History 104

Europe from Napoleon to the PRESENT

The second MIDTERM EXAM is a week from today, April the first
• it is worth at least 20% of your grade
• if you do better on this exam than on the first midterm,
  then this one will be worth 25% and the first one, 15%

Exam Format
• Powerpoint presentation for “New Imperialism” lecture (25%)*
• five (out of ten) terms to identify (3% each)
• three (out of eight) passages to comment upon (20% each)

*If for any reason you do not have a Powerpoint presentation (print out) prepared to submit with your exam, an essay question will make up the remaining 25% of your exam grade.

Exam Review
Monday, 30 March, 5:30-7 in Swain East 105
Where were we?
Summary of Monday’s lecture

Historians of Europe often refer to the 1930s as a period of “democracy in crisis.”

- Democratic institutions did not have a long history in much of Europe. They were adopted or imposed at the end of World War One.

- Parliamentary democracy requires compromise and coalitions. Strong ideological divisions between conservatives (nostalgic for autocratic monarchies), liberals (more or less on the British model), and socialists/Communists (themselves divided over attitudes to the Soviet Union) made compromise unlikely and coalitions unstable.

- Yet the dictators who came to power were not old-fashioned autocrats. They claimed and, to some extent, enjoyed popular support.

- Why did people support regimes that were violent, misogynist, and racist?

Introduction: Dictators and Publics
Why did people support regimes that were violent, misogynist, and racist?

Legacies of World War One
- militarization of society
- poorly re-integrated veterans
- social and political dislocation

Great Depression
- Wall Street crash of autumn 1929 has immediate effect in Germany,
  slightly slower impact on the rest of Europe and the world

Unemployment Rate, 1932-1933

<table>
<thead>
<tr>
<th>Country</th>
<th>Rate</th>
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<tbody>
<tr>
<td>Great Britain</td>
<td>22%</td>
</tr>
<tr>
<td>Norway</td>
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<tr>
<td>Belgium</td>
<td>23%</td>
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<tr>
<td>Denmark</td>
<td>32%</td>
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<td>Sweden</td>
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<td>Germany</td>
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<tr>
<td>Soviet Union</td>
<td>0%</td>
</tr>
<tr>
<td>Austria</td>
<td>29%</td>
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All Moscow is building the metro! (poster, 1934)
Why I became a Nazi…*

to combat the threat posed by:
Communists/Socialists  63%
Jews                  18%
liberals and capitalists 8%
Catholics             5%

SA member (“brown shirt”) arrests German Communists, 1933

* based on 541 entries in an essay competition announced in 1934.

Why did people support Nazism? fear/hatred of “Communism”
Ten Commandments for choosing a spouse
1. Remember that you are a German.
2. If of sound stock, do not remain unwed.
4. Keep spirit and soul pure.
5. As a German, pick someone of German or Nordic blood for your partner.
6. When choosing a partner, look into their lineage.
7. Health is a precondition of external beauty.
8. Marry only out of love.
9. Seek not a playmate but a partner in marriage.
10. Wish for as many children as possible.

*Handbook of the German Family* (193?).
Nazi Women’s Leader: a Contradiction in Terms?

“No real German woman wants to work for money. Our only weapon should be a wooden spoon.”

Gertrud Scholtz-Klink

All Germany listens to the Führer (Leader) with the People’s Radio (Volksempfänger)

Gertrud Scholtz-Klink, early 1940s with her third husband and children

Why did people support Nazism? a highly organized party movement
Eugenics and Economics

Volksgemeinschaft = people’s community

Volkswagen = people’s automobile

“Young people serve the Leader.
All 10 year olds in the Hitler youth!” (1940)

by 1937, more than 200,000 people forcibly sterilized
Roma (gypsies) “workshy”
“morally feeble minded” “asocial”
“disorderly wanderers” “Rhineland bastards”

“This genetically ill person will cost us 60,000 reichsmarks during his lifetime.
Citizens, that is your money!” (1936)

Why did people support Nazism? science and propaganda
Fascism, Nazism, Soviet Communism—three names, one thing?

- strong central state represses opposition parties and groups
- “enemies” identified and repressed
- control of media (by state and/or party)

Points to consider:

- Are class enemies defined in the same way as national enemies?
- How central was “scientific racism” to all three?
- “Fascism” specifically rejected the idea of having a doctrine; politics of “action.”
- Fascism and Nazism emerged in opposition to Communism

Two Peoples and One Struggle
German stamp, Mussolini & Hitler
The Thirty Years’ War, 1914-1945?

In the aftermath of the First World War—“the war to end all wars,” as it was known at the time—what did people do to prevent further [European] warfare?

In what ways, if at all, did those choices contribute to the outbreak of World War II?

How were the wars similar?

In what ways were they different?
Civilian Movements to Prevent War

The Festival of Peace

Monday we celebrate the festival of peace to remind us of the end of the long and terrible war in 1914-1918. On this day, let us think of the 1,500,000 dead who gave their lives to save us.

The League of Nations is based in Geneva. Its role is to prevent the return of a scourge so great as war. France wants peace. France has always helped the weak and supported them. By her representative, Monsieur Briand, she tries to bring all peoples together. Cursed be war! and may universal peace unite all men.

handwriting and spelling exercise from a French child’s school notebook, Nov. 1929

Women’s International League for Peace and Freedom founded, 1915; photo from a meeting in the 1920s
Intergovernmental efforts to prevent war: the League of Nations

- working languages: English and French
- four permanent members of Council:
  - United Kingdom, France, Italy, Japan (and three elected)
- United States never joined
- oversaw newly created international bodies:
  - Permanent Court of International Justice
  - Disarmament Commission
  - International Labour Commission
  - Commission for Refugees
Prevent Further War: Treaty of Versailles

Political Map of Europe in 1919, after Treaty of Versailles

Czechoslovakia, 1919-1945

- Czechs: 50%
- Slovaks: 15%
- Germans: 23%

Danzig/Gdańsk
Realpolitik and Peace for our Time

“The settlement of the Czechoslovakian problem is, in my view, only the prelude to a larger settlement in which all Europe will find peace. This morning, I had another talk with the German Chancellor, Herr Hitler, and here is the paper which we both signed [waves paper to the crowd]… I believe it is peace for our time…”

British Prime Minister (Conservative) Neville Chamberlain, 30 Sept. 1938 (after negotiating Munich Accords)
Maginot Fortifications, 1930-1939

Prevent Further War: Appeasement and Defense
Memory and History

Our leaders, or those who acted for them, were incapable of thinking in terms of a new war. In other words, the German triumph was essentially a triumph of intellect—and it is that which makes it so peculiarly serious. Let me be precise. … The ruling idea of the Germans in the conduct of this war was speed. We, on the other hand, did our thinking in terms of yesterday, or the day before. Worse still: faced by the undisputed evidence of Germany’s new tactics, we ignored, or wholly failed to understand, the quickened rhythms of the times. So true is this, that it was as though the two opposed forces belonged to an entirely different period of human history. We interpreted war in terms of assagai [spears used by the Zulu people of South Africa] versus rifles… But this time it was we, who were cast in the role of the savages!

Spanish Civil War

1931 Republic declared in Spain; reforms labor laws, nationalizes large estates and Church lands

Oct. 1934 “soviets” established; repressed by troops from Spanish Morocco commanded by Franco

1935 Popular Front against Fascism government

1936 military uprising against the Republic

Robert Capa, “Death of a Loyalist Soldier” (1936)
Pablo Picasso, *Guernica* (1937)

Difference: civilian targets (Guernica)
Battle of Britain, July 1940-May 1941

43,000 civilians killed
650,000 children evacuated

Difference: civilian targets (the Blitz; fire bombing Dresden)

British prime minister, Winston Churchill, in the ruins of Coventry Cathedral (Coventry, England)
Difference: civilians living under Occupation and collaborationist governments

Hitler’s Empire, 1942

“Today Germany is ours, tomorrow the whole world.”
Hitler Youth anthem
Two new devices for political organization and rule over foreign peoples were discovered during the first decades of imperialism. One was race as a principle of the body politic, and the other was bureaucracy as a principle of foreign domination. … The strong emphasis of totalitarian propaganda on the "scientific" nature of its assertions can be compared to certain advertising techniques which also address themselves to the masses. It is true that the advertising columns of every newspaper show this "scientificality," by which a manufacturer proves with facts and figures and the help of a "research" department that his is the "best soap in the world." …there is a certain element of violence in the imaginative exaggerations of publicity men… behind the assertion that girls who do not use this particular brand of soap may go through life with pimples and without a husband, lies the wild dream of monopoly, the dream that one day the manufacturer of the ‘only soap that prevents pimples’ may have the power to deprive of husbands all girls who don't use his soap.”

Hannah Arendt, *Origins of Totalitarianism* (1951)