ‘The Crisis of Interwar Europe’.

session nine  (90 pages)
Wednesday 4th March
POSTWAR DISLOCATIONS:
THE POLITICS OF GENDER IN FRANCE AND GERMANY IN THE 1920s
*  [Also, review Mark Mazower, *Dark Continent: Europe’s Twentieth Century* (1998), pp. 22-27 and 76-87, from our last meeting.]

session ten  (100 pages)
Monday 9th March
THE GREAT DEPRESSION AND THE WAY OUT:
FICTIONALIZING THE ENGLISH EXPERIENCE
+  Bonnie G. Smith, *Europe in the Contemporary World* (2007), pp. 257-64 ('Crash and Depression').
*  [Also, review Mark Mazower, *Dark Continent: Europe’s Twentieth Century* (1998), pp. 104-15, from session nine.]
**LECTURE IN CLASS (10 min.):** ‘The Working-Class Community in Britain: Salford and Manchester in the 1930s’.

**** WATCH! ****

*Triumph of the Will* (dir. by Leni Riefenstahl, 1934, edited version, c. 60 minutes)
[The version available on GLOW is a much shorter version of the original film, edited by the instructor for the class. Other versions are also available in Sawyer on DVD, some with and some without subtitles. You may watch any version for class, which we will discuss, along with the readings on Nazi and Fascist ideology, next Wednesday, 11th March.]
session eleven (70 pages)
Wednesday 11th March
FASCIST AND NATIONAL SOCIALIST IDEOLOGY
* Mark Mazower, *Dark Continent: Europe’s Twentieth Century* (1998), chap. 1 (pp. 27-40 only) and chap. 2 (pp. 69-75 only), and chap. 4 (pp. 130-33 only).

[In-class discussion of the reading and the film, *Triumph of the Will*; continue reading William Sheridan Allen’s *Nazi Seizure of Power* for the optional essay and class discussion on Monday.]

session twelve (300 pages)
Monday 16th March
NATIONAL SOCIALISM IN GERMANY:
A CASE STUDY OF THE NAZI RISE TO POWER

LECTURE IN CLASS (10 min.): ‘Nürnberg’ and ‘Northeim: A Short History’.

ESSAY OPTION #3 DUE AT THE START OF CLASS
(you must write essay #1, #2, OR #3, AND essay #4, #5, OR #6)

Wednesday 18th March – no class.

SATURDAY 21st MARCH – SUNDAY 5th APRIL
SPRING BREAK – HAPPY HOLIDAYS!

session thirteen (95 pages)
Monday 6th April
STALIN’S REVOLUTION IN THE SOVIET UNION
* Mark Mazower, *Dark Continent: Europe’s Twentieth Century* (1998), chap. 4 (pp. 115-25 only).
session fourteen (95 pages)
Wednesday 8th April
THE HOLOCAUST
* Mark Mazower, Dark Continent: Europe’s Twentieth Century (1998), review chap. 3 (pp. 96-100 only); read very carefully chap. 5 (pp. 158-81 only); if you have time, you might like to skim the rest of chap. 5 (pp.138-58).
[In-class discussion of the documents and other readings and two short newsreels screened at the start of class.]

session fifteen (120 pages)
Monday 13th April
EUROPE IN RUINS – BOMBING AND ITS AFTERMATH
* Mark Mazower, Dark Continent: Europe’s Twentieth Century (1998), chap. 7 (pp. 212-29 and 237-45 only).
[In-class discussion of the readings and of film footage of Berlin in 1936 and in 1945 screened at the start of class.]

PART THREE
REBUILDING A SHATTERED CONTINENT
session sixteen (105 pages)
Wednesday 15th April
REBUILDING EUROPE, I:
ANTI-FASCISM, THE COLD WAR, AND THE ‘PEOPLE’S DEMOCRACIES’ IN THE EAST
* Mark Mazower, Dark Continent: Europe’s Twentieth Century (1998), chap. 7 (pp. 229-37 and 245-49 only) and chap. 8 (pp. 250-85).
+ Documents. Gale Stokes, ed., From Stalinism to Pluralism: A Documentary History of Eastern Europe since 1945 (1991): excerpts from the Yalta conference, the Truman Doctrine and the Two-Camp Policy; readings on Stalinism; Czesław Milosz’s ‘Ketman’; the Tito-Stalin correspondence on Yugoslavia; and readings on the Purge Trials, and the Hungarian Revolution (pp. 10-18, 33-93).

ESSAY OPTION #4 DUE AT THE START OF CLASS
(you must write essay #1, #2, OR #3, AND essay #4, #5, OR #6)

session seventeen (85 pages)
Monday 20th April
REBUILDING EUROPE, II:
THE WELFARE STATE AND THE SOCIAL MARKET ECONOMY IN THE WEST
* Mark Mazower, Dark Continent: Europe’s Twentieth Century (1998), chap. 6 (pp. 182-96 and 203-11 only) and chap. 9 (pp. 286-312 only).

**** WATCH! ****
Battle of Algiers (dir. by Gillo Pontecorvo, 1966, 121 minutes)
[Watch on GLOW for discussion in class on Wednesday following the lecture.]

session eighteen (30 pages)
Wednesday 22nd April
COLONIAL PRACTICES AND THE PRACTICES OF DECOLONIZATION:
ALGERIA AND BEYOND
+ Bonnie G. Smith, Europe in the Contemporary World (2007), pp. 498-517 (introduction, ‘Decolonization’, and ‘Europe’s Empire Comes Home’). [All post-break Smith readings are grouped together as the first item in vol. two of the reading packet].
[Review the maps of European colonization and decolonization in the reading packet, vol. one.]
LECTURE IN CLASS (40 min.): ‘Decolonization in Practice’ (followed by a discussion of the film and the readings).
session nineteen  (85 pages)
Monday 27th April
THE 1960s AND THEIR DISCONTENTS: PARIS AND PRAGUE IN 1968
+ Bonnie G. Smith, Europe in the Contemporary World (2007), pp. 573-80 (‘An Age of Protest and Reform’).
* Mark Mazower, Dark Continent: Europe’s Twentieth Century (1998), chap. 9 (pp. 312-20 only) and chap. 10 (pp. 327-31 only).

ESSAY OPTION #5 DUE AT THE START OF CLASS
(you must write essay #1, #2, OR #3, AND essay #4, #5, OR #6)

session twenty  (165 pages)
Wednesday 29th April
THE GLORIOUS REVOLUTIONS OF 1989:
THE END OF THE COMMUNIST REGIMES IN CENTRAL/EASTERN EUROPE
* Mark Mazower, Dark Continent: Europe’s Twentieth Century, chap. 11 (pp. 361-89 only).

**** WATCH! ****
Srebenica: A Cry from the Grave
(dir. by Leslie Woodhead, 1999, 109 minutes)
[Watch on GLOW for discussion in class on Monday in conjunction with the readings.]

session twenty-one  (55 pages)
Monday 4th May
WAR IN THE BALKANS
+ Bonnie G. Smith, Europe in the Contemporary World (2007), pp. 640-48 (‘Yugoslavia and the USSR Disintegrate’).
* Mark Mazower, Dark Continent: Europe’s Twentieth Century, chap. 11 (pp. 389-94 only).
[In-class discussion of the reading and the film, Srebenica]
session twenty-two (80 pages)
Wednesday 6th May
THE ORIGINS AND DEVELOPMENT OF THE EUROPEAN UNION
  * Mark Mazower, *Dark Continent: Europe’s Twentieth Century* (1998), chap. 6 (pp. 197-202 only).

session twenty-three (260 pages)
Monday 11th May
THE EMPIRE STRIKES BACK: IMMIGRATION, RACE, AND THE RISE OF THE NEW RIGHT
  * Mark Mazower, *Dark Continent: Europe’s Twentieth Century* (1998), chap. 9 (pp. 320-26 only) and chap. 10 (pp. 341-50 only).
  * Ian Buruma, *Murder in Amsterdam: The Death of Theo van Gogh and the Limits of Tolerance* (2006), entire (It’s small pages and big print! At a pinch pay close attention to the main arguments, especially in chaps. 1-4, 7, and the postscript, skimming the rest of the book).

ESSAY OPTION #6 DUE AT THE START OF CLASS
(you must write essay #1, #2, OR #3, AND essay #4, #5, OR #6)

session twenty-four (100 pages)
Wednesday 13th May
EUROPE’S PAST, OUR FUTURE?
  * Mark Mazower, *Dark Continent: Europe’s Twentieth Century* (1998), epilogue (pp. 395-403).
ESSAY ASSIGNMENTS

You must write TWO essays during the course of the semester, one before Spring Break and one after Spring Break. Each essay should be six or seven pages long (double-spaced, one-inch margins, and standard font).

Formal footnotes are not required, but all material referred to or quoted directly must be cited briefly in the body of your paper (author’s last name and page number in parenthesis will suffice).

While each essay is focused on a particular reading or set of readings for the course, you should feel free to draw on other course readings as appropriate.

There will be six optional essay assignments, three before Spring Break and three after. You may choose which ONE of the three pre-break papers to write and which ONE of the three post-break papers to write.

Both of your essays are due at the start of the class when we discuss the material on which you have written. No late papers will be accepted, given that class discussion will in part focus on the questions you have addressed in your essays.

Pre-Spring Break Essay Options

In an essay of 6-7 pages, please address one the following three questions:

(1) Paper due at the start of class on Monday 17th February
(Session 4 – Imperialism and Its Consequences)

Adam Hochschild has subtitled his book ‘a story of greed, terror, and heroism in colonial Africa.’ But more broadly King Leopold’s Ghost is also a story of Belgian (and by default broader European) colonialism in general. What are the reasons for Belgium’s colonial adventures? Were the nation’s colonial aspirations always synonymous with those of King Leopold? What are the specific geopolitical, economic, cultural, and psychological motivations for Belgian colonial practice and how might we begin to untangle these and the relationship among them? Is Hochschild’s account of them convincing?

(2) Paper due at the start of class on Monday 24th February
(Session 6 – The First World War: Ideology, Violence and Industrialized Warfare: Documents)

The First World War was experienced in a variety of ways on a deeply personal level both by those who fought in it and those who experienced or observed its effects from the sidelines. Indeed, few lives were left unaffected by the enormous calamity that engulfed the nations of Europe between 1914 and 1918. Take any two documents assigned for this particular class meeting and analyze the reactions the war elicited from their authors. How was the war experienced and rendered intelligible by the two writers on whom you choose to focus; what did they write about and how did they express their feelings about the war; how might we think about the similarities and differences between the two accounts?
(3) **Paper due at the start of class on Monday 16th March**  
(Session 12 – National Socialism in Germany: A Case Study of the Nazi Rise to Power)

_The Nazi Seizure of Power_, by William Sheridan Allen, is a book about why and how, exactly, the Nazis came to power in one small town in Germany. The author discusses many reasons for what he terms the Nazi ‘seizure’ of power. One of the reasons he identifies is the failure of German Social Democracy – the failure of the Social Democratic Party (the SPD, or Sozialdemokratische Partei Deutschlands) to preserve the Weimar Republic against the Nazi threat. What arguments does Allen make about the role of the SPD in later Weimar Germany? What claims does he make about the role the SPD played in the Nazi ‘seizure’ of power? Is he critical of the Party? If so, why? Do you think his analysis is fair? On what grounds can we make such a claim? (Note that this is not an assignment about the entire scope of Allen’s book and about all of his arguments. The question does not ask you to summarize and assess his book in general; rather, it asks you to focus on one aspect of that book – his argument about the SPD and how we can assess it.)

**Post-Spring Break Essay Options**

In an essay of 6-7 pages, please address **one** the following three questions:

(4) **Paper due at the start of class on Wednesday 15th April**  
(Session 16 – Rebuilding Europe, 1: Anti-Fascism, the Cold War and the ‘People’s Democracies’ in the East)

As much as anything else, the Cold War was an ideological conflict, a battle of and over words, a general rhetorical brinkmanship. What light do the documents for this session shed on the Cold War as a war of words? What issues do they raise; what conflicts do they point to? What do these documents suggest the Cold War is all about – and what changes do they document in the nature of that conflict over time? In addressing this question your own argument is important and you may choose to focus on as many or as few documents as you feel are necessary in order to advance and sustain that argument.

(5) **Paper due at the start of class on Monday 27th April**  
(Session 19 – The 1960s and their Discontents: Paris and Prague in 1968)

The later 1960s witnessed tumultuous protests throughout Europe, both in the West and behind the so-called Iron Curtain. Student and worker protests in Paris looked on the surface to be rather different from protests against actually existing socialism by communist intellectuals and politicians in Czechoslovakia. And yet on closer examination perhaps the protestors also shared some concerns in common. What was the context for and the causes of the protests in Paris and Prague in 1968? What did the protestors attack and what did they call for? Are the various sets of protests radically different from each other or did they share certain elements in common; how might we characterize the differences and similarities between the events in Paris and those in Prague?

(6) **Paper due at the start of class on Monday 11th May**  
(Session 23 – The Empire Strikes Back: Immigration, Race, and the Rise of the New Right)

In his book, _Murder in Amsterdam_, Ian Buruma traces the present crisis around immigration in Europe to the postwar need for labor, to the end of empire and the difficult wrapping up of the colonial project, to the lingering effects of Nazi racial policy – and even to the Enlightenment. Indeed, there are many causes of the present discontents in Dutch (and broader European) society, according to Buruma. Something has gone wrong in the European project, he argues, and he tries to ascertain what, exactly, by focusing on the lives of, and conflicts around, various individuals (Pim Fortuyn, Theo van Gogh, Ayaan Hirsi Ali, etc). Does this approach work? What are the various factors that have given rise to such a toxic situation around the politics of race in contemporary Europe? How are they related to each other? Moreover, why might Buruma have subtitled his book ‘Liberal Europe, Islam, and the Limits of Tolerance’?
EUROPE, 2020
SOUTHEASTERN EUROPE, 2020
MEMBERSHIP IN THE EUROPEAN UNION, 2020

(28 MEMBERS)
(27 after the departure of Britain at the end of January 2020)

Not members of the European Union:

Iceland
Norway
Switzerland

Albania
Belarus
Moldova
Russia
Turkey
Ukraine

The following countries in what had been Yugoslavia:

Bosnia and Herzegovina
Kosovo
Macedonia
Montenegro
Serbia
MEMBERSHIP IN THE EUROPEAN UNION, 2020

(28 MEMBERS)
(27 after the departure of Britain at the end of January 2020)