

AS 100.270
Europe since 1945
TTh 1.30 – 2.45 pm
Hodson 110
Join Zoom Meeting
[Info on blackboard](#)

Instructor: Dr. Victoria Harms

Preferred pronouns: she/ her/ hers

Email: vharms1@jhu.edu

Office hours: Tuesdays, 10 am - 12 pm and by appointment

[Zoom info on blackboard](#)

Please book a time slot for a zoom meeting in advance:

[Info on blackboard](#)

TA: Olivia Barnard, she/ her/hers, email: obarnar1@jhu.edu

TA: Timothy O'Brien, he/ him/ his, email: tobrie16@jhu.edu

Instructions

You are free to choose between attending this class in person or on zoom synchronously. You may change your mind about how you wish to attend based on your individual health and any other pressing concerns. Do take (mental) health concerns and best learning outcomes into consideration when making that choice.

Accommodations will be made for those individuals who cannot attend classes on zoom synchronously.

To resume in-person instructions, we all have to do our part to keep our community and all those around us healthy at all times.

Please make smart choices in and outside of the (zoom) classroom!

Description

In this class on European history since 1945 we focus on such topics as the Cold War divide, the transatlantic alliance, détente, migration, European integration and the EU. We cover the period from the end of World War II until today. We will discuss academic literature, movies, documentary films, textual and visual primary sources, and more. Students are expected to engage with recent academic and non-academic literature on the topic, primary sources, documentary, and feature films. This is a discussion-based class. Be prepared to read short texts and watch short videos in class and discuss them with your peers in person and on zoom. We will split up into smaller groups during most sessions. Please be ready to manage a worksheet, a zoom break out room, online videos and texts at the same time.

Learning objectives:

- ✓ Assessing secondary literature and historical narratives
- ✓ Social skills such as leading discussions, debating ideas and arguments
- ✓ Analyzing and interpreting primary sources of all sorts
- ✓ Understanding concepts such as nationalism, racism, gender, class, etc.
- ✓ Understanding comparative and entangled history
- ✓ Enjoying the study of history and engaging intellectually with your peers

General Reading:

- Judt, Tony. *Postwar. A History of Europe since 1945*. New York: Penguin, 2005.

This syllabus serves as a contract between you and me that explains what I expect of you, and what you may expect of me. By enrolling in this class, you accept the terms laid out below. Please read them carefully. If at any time I need to make changes to the syllabus, I will provide as much advanced notice as possible.

*Please declare your **preferred name and pronoun**.*

Grading:

- 30% Class Participation
- 25% Quizzes
- 25% Primary source analysis
- 20 % Movie Analysis

Assignments

Class Participation: 30%

Make sure you come to class prepared and on time. Attendance does not equal participation.

Lecture course or not, this is an interactive class. Expect to spend 30-40% of our time working in small groups.

You are expected to engage with the assigned material as well as with your fellow students during discussion sessions, group work, and in break out rooms.

You are encouraged to ask questions, even if you only ask for clarification. This is *your* class, make the most out of it.

You are free to present criticism of content and/ or the class as such during class, in an email, during office hours with the instructor or the TAs, anonymously or not. Common rules of courtesy apply.

Quizzes: 25%

We will write at least six pop quizzes in the course of the term, graded on a scale of 0 – 5 points each. The lowest grade will be dropped. You will find reading questions for each class on blackboard. The questions on the quiz are identical to one or two of those provided in advance.

Please submit your response to the corresponding quiz on blackboard. You are encouraged to simply type up or copy paste your pre-written note or upload a photo of your handwritten note.

You have five minutes or more to tweak your response.

Primary Source Analysis: 25% **(max. 6 pages plus bibliography)**

Pick a primary source from the list provided on blackboard and analyze it.

You are expected to observe the formal requirements (see here and below).

Make sure to properly introduce the source and author (W-questions). You are expected to address such issues as

- the author's position and background
- the target audience
- the author's intentions
- message(s)
- possible biases
- meaning and historical relevance of the source

You are expected to lay out the historical context that has informed this source. Carefully differentiate between that historical context (before the writing of the source) and the aftermath/ consequences of that source.

The essentials and requirements of a primary source analysis will be discussed in class.

Please enter your choice of primary source in the corresponding **journal** on blackboard **by March 12, 2021**. You are encouraged to include preliminary ideas, literature, tentative arguments, and questions. Only you and the instructors can read the journal content.

Deadline: March 22, 2021 at 11.59 pm SUBMIT VIA TURNITIN

Movie Analysis (4 pages max plus bibliography) 20%

Select a movie from the list provided on blackboard. You are expected to write a summary and analysis of the movie situating it within European history.

You are expected to explain what parts of European history the selected movie reflects and which kind of story/ stories of Europe it tells and from which perspective.

In addition to an analysis of the content, you will have to address the time of production, message, and potential audience of the movie.

Support your analysis with references to material assigned and discussed in class as well as sources and literature you have researched yourself.

We will discuss each movie in small groups and you as a group will be asked to present your choice to the entire class.

Please submit your choice of movie, any questions or additional information to the journal on blackboard by **April 14, 2021 EOD**.

Deadline: 24 April 2021, EOD. BLACKBOARD TURNITIN

1. *Ida*, dir. Paweł Pawełowski, 2013. (Kanopy) – set in post-war Poland
2. *The Baader Meinhof Complex*, dir. Bernd Eichinger, 2010. (PN1997.2.B325 2010 and online for \$2.99) – set mostly in 1970s West Germany
3. *Man of Iron*, dir. Andrzej Wajda, 1981. (PN1997 .M366 2010) – set in Poland 1980
4. *Beautiful People*, dir. Jasmin Dizdar, 1999. (online) – set in the UK in the 1990s
5. *California Dreamin'*, dir. Cristian Nemescu, 2007. (online) – set in Romania in the late 1990s
6. *Kebab Connection*, dir. Anno Saul, 2004. (Kanopy) – set in Germany in the 2000s

Written Assignments

In addition to the formal requirements specified below, essays are graded based on

- ✓ primary and secondary sources consulted
- ✓ clarity of argument
- ✓ style of writing
- ✓ organization and structure of paper
- ✓ consistent and correct use of references

This is a history class. You are expected to research reliable, verifiable primary and secondary sources on your own.

Formal requirements:

- **Complete “pledge of academic integrity” by February 5, 2021 EOD.** Details below under general policies.
- Normal margins 1” top & bottom, 1”25 left & right, 12 pt. font size, font: Times (New Roman), Arial, Calibri, Cambria or similar.
- Submit to turnitin on blackboard
- Insert page numbers
- Add a title
- Add your name to the document and the file name.
- List of references always appears on a separate page (does not count towards page limit).

COVID-19 PROTOCOLL

If you found it difficult to develop a proper and effective routine in the spring, please consult the CER's student guideline: <https://cer.jhu.edu/page/preparing-to-take-courses-remotely>. Try to establish a pattern and reserve class time for this class only.

Whether you are on zoom or attend in person, please observe a modicum of professionalism.

Please avoid animated zoom backgrounds or other forms of distraction.

It is *not* a problem if a family member barges in on you during our zoom class. It happens. Same goes for cats and dogs (or whatever kinds of pets you have) as long as they do not become a constant distraction. Kep pet duties to a minimum during active class time.

I understand that turning your camera on might be impractical (weak connection) or uncomfortable. You are not obliged to have your camera at all times. However, to have a proper conversation in class and to interact with peers (especially with those who have hearing difficulties), I would like to encourage all of us to have our cameras on. You are free to choose your background (again with a sense of professionalism) if you do worry about your privacy.

There are multiple reasons why I would like to ask all of us to keep our cameras on, if possible: we all tend to be more attentive and focused, and thus will learn more easily, when we can actually see the people we interact with. Seeing each other creates a more productive and (hopefully) enjoyable learning environment. We are not a random collection of people, but we are a *community*. Please be mindful that individual circumstances may vary, and let's pause judgment for some time, we do not always know what a person is going through.

Please not the JHU [guidelines for recording on zoom](#). Recordings will not be shared outside of this classroom and will be deleted upon completion of this course. It is not permitted to record lectures or discussions on any other device.

If you have to take this class asynchronously, please let the instructors know. We will provide zoom recordings of the lectures and adjust the assignments accordingly.

If you find yourself in a hostile or adverse environment, please take good care of yourself. If you sense that something is not right, do not wait, trust your instinct, talk to friends, get assistance. Do not hesitate to reach out to the [Counseling Center](#) during regular working hours 410-516-8278. After hours: press 1.

Schedule

January 26

ZOOM ONLY

Introduction

January 28: End of World War II

ZOOM ONLY

Tony Judt, "The Legacy of War," in *Postwar. A History of Europe since 1945*, pp. 13-40

[UN Declaration of Human Rights](#), 10 December 1948.

February 2: A New Order

FROM THIS DAY ON: IN-PERSON AND ON ZOOM

Documentary film: "Night and Fog," directed by Alain Resnais, 1956. (Runtime: 32 mins.)

- George F. Kennan, "The Long Telegram," (22 February 1946), in *The Origins of the Cold War*, rev. ed., ed. Kenneth M. Jensen (Washington D.C.: U.S. Institute of Peace Press), pp. 17-31.
- "The Truman Doctrine" (12 March 1947)
- Andrei Zhdanov, "Two-Camp Policy" (September 1947)"

both in *From Stalinism to Pluralism: A Documentary History of Eastern Europe since 1945*, edited by Gale Stokes. New York, Oxford University Press, 1991, 35–42.

February 4: Recovery

Tony Judt, "The Rehabilitation of Europe," in *Postwar*, pp. 63-82 and 86-99.

February 9: Stalinism in Eastern Europe

Tony Judt, "Into the Whirlwind," in *Postwar*, pp. 165-193.

February 11: The Beginnings of Western Europe

Tony Judt, "The Politics of Stability," in *Postwar*, pp. 241-276 (stop mid-276).

February 16: Decolonization

Tony Judt, "Lost Illusions," in *Postwar*, pp. 278-302. (**not** entire chapter, only first half!)

This half of the chapter provides the historical context for the discussions in our next two meetings.

February 18: The End of the French Empire

Movie: "The Battle of Algiers," dir. Gillo Pontecorvo, 1966, 120 mins. (Kanopy)

These primary sources relate to the beginning of movie:

- National Liberation Front FLN, Proclamation, Nov 1954
- François Mitterand, Speech, Nov 1954

in *Voices of Decolonization. A Brief History with Documents*, ed. by Todd Shepard. Boston/ New York: Bedford/ St. Martin's, 2015, pp. 96-103.

February 23: The End of the British Empire

- United Nations General Assembly, "Declaration on Granting of Independence to Colonial Countries and People," (14 December 1960)
- Harold Macmillan, "Wind of Change Speech," (3 February 1960).

in *Voices of Decolonization. A Brief History with Documents*, ed. by Todd Shepard. Boston/ New York: Bedford/ St. Martin's, 2015, pp. 138-141 and 143-146.

February 25: Eastern Bloc Consolidation

Tony Judt, "Lost Illusions," in *Postwar*, pp. 309-323 (**second half** of chapter!).

Read two of the sources below for in-class discussion:

- Doc 24: The 'Sixteen Points' Prepared by Hungarian Students, October 22-23, 1956.
- Doc 57: Working Notes and Attached Extract from the Minutes of the CPSU CC Presidium Meeting, October 31, 1956.
- Doc 67 & 67: Telegrams by Imre Nagy
- Doc 104: Resolution of the Provisional Central Committee of the Hungarian Socialist workers' Party, December 5, 1956

in *The 1956 Hungarian Revolution. A History in Documents*, ed. Cs. Békés, M. Byrne, J. Rainer (Budapest: CEU Press, 2002), pp. 188-190, 307-310, 332-333, 460-463.

March 2: European Social Democracy

"The Social Democratic Moment," in *Postwar*, pp. 360-378.

March 4: The Sixties in Western Europe

TBA

Jean-Paul Sartre and Daniel Cohn-Bendit (20 May 1968), in *The Global Revolutions of 1968*, ed. by Jeremi Suri (New York: W.W. Norton & Co., 2007), pp. 132-140.

March 9: The Sixties in the East

Tony Judt, "The End of the Affair," in *Postwar*, pp. 422-449.

Ludvík Vaculík, "Two Thousand Words for Workers, Farmers, Scientists, Artists, and Everyone," (27 June 1968), in *The Global Revolutions of 1968*, ed. by Jeremi Suri (New York: W.W. Norton & Co., 2007), pp. 158-165.

March 11: The Seventies: Years of Crises

Tony Judt, "Diminished Expectations," in *Postwar*, pp. 453-477.

**** March 12: Choice of Primary Source Due – Blackboard Journal****March 16: Southern Europe**

Tony Judt, "A Time of Transition," in *Postwar*, pp. 504-523.

March 18: Opposition to State Socialism

Tony Judt, "The Power of the Powerless," in *Postwar*, pp. 559-584.

Charta 77 Declaration (1 January 1977), in in *The Global Revolutions of 1968*, ed. by Jeremi Suri (New York: W.W. Norton & Co., 2007), pp. 284- 289.

***** March 22 EOD: Primary Source Analysis Due – Blackboard Turnitin****March 23: The 1970s: Crisis Mode and Détente**

Tony Judt, "Politics in a New Key," in *Postwar*, pp. 484-503.

March 25: Neoconservative Revolutions

Tony Judt, "The New Realism," in *Postwar*, pp. 535-558.

Ronald Reagan, "[Address to Members of the British Parliament](#)," (8 June 1982).

March 30: Spring break day

No class

April 1: 1989

Tony Judt, "The End of the Old Order," in *Postwar*, pp. 592-633.

Mikhail Gorbachev, "[Address given to the Council of Europe](#)," Strasbourg, France, July 6, 1989.

April 6: The Collapse of the Soviet Union

Tony Judt, "A Fissile Continent," in *Postwar*, pp. 652-664. (**not** the entire chapter!)

CNN, "[Cold War Conclusions](#)," episode 24, 1998, 47 mins.

April 8: The Breakup of Yugoslavia

Tony Judt, "The Reckoning," in *Postwar*, pp. 665-685. (**not** the entire chapter!)

BBC Newsnight, "[Srebrenica. The Search for the Truth](#)," (7 July 2015) (14 mins).

April 13: Diversity, Racism, Segregation

Movie: *La Haine*, dir. Mathieu Kassovitz, 1995 (98 mins). Kanopy

**** April 14 : Choice of Movie Due – Blackboard Journal**

April 15: United in Neoliberalism

Choose **ONE** of the chapters:

Philip Ther, "Cotransformation. The Case of Germany," in *Europe since 1989*, (Princeton University Press, 2016), pp. 259-287.

OR

Philip Ther, "Southern Europe: The New East?," in *Europe since 1989*, (Princeton University Press, 2016), pp. 235-258.

April 20 : European Union

Movie: "L'Auberge Espagnole," dir. Cédric Klapisch, France/Spain 2003 (122 mins).

April 22: Spring break day

NO CLASS

**** April 24, EOD: Movie Assignment Due – BLACKBOARD TURNITIN**

April 27: "Refugee Crisis" & Migration Today

Last Week Tonight Show with John Oliver, "[Migrants and Refugees](#)," HBO, 28 September 2015, 18 mins.

April 29: Brexit & the EU Today

Adds up to 50 minutes viewing time!

(Watch after the Guardian episode) DW English, "Brexit. Winners and Losers," 25 December 2020. URL: <https://www.youtube.com/watch?v=BZGfDNLDzDI&t=874s>

The Guardian journalist John Harris travelled the UK in 2019 as the negotiations over a deal with the EU were discussed in parliament.

Please watch **one** of the episodes (ca. 20 mins), take notes, prepare for group work.

1. "Brexit breakdown: southern discomfort | Anywhere but Westminster," 24 January 2019, URL: <https://www.youtube.com/watch?v=ZwbYjgLOqdA>.
2. "Brexit breakdown: fear and anger on the Irish border | Anywhere but Westminster," 13 February 2019, URL: https://www.youtube.com/watch?v=SRMwCz_Q9b4&t=985s.
3. "Brexit breakdown: a big day in the north | Anywhere but Westminster," 21 March 2019, URL: <https://www.youtube.com/watch?v=y4uIC0AwD68>.
4. "Brexit breakdown: affluence, decay and fury in the Tory heartlands | Anywhere but Westminster," 9 April 2019, URL: <https://www.youtube.com/watch?v=k7E4Kxl7Ei4>.

General policies

Absences

Absences are excused for illness, religious observance, participation in certain university activities, and other circumstances described in the [university's policies](#) and must be explained **at least 6 hours** before class. The Health Center issues notes to verify visits that result in a student having to miss class for an extended period of time. Please present that note or any other doctor's note if you miss class for medical reasons.

Mental Health

Please note that a new university-wide website has been created to provide information on a wide variety of services available to support student wellness. You can find this website at <http://wellness.jhu.edu>.

If you are struggling with anxiety, stress, depression or other mental health related concerns, please consider visiting the JHU Counseling Center. If you are concerned

about a friend, please encourage that person to seek out their services. The Counseling Center is located at 3003 North Charles Street in Suite S-200 and can be reached at 410-516-8278 and online at <http://studentaffairs.jhu.edu/counselingcenter/>.

Academic Integrity

The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition.

For more, see: <https://studentaffairs.jhu.edu/policies-guidelines/undergrad-ethics/>

*Please post **by February 5, 2021 EOD** to the “Pledge of Academic Integrity” assignment on blackboard the link to the official Homewood Undergraduate Ethics Policies, confirm in your own words that you have read and understood the rules of academic integrity that govern Hopkins, and pledge to abide by these rules in this class.*

Please choose "WRITE SUBMISSION" -- Do not upload a document.

Accommodations

Accommodations will be made for those who need them. Please come talk with me in the first two weeks of the semester to discuss your needs. Any student with a disability who may need accommodations in this class must obtain an accommodation letter from Student Disability Services, 385 Garland, (410) 516-4720, studentdisabilityservices@jhu.edu.

Religious holidays

Religious holidays are valid reasons to be excused from class. Students who must miss a class or an examination because of a religious holiday must inform the instructor as early in the semester as possible in order to be excused from class or to make up any work that is missed. More information may be found at the Religious and Spiritual Life (<https://studentaffairs.jhu.edu/campus-ministries/>) website.

Classroom Climate

I am committed to creating a classroom environment that values the diversity of experiences and perspectives that all students bring. Everyone here has the right to be treated with dignity and respect. I believe fostering an inclusive climate is important because research and my experience show that students who interact with peers who are different from themselves learn new things and experience tangible educational outcomes. Note that you should expect to be challenged intellectually by me, the TAs, and your peers, and at times this may feel uncomfortable. Indeed, it can be helpful to be pushed sometimes in order to learn and grow. But at no time in this learning process

should someone be singled out or treated unequally on the basis of any seen or unseen part of their identity.

If you ever have concerns in this course about harassment, discrimination, or any unequal treatment, or if you seek accommodations or resources, I invite you to share directly with me or the TAs. We will take your communication seriously and seek mutually acceptable resolutions and accommodations. Reporting will never impact your course grade. You may also share concerns with the department chair Professor Peter Jelavich, the Director of Undergraduate Studies Professor Erin Rowe, the Assistant Dean for Diversity and Inclusion (Darlene Saporu, dsaporu@jhu.edu), or the Office of Institutional Equity (oie@jhu.edu). In handling reports, people will protect your privacy as much as possible, but faculty and staff are required to officially report information for some cases (e.g. sexual harassment).

Communication

I read and respond to email during regular business hours, 9-5, Monday thru Friday. Please use proper formatting and address when writing your email. The best way to reach me is to come to my office hours.

Screen Policy

Laptops, electronic readers, and cell phones are both a boon and a distraction to higher education. You are discouraged from using social media, texting, chatting, email, and other non-class related activities during class time. **Make sure all of your devices are silenced.**