Europe since 1945
TTh 12.00 – 1.15 pm
Ames 218

Instructor: Dr. Victoria Harms (she/ her/ hers)
Email: vharms1@jhu.edu
Office hours: Tuesdays, 10 am – 11.30 pm, Thursday 2 – 3.30 pm, and by appointment
Gilman 342
Please sign up for here for office hours.

Teaching Assistant:

Description

This class focuses on Europe from the end of World War II until today. We will discuss such topics as the Cold War, the welfare state, Western and Eastern Europe’s relationship to the US and the Soviet Union/ Russia, decolonization, détente, political ideologies, capitalism, migration, the peaceful revolutions of 1989, European integration, neoliberalism, and the rise (and fall?) of the EU. We will discuss and analyze academic literature, movies, documentaries, empirical data, textual, and visual primary sources.

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. Please be ready to engage with your peers for 15-20 minutes during every class.

This semester, we partner with students in Professor Gerlinde Groitl’s seminar “European Security: Challenges and Strategic Options” at the University of Regensburg. We will meet twice to discuss the most pressing challenges, past and present, to Europe and the transatlantic alliances. We will meet on zoom, split up into break out rooms to continue the conversation and identify one particular challenge that you wish to research. You are expected to meet and/or correspondent with your group outside of the classroom and prepare a presentation.
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
✓ Understanding political and legal structures governing Europe
✓ Planning, coordinating, and executing research projects
✓ Presenting research results and/ or policy recommendations

Grading:

25% Class Participation
25% Quizzes
20% Primary source analysis
10% Group presentation
20% Individual research paper

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 recommendations:

Recommended resources for news and analyses of European affairs:

- Politico Europe (news, investigative journalism)
- Eurozine (intellectual)
- European Council of Foreign Affairs (analysis and background)
- 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.

**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.

**Project: Foreign Policy and Security Challenges to Europe and the Transatlantic Alliance (total 25%)**

**Group work: 10% (presentation)**

**Individual research paper: 20% (6 pages max)**

On January 30th and February 6th, we will meet with the students in professor Gerlinde Groitl’s seminar “European Security: Challenges and Strategic Options” at the University of Regensburg, Germany.

During our first meeting, we will identify key challenges to Europe, European security and foreign policy. In mixed groups, you will develop a research agenda and a presentation on the history of one particular challenge, the legal and political framework in which it can or is being addressed, the different perspectives on it as well as the possible solutions and their consequences. You are expected to coordinate your research as a team and follow up with your group before our second meeting.

Each group will present on their challenge in our second meeting. Be prepared to comment to other projects and respond to questions. You are expected to submit your group presentation (format of your choice) to canvas **by February 11 EOD.**
By the end of the semester, you are expected to submit an individual research paper on a challenge of your choice. You are free to discuss a past challenge and how it was tackled (or not), its origins and legacies.

You are not bound to the topic of your group work. If you, however, decide to continue with the same topic, the individual paper has to significantly improve upon and enhance the group presentation.

**Deadline: April 24 EOD Canvas Turnitin**

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**Primary Source Analysis: 20% (6 pages max.)**

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 10, 2024 EOD**

**Deadline for PSA: March 25, 2024 EOD**
General Expectations for Written Assignments

Please take note of the Johns Hopkins University KAS rules for academic integrity. You are expected to comply with the rules that govern JHU. Please be aware of the consequences if you fail to do so.

Johns Hopkins has determined that the unauthorized use of AI to complete assignments constitutes an unethical use of technology and devices and thus carries the same penalties as any other violation of the rules of academic integrity.

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

- demonstrated independent research effort
- use of primary and secondary sources
- clarity of argument
- language
- style of writing
- organization and structure of paper
- consistent and correct use of bibliographic references and citations

Formal requirements for Written Assignments

- Normal margins 1” top & bottom, 1”25 left & right
- Double space
- Page numbers
- Add a title
- Add your (last) name to the document and the file name.
- List of references/ bibliography appears on a separate page
Schedule

January 23: Introduction

January 25: End of World War II (heavy reading load)

January 30: Challenges to Europe, European Security and Foreign Policy, part I
Meeting with University of Regensburg

Think through the main challenges policy- and decision-makers in Europe are currently confronted with. Here’s some food for thought (read at least two):


https://www.brookings.edu/articles/technology-competition-between-nations-views-from-industry-leaders/


February 1: A New Order Emerges
Primary sources:
• UN Declaration of Human Rights, 10 December 1948.

February 6: Challenges to Europe and European Security, part II
Meeting with University of Regensburg
Prepare group presentations

February 8: The Beginnings of Western Europe

Film: “Night and Fog,” directed by Alain Resnais, 1956. (Runtime: 32 mins.)

** February 11 EOD: submit group work **

February 13: Stalinism in Eastern Europe

February 15: Eastern Bloc Resistance & 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


**February 20: Decolonization (heavy reading load)**


**Primary Sources:**

1. National Liberation Front FLN, Proclamation (November 1954)
2. François Mitterand, Speech (November 1954)


**February 22: The Sixties in Western Europe**


**February 27: The Sixties in the East**


**February 29: The Crises of the Seventies**


**March 5: Southern Europe’s ‘Transition to Democracy’**


**March 7: Détente**


** March 10 EOD: Choice of Primary Source Due – Canvas

March 12: Opposition to State Socialism


March 14: Neoconservative Revolutions

Spring Break March 18-22

*** March 25 EOD: Primary Source Analysis Due – Canvas Turnitin

March 26: 1989 and the End of the Cold War

March 28: Collapse of the Soviet Union
Mikhail Gorbachev, “Address given to the Council of Europe,” Strasbourg, France, July 6, 1989.

April 2: The Breakup of Yugoslavia
Tony Judt, “The Reckoning,” in Postwar, pp. 665-685. (not the entire chapter!)


April 4: Shock Therapy, Oligarchs & Putin’s Russia


April 9: Immigration, Diversity, Racism (time commitment)


**April 11: European Union**


**April 14 EOD: Topic Research Paper Due – Canvas**

**April 16: The 2015 “Refugee Crisis”**
Last Week Tonight Show with John Oliver, “*Migrants and Refugees*,” HBO, 28 September 2015, 18 mins.


**April 18: Brexit**

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

Please watch ONE of the episodes below (ca. 20 mins):

**April 23: BLM & Europe’s Reckoning with Colonialism/ Racism**

Choose one:

** April 24 EOD: Individual Research Papers Due – Canvas Turnitin

April 25: The Rise of the Far-Right


TBA
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 your devices are silenced.**