Instructor: Dr. Victoria Harms  
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Office hours: Tuesdays, 10 am - 12 pm
and by appointment, 342 Gilman Hall

Description

In this class we focus on such topics as the transatlantic alliance, the Cold War divide, détente, migration, European integration and the EU 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. We will split up in smaller groups during some sessions to discuss primary sources, movies, or the reading assignment.

Learning objectives:

✓ Assessing secondary literature
✓ Analyzing historical narratives
✓ Analyzing and interpreting primary sources
✓ Understanding concepts such as nationalism, racism, gender, class, etc.
✓ Comparative history

General Reading:


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.
Grading:

20% Class Participation
25% Quizzes
30% Primary source analysis
25% Movie Essay

Assignments

Class Participation:

Make sure you come to class prepared and on time. You are expected to engage with the assigned material as well as with your fellow students during discussion sessions and group work. Common rules of courtesy apply.

Quizzes:

You will write at least five pop quizzes in the course of the term. The lowest grade will be dropped. You will find reading questions for each class on blackboard. They are identical with the questions on the quiz.

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

Pick a primary source from the list provided on blackboard and analyze it. Make sure to properly introduce the source and author (W-questions). Pay attention to the target audience, the author’s intentions, message and possible biases. Be very clear about the historical context that has informed this source. Carefully differentiate between the pre-history and the aftermath/consequences. Explain the meaning and relevance. The essentials and requirements of a primary source analysis will be discussed in class.

Please inform the instructors about your choice by 29 March 2020.
Please enter your choice of movie in the corresponding journal on by April 26. Include preliminary ideas, literature, tentative arguments, and questions. Only you and the instructors can read the journal content.

Deadline: 8 April 2020 at 11.59 pm

Essay: Movie (6 pages plus bibliography)

Select a movie from the list below. 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. This essay combines analysis and argument. In addition to an analysis of the content, you will have to address the time of production, message, and potential audience of the movie.
Compose a convincing, well-structured argument using references to material assigned and discussed in class in addition to sources and literature you researched yourself.

Please enter your choice of movie in the corresponding journal on blackboard by April 26. Include preliminary ideas, literature, tentative arguments, and questions. Only you and the instructors can read the journal content.

**Deadline: 10 May 2020, at 11.59 pm.**


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**Written Assignments**

In addition to the formal requirements specified below, essays are graded based on the primary and secondary sources consulted, clarity of argument, style of writing, consistent and correct use of references, and the organization of the paper.

**This is a history class. You will have to research primary sources. Online sources only will not be sufficient for a passing grade.**

Formal requirements:
- 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 your name to the file name.
- List of references appears on a separate page (does not count towards page limit).

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Schedule

January 28
Introduction

January 30
End of World War II

UN Declaration of Human Rights, 10 December 1948.

February 4
Recovery

February 6
A New Order


February 11
Stalinism in Eastern Europe
Tony Judt, “Into the Whirlwind,” in Postwar, pp. 165-197.

February 13
The Beginnings of Western Europe

February 18
Decolonization I
Tony Judt, “Lost Illusions,” in Postwar, pp. 278-309. (not entire chapter, only first half!)
February 20
Decolonization II

1.) National Liberation Front FLN, Proclamation, Nov 1945
2.) François Mitterand, Speech, Nov 1954

February 25
Decolonization III

February 27
Eastern Bloc Consolidation
Tony Judt, “Lost Illusions,” in *Postwar*, pp. 309-323 (second half of chapter!).

Selection of Primary Sources (read two):
- Doc 67 & 67: Telegrams by Imre Nagy


March 3
European Social Democracy

March 5
The Sixties in Western Europe

March 10
The Sixties in the East


March 12
The Decade of Crises

Spring break (March 16-20)

** March 22: Choice of Primary Source Due

March 24
Southern Europe

March 26
Opposition to State Socialism


March 31
The 1970s: Crisis Mode and Détente

*** April 1: Primary Source Analysis Due

April 2
Neoconservative Revolution

April 7
1989

Mikhail Gorbachev, “Address given to the Council of Europe,” Strasbourg, France, July 6, 1989.

April 9
The Collapse of the Soviet Union
Tony Judt, “A Fissile Continent,” in Postwar, pp. 652-664. (not the entire chapter!)


April 14
The Breakup of Yugoslavia
Tony Judt, “The Reckoning,” in Postwar, pp. 665-685. (not the entire chapter!)


** April 15: Choice of Movie due

April 16
Diversity & Urban Control

April 21
United in Neoliberalism

April 23
European Union

** April 26: Movie Essay Due

April 28
“Refugee Crisis” & Migration Today
Last Week Tonight Show with John Oliver, “Migrants and Refugees,” HBO, 28 September 2015, 18 mins.

April 30

Brexit tentatively:

*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 (approx. 20 mins) and be prepared for group work.


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**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.

**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. See Ethics Board Web Site (http://ethics.jhu.edu) for more information.

**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.

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.

Mental Health
The University is aware that many students experience anxiety, depression, and other emotional challenges. If you would like to speak to a professional counselor, please visit the campus Counseling Center. Information is available on the Counseling Center's website: https://studentaffairs.jhu.edu/counselingcenter/

Screen Policy
Laptops, electronic readers, and cell phones are both a boon and a distraction to higher education. Current research suggests that most of us learn better through longhand note taking. Computers are not forbidden in this class, you will actually need them for some in-class assignments. It is your choice how to make the best use of them. Social media, texting, chatting, email, and other non-class related activities are prohibited during class time. **Make sure all of your devices are silenced.**