Europe since 1945  
TTh 1.30 – 2.45 pm  
Bloomberg 168

https://zoom.us/j/91816424448?pwd=QnNHNDZSc0dOL2J4VkJ5MHg1b09Rdz09  
Passcode: 543135

Instructor: Dr. Victoria Harms (she/ her/ hers)  
Email: vharms1@jhu.edu  
Office hours: Tuesdays, 11 am – 1 pm, Thursday 3 – 4 pm, Gilman 342  
Please register here for office hours.

Teaching Assistant:

Covid Adjustment  
Please follow all university guidelines and precautions.  
If you cannot attend in person but feel well enough to attend class on zoom, please let the instructor know and join our class using the above meeting link. The zoom meeting is reserved for students who cannot attend in person for physical and mental health reasons and community safety concerns.

Description

This class focuses on Europe from the end of World War II until today. We will discuss such topics as the Cold War, social democracy, the welfare state, the relationship to the US and the Soviet Union, decolonization, migration, 1989, European integration, neoliberalism, and the EU. We will discuss and analyze academic literature, movies, documentary films, textual and visual primary sources. In this class on European history since 1945, we focus on such topics as the Cold War, the transatlantic alliance, the recurrent economic crises of capitalism, the structural shortcomings of state socialism, political ideologies, 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, written and non-written sources during class. Be prepared to read short texts and watch short videos 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 engage.
Learning objectives:

- Assessing secondary literature
- Analyzing primary sources
- Critical and effective research
- Critical use of feature and documentary films
- Critical inquiries into the presentation of historical narratives (in films, documentaries, museums, memorials, statues, national holidays, etc.)
- Understanding comparative, transnational, and entangled history
- Leading and contributing to group discussions effectively
- Understanding the historical context of current affairs

Grading:

25% Class Participation
25% Quizzes
25% Primary source analysis
25% Movie Analysis

Do not attempt to negotiate your final grade, please.

The official cut off between an A and an A- is 94.0. You have all semester to prove you are an “A student.” Belated complaints and negotiations are unfair to your peers and disrespectful to the instructors.

Please note the changes to the incomplete grade policy. For more information, please consult the Office of the University Registrar’s website.

General Reading:


Additional recommended surveys of Europe:


Great resources on European affairs and news, see these independent news outlets: Politico Europe (investigative), Eurozine (intellectual), and Euractiv (daily news).

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. In case I need to make changes to the syllabus, I will provide as much advanced notice as possible.

Your time at Hopkins can be stressful, and the various expectations that you are confronted with can feel overwhelming. Please make sure to stay healthy and protect your physical, emotional, and mental well-being. Take the necessary precautions, and seek professional support if necessary. Do not hesitate to reach out to the Counseling Center during regular working hours 410-516-8278. After hours: press 1. A trained, professional, and diverse staff is ready to assist you.

If you find yourself in a hostile or adverse environment, please take good care of yourself. Your personal safety and emotional and mental well-being are more important than any class. 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.

Our classroom constitutes a safe and a brave space.

✓ Our class is a community of learners. We come from different walks of life, our individual and historical experiences differ, and we celebrate these differences as a source of power, inspiration, and resilience
✓ We respect one another’s chosen identities.
✓ Be respectful/ show respect – controversy with civility.
✓ Stay engaged. Understand that learning involves risks (letting go of old ideas, wrestling with new truths).
✓ Speak your Truth. Own your intentions and your impact.
✓ Experience discomfort. Courage and respect in the face of conflict.
✓ Expect and accept non-closure.

Assignments

Class Participation: 25%
Make sure you come to class prepared and on time. Attendance does not equal participation.

Attendance is the most basic requirement for a college education. If you miss more than four classes unexcused/ without legitimate reasons (such as illness, conflicting athletic or academic obligations) you will not receive a passing grade.

Lecture course or not, this is an interactive class. Expect to spend 20% of our time working in small groups. You are expected to engage with the assigned material and your peers. Common rules of courtesy apply. Please treat everyone with kindness and respect.
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.

**Quizzes: 25%**

We will write six pop quizzes during the term. The lowest grade will be dropped. Each quiz is worth five points. **There will be no make-up quizzes.**

For each week, you will find reading questions on canvas. The questions on the pop quizzes are identical to those. You are encouraged to prepare your response and copy paste it as your quiz response. You will have five minutes in class to submit/tweak it.

If you have to miss class for legitimate reasons (e.g. conflicting academic and athletic obligations) and inform the instructor in advance, you are free to submit your reading notes by email. In case of a pop quiz, those notes will count in lieu of the in-class quiz.

**Primary Source Analysis: 25%**

Pick a primary source from the list provided on canvas in early October and write a proper primary source analysis. We will discuss the details and expectations in class and provide a checklist on canvas.

Make sure to properly introduce the source and author. Identify the audience, the author’s intention, possible biases, and the author’s message. Be very clear about the historical context in which the source has been produced.

You are expected to observe the formal requirements (see here and below). Content, organization, and expectations will be discussed in class.

You are expected to address issues such as
- the author’s position and background
- the target audience
- the author’s intentions
- content of the source (explicit and implicit)
- possible biases
- meaning and historical relevance of the source

You will find a non-graded assignment on canvas. Please enter your choice and any questions there. If you wish, you can add the literature and sources you plan to consult. The content of your entry is only accessible to you, the instructor, and the TA. This is an opportunity for you to receive assistance and feedback early on.
Deadline for choice: March 3, 2022 EOD
Deadline for PSA: March 17, 2022 EOD

Movie Analysis: 25%

Select a movie from the list below. You are expected to write a summary and analysis of the movie situating it within its proper European historical context. Explain what parts of European history the movie reflects, which kind of story/ stories (of Europe) it tells and from which perspective. Reflect on the messages and meaning 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; each 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 non-graded assignment on canvas by April 7, 2023 EOD.

Deadline for choice: April 7, 2023 EOD
Deadline: 21 April 2023, EOD.

Selection:

General Expectations for Written Assignments

Please take note of the Johns Hopkins KAS rules for academic integrity.

In addition to the formal requirements and assignment-specific expectations, essays are graded based on

- primary and secondary sources consulted
- clarity of argument
- language
✓ style of writing
✓ organization and structure of paper (introduction, body paragraphs, conclusion)
✓ consistent and correct use of bibliographic references

Formal requirements for Written Assignments

- Normal margins 1” top & bottom, 1”25 left & right
- 12 pt. font size, standard fonts: Times New Roman, Arial, Calibri, Cambria or similar.
- Double space
- Insert page numbers
- Add a title
- Add your (last) name to the document and the file name.
- List of references appears on a separate page (does not count towards page limit)
- Separate cover page optional

Schedule

January 24: Introduction

January 26: End of World War II

January 31: Rebuilding Europe

UN Declaration of Human Rights, 10 December 1948.

February 2: A New Order Emerges
Film: “Night and Fog,” directed by Alain Resnais, 1956. (Runtime: 32 mins.)


February 7: Stalinism in Eastern Europe
February 9: The Beginnings of Western Europe

February 14: 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 67 & 68: Telegrams by Imre Nagy
- Doc 104: Resolution of the Provisional Central Committee of the Hungarian Socialist workers’ Party, December 5, 1956


February 16: Decolonization


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


February 21: European Social Democracy
February 23: The Sixties in Western Europe


February 28: The Sixties in the East


March 2: The Crises of the Seventies

** March 3 EOD: Choice of Primary Source Due – Canvas

March 7: Southern Europe’s ‘Transition to Democracy’

March 9: Détente

March 14: Opposition to State Socialism


March 16: Neoconservative Revolutions

*** March 17 EOD: Primary Source Analysis Due – Canvas Turnitin

Spring Break March 18-26

March 28: 1989 and the End of the Cold War

March 30: Collapse of the Soviet Union

Supplemental reading, which covers the same period and processes: Tony Judt, “A Fissile Continent,” in Postwar, pp. 637-659.

April 4: The Breakup of Yugoslavia
Tony Judt, “The Reckoning,” in Postwar, pp. 665-685. (not the entire chapter!)


April 6: Immigration, Diversity, Racism

** April 7 EOD: Choice of Movie Due – Blackboard Journal

April 11: Shock Therapy, Oligarchs & Putin’s Russia


April 13: European Union

** April 21 EOD: Movie Essay Due – Canvas

April 18: East, West, South: EU Enlargement & the Sovereign Debt Crisis

April 20: The 2015 “Refugee Crisis”
Last Week Tonight Show with John Oliver, “Migrants and Refugees,” HBO, 28 September 2015, 18 mins.


April 25: Brexit


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 below (ca. 20 mins):


April 25: The Rise of Authoritarianism and Russia’s War in Ukraine
Hello, Dictator! Orbán, the EU and the Rule of Law (2021). 89 minutes.

Philip Ther, “Hardened by Cold And Scarcity. The First Year of Russia’s Aggression and What Comes Next,” Eurozine (28 December 2022).
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.

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/

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 Toby Meyer-Fong, the Director of Undergraduate Studies Professor Erin Rowe, the Assistant Dean for Diversity and Inclusion Dr. Araceli Frias, 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).

**Sexual Assault Helpline**
The Sexual Assault Helpline (410-516-7333) is a confidential service of the Johns Hopkins University Counseling Center. Trained professional counselors are available to students, and offer support, provide resources or answer questions 24/7.

**Screen Policy**
Laptops, smartphones, and other devices are both a boon and a distraction to higher education. You are discouraged from using social media, texting, chatting, email, and all class unrelated activities during class time. **Make sure all of your devices are silenced.**