

**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](mailto: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:

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

Additional recommended surveys of Europe:

- Betts, Paul. *Ruin and Renewal. Civilizing Europe after World War II*. New York: Basic books, 2020.
- Bideleux, Robert, and Ian Jeffries. *A History of Eastern Europe. Crisis and Change*. London: Routledge, 1998.
- *The Palgrave Handbook of EU Crises*, ed. by Marianne Riddervold, Jarle Trondal and Akasemi Newsome. Springer/ Palgrave Macmillan: Cham/ London, 2021.

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**

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### **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.**

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### **Selection:**

1. *The Baader Meinhof Complex*, dir. Bernd Eichinger, 2010. (panopto) – set mostly in 1970s West Germany
2. *Beautiful People*, dir. Jasmin Dizdar, 1999. (panopto) – set in the UK in the 1990s
3. *California Dreamin'*, dir. Cristian Nemescu, 2007. (online) – set in Romania in the late 1990s
4. '71, dir. Yann Demange, 2014. (Kanopy).

## **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

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

### January 31: Rebuilding Europe

Tony Judt, "The Rehabilitation of Europe," in *Postwar*, pp. 63-89 (not entire chapter).

[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.)

- 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.
- Andrei Zhdanov, "Two-Camp Policy" (September 1947)" both in *From Stalinism to Pluralism: A Documentary History of Eastern Europe since 1945*, ed. by Gale Stokes, (Oxford University Press, 1991), 35-42.

### February 7: Stalinism in Eastern Europe

Tony Judt, "Into the Whirlwind," in *Postwar*, pp. 165-187 (not entire chapter).

**February 9: The Beginnings of Western Europe**

Tony Judt, "The Politics of Stability, in *Postwar*, pp. 241-265 (not entire chapter) and "Lost Illusions," pp. 302-309.

**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 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 & 68: 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.

**February 16: Decolonization**

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

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

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 21: European Social Democracy**

Tony Judt, "The Age of Affluence," in *Postwar*, pp. 324-353.

**February 23: The Sixties in Western Europe**

Tom Buchanan, "Western Europe in the 1960s," in *Europe's Troubled Peace. 1945 to the Present*, (New York: Wiley-Blackwell, 2012), pp. 98-116. (e-book)

- 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.

**February 28: 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 2: The Crises of the Seventies**

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

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

**March 7: Southern Europe's 'Transition to Democracy'**

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

**March 9: Détente**

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

**March 14: Opposition to State Socialism**

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

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

**March 16: 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 17 EOD: Primary Source Analysis Due – Canvas Turnitin**

**Spring Break March 18-26**

**March 28: 1989 and the End of the Cold War**

Tony Judt, "The End of the Old Order," in *Postwar*, pp. 592-633. **(heavy reading load)**

**March 30: Collapse of the Soviet Union**

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

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!)**

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

**April 6: Immigration, Diversity, Racism**

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

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

**April 11: Shock Therapy, Oligarchs & Putin's Russia**

Fiona Hill, "Shock Therapy," in *There Is Nothing For You Here* Boston: Mariner Books, 2021), pp.117-134 (read 117-124, 132-134).

DW Documentary, "[The Rise of Vladimir Putin](#)," (December 23, 2022). **82 minutes.**

**April 13: European Union**

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

**\*\* April 21 EOD: Movie Essay Due – Canvas**

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

Tom Buchanan, "Europe in the New Millennium," *Europe's Troubled Peace. 1945 to the Present*, (New York: Wiley-Blackwell, 2012), pp. 248-274. (e-book) (note: Buchanan's take on Russia did not age well)

#### **April 20: The 2015 "Refugee Crisis"**

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

Beverly Crawford, "Moral Leadership or Moral Hazard? Germany's Response to the Refugee Crisis and Its Impact on European Solidarity," in [The Palgrave Handbook of EU Crises](#), ed. by M. Riddervold et al. (London, New York: Palgrave Macmillan, 2021), pp. 489-505.

#### **April 25: Brexit**

Cristina Galardo, "[Brexual healing?](#) EU and Britain dream of a fresh start in 2023," *Politico* (December 30, 2022).

Nigel Walker, "[Brexit timeline: events leading to the UK's exit from the European Union](#)," *Briefing Paper No. 7960*, House of Commons Library, 6 January 2021, pp. 1-15.

*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):

1. "Brexit breakdown: southern discomfort | Anywhere but Westminster," 24 January 2019, URL: <https://www.youtube.com/watch?v=ZwbYjgL0qdA>.
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](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=y4ulC0AwD68>.
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>.

#### **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](mailto: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.**