

European Wars of Religion since 1914
History 223

Fall 2014

Mondays, Wednesdays, and Fridays, 11-11:50am
Computer Sciences and Statistics Building, Room 1221

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Office hours: Mondays and Wednesdays, 12-1pm

Course Description

How have religious forces and religious ideas shaped European political, social, and cultural history from World War I to today? How have Muslim and Jewish religious minorities participated in the European project – and been excluded from it? To what extent can we see certain major conflicts of the twentieth century (such as World War I, the Spanish Civil War, World War II, and the Cold War) as wars of religion? This course will investigate these and other questions through a range of primary sources, including literature and film. Our focus will be on the interlinked histories of Judaism, Christianity, and Islam in twentieth-century Europe. There are no prerequisites for this course.

Course Objectives

This course aims to impart practical skills by helping students become more confident readers, writers, and public speakers. Students will refine their ability to read, analyze, and critically engage with primary and secondary sources. They will also learn to craft sophisticated and interesting analytical arguments. Finally, students will practice communicating complex ideas through speech, and charitably evaluating opposing viewpoints. The skills you will learn in this class will be of use to you throughout college, and beyond. For more on how majoring in History can help you perfect these and other skills, see the attached form, “Goals of the History Major.”

Required Texts

All books are available for purchase at the UW bookstore. The course reader is available for purchase at the UW Social Science Copy Center (room 6120 of the Social Science Building). All of the readings drawn from the course reader are marked with an asterisk on the syllabus.

You are not required to purchase any books or the course reader. However, you are required to annotate all of the texts you read for this class. (Details of how to do so will be discussed in class.) Copies of all the books are available on reserve at Memorial

Library. An electronic version of the course reader will be available for download on the course website.

Azouz Begag, *Shantytown Kid*, trans. Naïma Wolf and Alec G. Hargreaves ([1986] 2007)

Emily Greble, *Sarajevo, 1941-1945: Muslims, Christians, and Jews in Hitler's Europe* (2011)

Philip Jenkins, *The Great and Holy War: How World War I Became a Religious Crusade* (2014)

Primo Levi, *Survival in Auschwitz*, trans. Stuart Woolf ([1958] 1996)

Paul Preston, *The Spanish Holocaust: Inquisition and Extermination in 20th-Century Spain* (2012)

Films

Julien Duvivier, *The Little World of Don Camillo* (1952)

Joris Ivens, *The Spanish Earth* (1937)

Margarethe von Trotta, *Hannah Arendt* (2012)

Course Requirements

Class Participation (10%)

Class participation will make or break this course. You are expected to attend class, read all of the material, and participate in group activities and discussion. Take notes and come ready to engage with the reading and with each other. A series of five short writing and speaking assignments (each worth 1% of your participation grade) will be conducted during class-time. Your attendance will be taken every day. If possible, please notify me in advance if you know that you will be absent from a class. *Every three unexcused absences will result in a half grade off of your final grade for the course (e.g. A- to B+).*

In-Class Midterm Exam (20%)

The midterm will test you on materials covered in the readings and in class. You will be asked to define some of the recurring key terms in the course and write a short essay. You will be provided with a study guide in advance of the exam. The in-class midterm exam will take place on **Wednesday, October 15th**.

Four Fours: Four Short Paper Assignments, Four Pages Each (40%)

These four, four-page, paper assignments will help you refine four key skills essential for historians and non-historians alike: 1. Contextualizing primary sources; 2. Evaluating scholarly arguments; 3. Providing constructive and charitable feedback on the work of your student-colleagues; 4. Conducting research and formulating interesting, answerable, scholarly questions.

Paper 1 (due Monday, September 22nd): Select a stanza, a cartoon, a film clip, or a paragraph from one of the primary sources covered in the initial weeks of the course. When and where was the source created? Who is the author of the source? What does the source say or do? What does it mean? How does knowing the historical context in which the source was produced impact our interpretation of it?

Paper 2 (due Monday, October 27th): Write a review of Adam Hochschild's lecture *OR* two of the cases at the Memorial Library's Special Collections exhibit, "1914, Then Came Armageddon," curated by Skye Doney and Eric O'Connor. Your two-part review should begin by summarizing the central arguments made and the historical sources used to buttress those arguments. The second part of your review should use some of the historical literature we've encountered in class to evaluate the central claims advanced in the lecture or exhibit. Finally, your paper should include a list of questions that the lecture or the exhibit raised for you about World War I.

Paper 3 (comments due on Monday, November 3rd; rewrite due Monday, November 17th): This assignment asks you to provide feedback on peer writing and revise your own writing in response to the comments you receive. First, write up a two-page analysis of a paper written by one of your fellow students. Please comment primarily on the argument of the paper and on whether or not it communicates that argument clearly and convincingly through the marshalling of appropriate evidence. Then, you will be asked to fully rewrite one of your assignments for the course (Paper 1 or Paper 2), taking into account the feedback you received from students and the professor.

Paper 4 (due Monday, December 1st): Take a trip to the Special Collections Library on the ninth floor of Memorial Library (open M-F, 9-5pm). Ask for the cart associated with our class, which contains primary sources drawn from the World War I collection, the Lester Wright collection, and other library collections. Pick **one** of these sources and put together a research proposal on the basis of that source. Your task is to convince someone to pay you to spend a few weeks of your time analysing this source. Why and how can this particular source help shed light on certain interesting historical questions? What are those questions? Remember that discussing the who/what/when/where of the source will be crucial to explaining why this source is so (potentially) significant for scholars.

In-Class Oral Presentation (10%)

You will be asked to prepare a 10-minute lecture and lead class discussion on a source selected from the class syllabus. Your mini-lecture day will be assigned with the first three weeks of class.

Final Oral Exam (20%)

The twenty-minute oral exam will test your ability to synthesize course themes and analyze a curated selection of primary and secondary sources from the class syllabus. You will be provided with a study guide in advance of the exam. The oral exam will take place during final exam week (December 15-21st).

Schedule of Readings

Week 1: European Imperialism at the End of the 19th Century**September 3: Introduction to the Course****September 5: The Scramble for Africa and European Expansionism**Primary sources:

- * Edward D. Morel, "The Black Man's Burden" (1903)
- * Rudyard Kipling, "The White Man's Burden" (1899)

Week 2: The Dreyfus Affair and European Empire-Building**September 8: European Empire-Building and Christianity****September 10: The Dreyfus Affair**Primary sources:

- * Émile Zola, "J'accuse" (1898)
- * Edward Drumont, "The Jews Against France" (1898)
- * Theodor Herzl, "On the Jewish State" (1896)
- * Cartoon from the affair: Absolutely no talk of the affair at dinner! (1898)

- * Anti-semitic cartoon (1898)
- * Dreyfusard cartoon (1898)
- * British Missionary Letters from John G. Paton and Dr. Steel (1883)
- * John G. Paton, "Introductory Note," "The New Hebrides,"; and "Life and Death on Tanna," in *Missionary to the New Hebrides: An Autobiography* (1891)

Secondary sources:

- * J.P. Daughton, "A Colonial Affair?: Dreyfus and the French Empire," *Historical Reflections / Réflexions historiques* 31: 3 (Fall 2005): 469-84.
- * Steven Erlanger, "French Ministry Posts Online Full File on 'Dreyfus Affair,'" *The New York Times* (March 6, 2013) [those who read French are also encouraged to explore the files made available online by the French Foreign Ministry, at <http://www.affairendreyfus.com/p/dossier-secret.html>]

Week 3: World War I

September 15: The Great War as a World War

September 17: Religion and World War I (Guest visit with Skye Doney)

September 19: Visit to the Memorial Library World War I exhibition

Primary sources:

- * Rudyard Kipling, "For All We Have and Are" (1914)
- * Rudyard Kipling, "A Dead Statesman," and "Common Form," from *Epitaphs of the War* (1918)
- * Siegfried Sassoon, "They" (1917)

Consult *one* primary source of your choosing. You will be asked to discuss the source in section. These sources are available on a cart associated with our class at the Special Collections Library (9th floor of Memorial – up the hidden elevator):

- Walter Wynn, *The Bible and the War* (1918) [F0815.W99]
- Baron Porcelli, *The War and Prophecy* (n.d.?) [F0815.3]
- Anonymous, *The World's Greatest War* (n.d.?) [F0815.1]
- *Great Britain, Palestine, and the Jews: Jewry's Celebration of Its National Charter*

- (1918) [F0874.J31]
- Society for Promoting Christian Knowledge, *Wartime Tracts for Workers* (1914-1918) [F08796.S02.23]
 - Society for Promoting Christian Knowledge, *Islam and the Gospel* (n.d.?) [F08796.S02.24]
 - Society for Promoting Christian Knowledge, *Holy War* (1916) [F0876.S02.12] (this one is possibly off limits because of the exhibit but it might not make it in)
 - The British Protestant Truth Society, *The Power Behind the Scenes in the Great War* (n.d.?) [F098.C28.3]

Secondary sources:

Philip Jenkins, "Introduction," "Chapter Two," "Chapter Three," in *The Great and Holy War: How World War I Became a Religious Crusade*, 1-28; 63-107.

Week 4: The Armenian Genocide, the Peace Settlement, the Balfour Declaration, and the Unmixing of Peoples at Versailles

September 22: The Armenian Genocide

September 24: The Peace Settlement and the Balfour Declaration

Primary sources:

- * William Saroyan, "The Armenian and the Armenian," from *Inhale & Exhale* (1936)
- * Lord Bryce, "Preface: The Treatment of Armenians in the Ottoman Empire, 1915-6"
- * Letter of Arthur Balfour to Walter Rothschild, November 2nd, 1917

Secondary sources:

Philip Jenkins, "Chapter 9: A New Zion -- The Crisis of European Judaism and the Vision of a New World," and "Chapter 11: Genocide -- the Destruction of the Oldest Christian World," in *The Great and Holy War: How World War I Became a Religious Crusade*, 234-267; 287-314.

Week 5: Lenin vs. Wilson vs. Pope Benedict XVth

September 29: The Vatican as a new geopolitical force

October 1: The Russian Revolution and its aftermath

Primary sources:

- * Pope Benedict XV, "Peace Proposal" (August 1, 1917)
- * Woodrow Wilson, "What We Are Fighting For" (May 26, 1916); "A Reply to the Pope's Proposal for Peace" (August 27, 1917); "The Fourteen Principles" [extracted from "The Program of Peace"] (January 8, 1917); "The Four Principles of Peace" (February 11, 1918), in *War Addresses of Woodrow Wilson*, ed. Arthur Roy Leonard (1921), pp. 47-50; 61-66; 92 (gets cooking at 97)-101; 102-111.
- * Vladimir Lenin, "The Socialist Revolution and the Right of Nations to Self-Determination" (April 1916), from *Lenin: Collected Works*, volume 22, pages 143-156.
- * Vladimir Mayakovsky, "The Poet Worker" (1918); "Lines on a Soviet Passport" (1929)

Secondary sources:

Philip Jenkins, "Chapter Six," in *The Great and Holy War: How World War I Became a Religious Crusade*, 163-188.

* Mark Mazower, "Minorities and the League of Nations in Interwar Europe," *Daedalus* 126.2 (spring 1997): 47-63.

Week 6: The Rise of Fascism and the Vatican as a new geopolitical force

October 6: The March on Rome and the Origins of the 'Fascist Revolution'

October 8: The Vatican and the Fascist state

October 10: Guest visit from an undergraduate global traveller on studying abroad

* **MOSSE LECTURE: October 8th: Adam Hochschild, "1914-1918: The War Within the War"** (attendance is mandatory – please contact me two weeks in advance if you have a schedule conflict)*

Primary sources:

- * Benito Mussolini, "The Achievements of the Fascist Revolution," 1929, as reprinted in *Fascism: A Reader*, ed. Roger Griffin, pp. 62-5.
- * Pope Pius XI, "Speech at the Catholic University of Milan," 1929, as reprinted in *The Treaty of the Lateran*, ed. Benedict Williamson, pp.67-9.

* Benito Mussolini, "Speech after the signing of the Lateran Agreements," as reprinted in *The Treaty of the Lateran*, ed. Benedict Williamson, pp. 72-5.

* "The Lateran Agreements" (1929)

Secondary sources:

* Emilio Gentile, "Fascism as Political Religion," *Journal of Contemporary History*, 25.3 (May-June 1990), 229-251.

* Peter Kent, "A Very Determined Antagonist," in *The Pope and the Duce: The International Impact of the Lateran Agreements*, 1-17.

Week 7: The Anti-Religious Campaigns and the Vatican Anti-Communist Crusade

October 13: Religion after the Russian Revolution

October 15: The Vatican Anti-Communist Campaign

Primary sources:

* Marx, "Introduction," *Hegel's Philosophy of Right* (1844)

* Alexandra Kollontai, "Communism and the Family" (1920)

* Committee of Soviet Organizations of the Baikal Region, "Decree on the Separation of School and Church" (February 26, 1918)

* Information Department, Unified State Political Directorate (OGPU), "On Anti-Semitic Work by the Clergy" (1926)

* Panteleymon Romanov, "About Cows" (1918) and "Inventory" (1919), in *The Fatal Eggs and Other Soviet Inventory*, 3-6; 6-11.

* Pope Pius XI, *Divini Redemptoris* (1937)

Secondary sources:

* Geoffrey Hosking, "Religion and Nationality under the Soviet State," in *The First Socialist Society: A History of the Soviet Union From Within* (1992), 227-261.

Week 8: The Nazi State and Religious Minorities

October 20: The Rise of Nazism and the *Reichskonkordat*

October 22: Nazi Racism and Minority Rights

Primary sources:

* "The Reich Citizenship Law" (September 1935)

* Hitler's speech before the first Greater German Reichstag (January 1939), 1-20

"The Future of Zionist Policy" (1932), in *The Origins of Israel: 1882-1948: A Documentary History*, ed. Eran Kaplan and Derek Penslar [NB: this text will be distributed in class]

Secondary sources:

* George Mosse, *Toward the Final Solution: A History of European Racism* (1978), Introduction; 1-50; 150-168.

* Annegret Ehmann, "From Colonial Racism to Nazi Population Policy: The Role of the So-Called Mischlinge," in *The Holocaust and History* (1998), eds. Michael Berenbaum and Abraham J. Peck, 115-133.

Week 9: The Spanish Civil War

October 27: The Spanish Civil War in European International History

October 29: The Spanish Civil War as Religious Tragedy

Primary sources:

Joris Ivens, *The Spanish Earth* (1937)

Secondary sources:

Paul Preston, "Part I: The Origins of Hatred and Violence," in *The Spanish Holocaust* (2012), 3-89.

Week 10: Mass Violence in Hitler's Europe

November 3: A 'Spanish Holocaust'?

November 5: Jews, Christians, and Muslims in Occupied France and Yugoslavia

Primary sources:

* Munevera Hadzisehovic, *A Muslim Woman in Tito's Yugoslavia*, 51-69.

Secondary sources:

Paul Preston, *The Spanish Holocaust*, 383-471; 471-519.

Emily Greble, "Chapters 2 and 3," in *Sarajevo, 1941-1945: Muslims, Christians, and Jews in Hitler's Europe*, 54-119.

Week 11: Surviving World War II

November 10: The Holocaust in Historical Perspective

November 12: Subjective Perceptions, Collective Suffering

Primary sources:

Primo Levi, *Survival in Auschwitz* (1947)

Secondary sources:

Emily Greble, "Chapter 4," in *Sarajevo, 1941-1945: Muslims, Christians, and Jews in Hitler's Europe*, 119-148.

Week 12: The Religious Cold War

November 17: The Contested Origins of the Cold War

November 19: Christian Democracy and the Religious Cold War

November 21: Guest visitor! Lindsay Williamson, the History Department's Career Connections Advisor, will be gracing us with her presence.

Primary sources:

Julien Duvivier, "The Little World of Don Camillo" (1952)

* Richard Crossman, ed., *The God That Failed* (1949), selections

Secondary sources:

* Peter Kent, "Papal Leadership After the War," *The Lonely Cold War of Pope Pius XII*, 87-100.

Emily Greble, "Chapter 7: The Final Months – From Total War to Communist Victory," in *Sarajevo, 1941-1945: Muslims, Christians, and Jews in Hitler's Europe*, 208-241.

Week 13: The Religious Cold War, Israel, and Decolonization

November 24: Nuremberg, Israel, and the Cold War

November 26: Decolonization and the Rise of Holocaust Memory

Note: We are not meeting on November 28th this week. Happy Thanksgiving, everyone!

Primary sources:

Hannah Arendt, dir. Margarethe von Trotta (2012)

* Hannah Arendt, "Eichmann in Jerusalem," *The New Yorker* (1963)

* Hannah Arendt, "The Deputy: Guilt by Silence?" (1964) [NB: This will be distributed in class]

The Sorrow and the Pity (1969) [select interviews, to be shown in class]

Secondary sources:

* Maud Mandel, "Colonial Politics, Middle Eastern War, and City Spaces: Marseilles in 1948," *Muslims and Jews in France: A History of Conflict*, 15-34.

Week 14: The Algerian War and the Movement of Peoples

December 1: The Algerian War

December 3: Changing Demographics and the End of the Cold War

Primary sources:

* Henri Alleg, *La Question*, 33-53; 89-92.

Azouz Begag, *Shantytown Kid*, 1-75.

Secondary sources:

* Joshua Cole, "Intimate Acts and Unspeakable Relations: Remembering Torture and the War for Algerian Independence," in Alec G. Hargreaves, ed., *Memory, Empire, and Postcolonialism: Legacies of French Colonialism* (Lanham, MD: Lexington Books, 2005), 125-141.

Week 15: Religious Majorities and Minorities in Europe Today

December 8: Outsiders and Insiders

December 10: Crucifixes and Headscarves

Primary source:

Azouz Begag, *Shantytown Kid*, 76-201.

Secondary source:

* Leora Auslander, "Bavarian Crucifixes and French Headscarves: Religious Signs and the Postmodern European States," *Cultural Dynamics* (November 2000): 283-309.

History can teach you tons of useful skills, regardless of what you're thinking of doing once you graduate from college. Consider majoring in history!

Talk to prof. GC if you'd like more information on the department and the requirements. She can also put you in touch with current and recent history majors.

Here's the skinny from the Department of History on what you'll learn as a history major...

Goals of the History Major

The goal of the history major is to offer students the knowledge and skills they need to gain a critical perspective on the past. Students will learn to define important historical questions, analyze relevant evidence with rigor and creativity, and present convincing arguments and conclusions based on original research in a manner that contributes to academic and public discussions. In History, as in other humanistic disciplines, students will practice resourceful inquiry and careful reading. They will advance their writing and public speaking skills to engage historical and contemporary issues.

To ensure that students gain exposure to some of the great diversity of topics, methodologies, and philosophical concerns that inform the study of history, the department requires a combination of courses that offers breadth, depth, and variety of exposition. Through those courses, students should develop:

1. Broad acquaintance with several geographic areas of the world and with both the pre-modern and modern eras.
2. Familiarity with the range of sources and modes through which historical information can be found and expressed. Sources may include textual, oral, physical, and visual materials. The data within them may be qualitative or quantitative, and they may be available in printed, digital, or other formats. Modes of expression may include textbooks, monographs, scholarly articles, essays, literary works, or digital presentations.
3. In-depth understanding of a topic of their choice through original or creative research.
4. The ability to identify the skills developed in the history major and to articulate the applicability of those skills to a variety of endeavors and career paths beyond the professional practice of history.

Skills Developed in the Major

Define Important Historical Questions

1. Pose a historical question and explain its academic and public implications.

2. Using appropriate research procedures and aids, find the secondary resources in history and other disciplines available to answer a historical question.
3. Evaluate the evidentiary and theoretical bases of pertinent historical conversations in order to highlight opportunities for further investigation.

Collect and Analyze Evidence

1. Identify the range and limitations of primary sources available to engage the historical problem under investigation.
2. Examine the context in which sources were created, search for chronological and other relationships among them, and assess the sources in light of that knowledge.
3. Employ and, if necessary, modify appropriate theoretical frameworks to examine sources and develop arguments.

Present Original Conclusions

1. Present original and coherent findings through clearly written, persuasive arguments and narratives.
2. Orally convey persuasive arguments, whether in formal presentations or informal discussions.
3. Use appropriate presentation formats and platforms to share information with academic and public audiences.

Contribute to Ongoing Discussions

1. Extend insights from research to analysis of other historical problems.
2. Demonstrate the relevance of a historical perspective to contemporary issues.
3. Recognize, challenge, and avoid false analogies, overgeneralizations, anachronisms, and other logical fallacies.