

Europe since 1945
TTh 1.30 – 2.45 pm
Hodson 316

Instructor: Dr. Victoria Harms (she/ her/ hers)

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Office hours: Tuesdays, 10 am – 12 pm, Thursday 12 pm – 1 pm, and by appointment.

Office: Gilman 342. Please [sign up](#) for office hours.

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Office hours:....., Atrium, Gilman Hall

Please [sign up in advance](#).

Description

This class focuses on Europe from the end of World War II until today. We will discuss topics such as the bipolar world order, the creation of the European welfare state, Europe's volatile relations with the US and the Soviet Union/ Russia, decolonization, 1989 and neoliberalism, racism, and the emergence of the European Union. Expect to spend 25% of class time in group work, where we discuss the assigned academic literature, movies, documentaries, 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. Please be ready to engage with your peers for 15-20 minutes during every class.

At the end of the semester, you will have achieved the following learning objectives:

- ✓ Summarizing and evaluating secondary literature
- ✓ Analyzing primary sources and the construction of historical narratives (in films, documentaries, museums, memorials, statues, national holidays, etc.)
- ✓ Conducting research independently and effectively
- ✓ Communicating research results and evidence-based arguments to your peers and in compelling, well-organized written form
- ✓ Leading and contributing to group discussions
- ✓ Understanding comparative, transnational, and entangled history
- ✓ Understanding the historical context of current affairs and the impact of the past on public debates, policy-decisions, and perceptions in Europe and beyond
- ✓ Understanding structural and everyday racism, gender as a social construction, gender inequality socio-economic inequities, and the ways in which they shape society and individual opportunities

General Reading:

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

Additional recommendations:

- Fulbrook, Mary, ed. *Europe since 1945*, The Short Oxford History of Europe. Oxford: Oxford University Press, 2001.
- Swain, Geoff, and N. Swain. *Eastern Europe since 1945. The Making of the Modern World*. Fifth ed. London: Red Globe Press, 2018.

Recommended resources for news and analyses of European affairs:

- [Euronews](#) and [Euractiv](#) (daily news)
- [Politico Europe](#) (news, investigative journalism)
- [European Council of Foreign Affairs](#) (analysis and background)

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.

Classroom etiquette

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, and engage in controversies 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.

COVID-19 specific guidance

General information about COVID-19 related policies at the university can be found at this site: <https://covidinfo.jhu.edu/>

Assignments

Grading:

- 25% Class Participation
- 25% Quizzes
- 25% Primary source analysis
- 25% 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](#).

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.

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

Pick a primary source from the list provided on canvas and write a proper primary source analysis. We will discuss expectations in greater detail in class.

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 which informed the author and the source.

You are expected to observe the formal requirements (see here and below). You have the option to submit an outline or a draft to the instructor and receive feedback.

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 15, 2025 EOD

Canvas assignment

Deadline for PSA: March 25, 2025 EOD

Canvas assignment

Movie Analysis: 25% (8 pages max)

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.

Deadline for choice: April 11, 2025, EOD

Canvas assignments

Deadline: 23 April 2025, EOD.

Canvas assignments

Selection:

1. *Man of Iron*, dir. Andrzej Wajda, 1981.
2. *'71*, dir. Yann Demange, 2014. (Kanopy).
3. *Beautiful People*, dir. Jasmin Dizdar, 1999.
4. *The Swimmers*, dir. Sally El Hosaini, 2022.
5. *12:08 East of Bucharest*, dir. Corneliu Porumboiu, 2006.

General Expectations for Written Assignments

Papers 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)
- 12 pt. font size, standard fonts: Times New Roman, Arial, Calibri.
- 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
- Cover page optional
- Your choice of standard reference style (as long as it is complete, consistent, verifiable)

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.

Schedule

January 21: Introduction

January 23: End of World War II (heavy reading load)

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

January 28: A New World Order

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

Primary sources:

- 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)" in *From Stalinism to Pluralism: A Documentary History of Eastern Europe since 1945*, ed. by Gale Stokes, (Oxford University Press, 1991), 35–42.

In-class: [UN Declaration of Human Rights](#), 10 December 1948.

January 30: Stalinism in Eastern Europe

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

February 4: The Making of Western Europe

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

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

February 6: Resistance & Consolidation in Eastern Europe

Tony Judt, "Lost Illusions," in *Postwar*, pp. 302-323.

Read two of the sources below:

- 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
- all 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 11: Decolonization (heavier reading load)

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

Primary Sources:

1. Harold Macmillan, "Wind of Change Speech" (3 February 1960).
2. 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. 96-103, 109-112, 138-141.

February 13: The End of the French Empire

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

These primary sources:

- National Liberation Front FLN, Proclamation (November 1954)
- François Mitterrand, Speech (November 1954)
- Press Conference, Charles de Gaulle (April 11, 1961)

in *Voices of Decolonization. A Brief History with Documents*, ed. by Todd Shepard. Boston/New York: Bedford/ St. Martin's, 2015, pp. 96-103, 109-112.

February 18: 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 20: 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.

February 25: Southern Europe's "Democratization"

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

February 27: The Crises of the Seventies

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

March 4: Détente

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

March 6: Opposition to State Socialism

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

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

March 11: Neoconservative Revolutions

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

March 13: 1989 and the End of the Cold War (heavy reading load)

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.

**** March 13 EOD: Choice of Primary Source Due – Canvas Spring Break March 17-21**

March 25: Collapse of the Soviet Union

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

URL: <https://www.youtube.com/watch?v=xidgcMW-LpA&list=PL3H6z037pboGWTxs3xGP7HRGrQ5dOQdGc&index=24&frags=pl%2Cwn>.

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

March 27: 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). URL: <https://www.youtube.com/watch?v=tzBgmUplLg>. (14 mins)

April 1: Immigration, Diversity, Racism (time commitment)

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

April 3: Shock Therapy & Putin's Russia

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

McFaul, Michael. "Russia's Road to Autocracy." *Journal of Democracy* 32, no. 4 (2021): 11–26.

Vox, "From Spy to President: The Rise of Vladimir Putin," (March 23, 2017). URL: https://youtu.be/lxMWSmKieuc?si=P5fuLDNs_BPpx8eV. (9 minutes)

April 8: European Union

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

- Habermas, Jürgen, and Jacques Derrida. "February 15, or What Binds Europeans Together: A Plea for a Common Foreign Policy, Beginning in the Core of Europe." *Constellations* 10, no. 3 (2003): 291-97.

April 10: The 2015 "Refugee Crisis"

Last Week Tonight Show with John Oliver, "Migrants and Refugees," HBO, 28 September 2015, 18 mins. URL: <https://www.youtube.com/watch?v=umqvYhb3wf4>.

DW News, "How big a 'crisis' is the flow of migrants to Europe really?," *DW*, September 24, 2023. <https://youtu.be/NXWZUmPUJH4?si=sGffW-pUvtrB02xT>. (12 mins 33 sec)

**** April 11 EOD: Choice of Movie Due – Canvas**

April 15: 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 at least 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=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=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>.

"Post-Brexit Blues," Arte.Tv Documentary (July 31, 2024).

<https://youtu.be/x7dsZUxdKRA?si=MV9oBuZ3vWxaWo1S>. (32 mins)

April 17: Authoritarianism & Democratic Backsliding

"Hello, Dictator" - Orbán, *the EU and the Rule of Law*, Broadview TV (2021).

<https://www.youtube.com/watch?v=0qmdfkGM88U>. (1 hr 29 mins)

April 22: Europe's Reckoning with Colonialism and Racism

Kelly, Natasha A., and Olive Vassell. "Introduction. Black Europe. Contesting, Conceptualizing, and Organizing." In *Mapping Black Europe*, edited by Natasha Kelly and Olive Vassell, 7-24. Bielefeld: transcript, 2023.

Choose one:

1. Dingong, Epée Hervé, and Olive Vassell. "Black Paris." In *Mapping Black Europe*, 137-57.
2. Vassell, Olive. "Black London." In *Mapping Black Europe*, 69-91.

**** April 23 EOD: Movie – Canvas Turnitin****April 24: Current Challenges**

“Why is Vladimir Putin so obsessed with Ukraine?,” *The Guardian* (September 14, 2022). https://youtu.be/zveUHZCvrzc?si=4YN_JUAS5EeH0syX. (10 mins 26 sec)

Adam Tooze, “John Mearsheimer and the dark origins of realism,” *New Statesman* (8 March 2022). URL: <https://www.newstatesman.com/ideas/2022/03/john-mearsheimer-and-the-dark-origins-of-realism>.

Rabinovych, Maryna, and Anne Pintsch. “From the 2014 Annexation of Crimea to the 2022 Russian War on Ukraine: Path Dependence and Socialization in the EU–Ukraine Relations.” *Journal of Common Market Studies* 62, no. 5 (2024): 1239–59.

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.

If you miss more than four classes unexcused, you will not receive a passing grade.

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.**