

Prof. Jackson
Fall 2011
Office: Buckman 217
Phone: 843-3554
Email: jacksonj@rhodes.edu
Office Hours: Mon and Thurs 2:00 PM-4:00 PM

History 429
Europe Since 1945

Course Objectives:

This course examines various aspects of European culture, politics, and society since World War II. In particular, we investigate the legacies of war and Holocaust; the creation and collapse of Cold War era communism; Europe's relations with the rest of the world through decolonization, immigration, and globalization; and multiple challenges to Western value systems. Students are expected to read numerous works of historical scholarship, write a substantial analytical essay, participate actively in class discussion, and give oral presentations in class.

Books to Purchase:

Books are available in the campus bookstore for purchase. Additional Readings are in my Faculty Folder on the Acad_Dept_Pgm Volume on the campus server.

Written Assignments:

Each student in the course will write a substantial research paper (minimum 6,000 words) based largely on primary sources on a topic of his or her choosing.

Students should consult with me as soon as possible to begin the process of research since primary sources may be difficult to find in some cases. Each research paper should advance an original argument which interprets the primary sources and makes sense of them within the larger historical context which we are studying in the course.

Essays should incorporate secondary sources drawn from the course syllabus and from other relevant scholarly literature within the field. In other words, you must engage with the readings from this course as part of your essay. You must use at least 12 primary sources in writing this essay.

In some cases, students may wish to write a historiographical essay which analyzes the secondary literature on a particular topic. Students wishing to pursue this option should also consult with me as soon as possible to begin the process of identifying appropriate scholarship.

You will write a research proposal which, like many book proposals that academic historians write, must follow this pattern. The maximum word count for this proposal (not including bibliography) is 1,000 words.

1. Description of Proposed Activity -- what are the objectives of this research, including a brief summary of your argument so far?
2. Plan of Procedure -- how you will go about achieving your stated objectives?
3. Annotated Bibliography of Primary Sources

Discussion Leadership and Participation

This class will function as a seminar, which means that each student is responsible for doing all the reading and coming to class prepared to engage critically with that reading. The successful functioning of this class depends on the willingness of each student to participate in the ongoing conversation. Listening is not enough; each student is expected to make a reasonable contribution to the discussion so that others may benefit from their insight.

I define “participation” as active engagement with the ideas, readings, and conversations that are an integral part of this course. Class attendance is necessary for class participation, since you cannot participate if you are not here. However, you do not earn your participation grade simply by showing up to class. Rather, you must actually participate by joining in the class discussion, posing questions, sharing ideas, and interpreting the readings with your classmates in a thoughtful and reflective way.

To accomplish that goal, you will be called on to class discussion. I will choose discussion leaders at the beginning of each class session. Therefore, you should be prepared to lead discussion at a moment’s notice. To do so, you should arrive in class having done the reading and prepared a list of questions or issues for students to discuss. Discussion leadership also entails giving a brief (10 minute maximum) presentation to your colleagues about the main ideas and issues raised by the reading. This activity counts as a portion of your class participation grade.

Students will also give an oral presentation of the book which they have chosen to review. The presentation should outline the main ideas of the book and describe how it connects with the week’s readings.

Grades:

Research Paper :	60%
Discussion Leadership and Class Participation:	40%

Books to Purchase:

Anonymous, *A Woman in Berlin*
Christopher Hilton, *The Wall*
Heda Margolius Kovaly, *Under a Cruel Star*
Andrew Feenberg and Jim Freedman, *When Poetry Ruled the Streets*
Franklin Foer, *How Soccer Explains the World*
Joan Scott, *The Politics of the Veil*
Samuel Beckett, *Waiting for Godot*

Our Schedule for the Semester

R	8/25	Introduction
T	8/30	WWII and Its Aftermath Anonymous, <i>A Woman in Berlin</i>
R	9/1	Anonymous, <i>A Woman in Berlin</i> Gregor Dallas, <i>1945: The War That Never Ended</i> (excerpts) Film: <i>Europa, Europa</i>

- T 9/6 Ben Shephard, *The Long Road Home* (excerpt)
Leora Auslander, "Coming Home: Jews in Postwar Paris"
Alison Moore, "History, Memory, and Trauma in the Photography of the *Tondues*: Visuality of the Vichy Past through the Silent Image of Women"
- R 9/8 **The Cold War**
Christopher Hilton, *The Wall*
- T 9/13 Christopher Hilton, *The Wall*
- R 9/15 **Eastern Europe After the War**
Heda Margolius Kovaly, *Under a Cruel Star*
- T 9/20 Heda Margolius Kovaly, *Under a Cruel Star*
Milovan Djilas, *The New Class* (excerpt)
- R 9/22 **Decolonization**
Franz Fanon, *The Wretched of the Earth* (excerpt)
Joan Mellen; Gillo Pontecorvo, "An Interview with Gillo Pontecorvo"
Required Viewing for All Students -- Film: *The Battle of Algiers*
- T 9/27 **Rethinking European Culture and Society**
Samuel Beckett, *Waiting for Godot*
Research Proposal Due
- R 9/29 James Young, *The Texture of Memory: Holocaust Memorials and Meaning*
Sarah Farmer, "Oradour-sur-Glane: Memory in a Preserved Landscape"
Film: *The Nasty Girl*
Special Guest: Prof. Ellen Daugherty, Memphis College of Art
- T 10/4 Jean-Paul Sartre, "Existentialism is a Humanism"
Special Guest: Prof. Jonathan Judaken
- R 10/6 Petra Kelly, *Thinking Green* (excerpt)
E. F. Schumacher, *Small is Beautiful* (excerpts)
Special Guest: Prof. Tait Keller
- T 10/11 Cold War - Reading TBA
Special Guest: Prof. Robert Saxe
- R 10/13 Research/Writing Day
- T 10/18 **FALL BREAK**
- R 10/20 **Revolutions in East and West**
Andrew Feenberg and Jim Freedman, *When Poetry Ruled the Streets*
- T 10/25 Andrew Feenberg and Jim Freedman, *When Poetry Ruled the Streets*

R	10/27	Timothy Garton Ash, <i>The Uses of Adversity</i> (excerpts) Film: <i>The Lives of Others</i>
T	11/1	Vaclav Havel, "The Power of the Powerless" Mikhail Gorbachev, <i>Perestroika</i>
R	11/3	Timothy Garton Ash, <i>The Magic Lantern</i> (excerpts) Timothy Garton Ash, "The Romeo File"
T	11/8	Globalization and European Union Franklin Foer, <i>How Soccer Explains the World</i>
R	11/10	T.R. Reid, <i>The United States of Europe</i> (excerpt) Anthony Lane, "Only Mr. God Knows Why" Perry Anderson, "Depicting Europe" NPR, "Tipping Point for the European Union" Film: <i>L'Auberge Español</i>
T	11/15	Race and Immigration Joan Scott, <i>The Politics of the Veil</i> Film: <i>La Haine</i>
R	11/17	Research Paper Due
T	11/22	Individual Meetings to Discuss Research
R	11/24	THANKSGIVING
T	11/29	Individual Meetings to Discuss Research
R	12/1	Individual Meetings to Discuss Research
T	12/6	Individual Meetings to Discuss Research

Revised Research Paper Due TBA

Prof. Jackson
Department of History
Rhodes College

Philosophy

I believe that we are a community of scholars actively working together to discover something new about our world and ourselves. To achieve those goals, we must struggle together, asking questions about what we don't yet know and challenging our assumptions about what we think we know and believe. Teaching is also a team effort. I am asking each of you to accept a certain amount of responsibility in this class for contributing to our intellectual commonwealth by being willing to question, to challenge, and to propose new ideas and interpretations. In other words, I am asking you to be a good citizen of Rhodes College and of this classroom by contributing to the success of everyone in it.

History is not a list of facts and events, but an ongoing series of debates about what those facts and events mean. In taking this class, you are joining in a world-wide discussion that continually asks about the ongoing meaning and significance of life's events both past and present.

But while teaching and historical debates are group activities, learning is, in the end, an individual act. No one can make another person learn something if they do not want to, and only you can choose to receive something from your time in this class. To that end, think carefully about how you prepare each day for class, how you study for exams, and how seriously you approach your essays. Your grades will reflect your individual performance, and the amount of effort you apply will directly affect your outcomes.

My personal goals for all my classes are: (1) that everyone succeeds to the best of their abilities, (2) that everyone improves in their capability to think analytically and creatively, and (3) that everyone grows in their capacity to express themselves, to create knowledge, and to engage with their world.

Class Policies and Procedures

General

1. I expect you to come to each class prepared to listen, ask questions, discuss readings, and take notes. You should bring all necessary materials to class including all reading assignments for the day, your reading notes, notes from previous classes, and materials that I may ask you to prepare for a particular class session.

2. I expect each of you to be actively engaged in the functioning of this class, and you should come prepared to participate in our ongoing class discussion. I reserve the right to call on any member of the class so that they might contribute to our discussion. I recommend bringing questions that you have about reading assignments or about the previous class meeting if what we discussed is not entirely clear to you. I also recommend bringing a list of comments that you wish to make during class discussion so that you will be ready to contribute. If you are someone who has difficulty speaking in class for whatever reason, please speak to me about alternative ways of participating.

3. You should come to every class session. There is no such thing as an "excused absence" (with the possible exception of a medical leave that is officially approved by the College administration). Absences for athletics or other extra-curricular activities are not "excused" even if they are officially announced. Therefore, you are allowed to miss ***the equivalent of one week's worth of class time*** (for Monday/Wednesday/Friday classes, three (3) class periods; for Tuesday/Thursday classes, two (2) class periods; for classes which meet once a week, one (1) class period) for any reason. Additional absences will adversely affect your grade for the course since you cannot participate in our community of scholars if you are not here.

If you are absent from class, it is ***your responsibility*** to talk to me and to fellow classmates to find out what you have missed. I frequently distribute handouts or make additional assignments in class, so you need to check with me to find out if I have done so for the day of your absence. You are still responsible for all material covered in each class period regardless of whether you attended it.

I will take attendance at the beginning of every class meeting to establish your presence. If you are not present when attendance is taken, you may be counted absent, so please arrive to class early or on-time.

4. Each of you is bound by the Honor Code as elaborated in the Student Handbook, and no violation will be tolerated. Please review the Student Handbook if you are unclear about the details of the Honor Code, particularly the definitions in Article I, Section 3. If you are unfamiliar with the definition of "plagiarism," you can find it there. On every assignment, you should reaffirm the Honor Code by writing the entire honor pledge and signing your name. No work will be accepted

without an Honor Code pledge. Studying together and reading one another's papers is always a good idea, but make sure that your work is your own. Collaboration on an assignment that results in remarkably similar results, whether intentional or accidental, is a violation of the honor code.

5. I reserve the right to make changes in the syllabus as the semester progresses, but I will always make changes known to you as soon as possible, and I will make reasonable accommodations for assignment due dates should the schedule changes warrant. I also reserve the right to give unannounced quizzes in class or to make short assignments for the next class period with no advance notice.

6. All assignments must be turned in to be eligible for a passing grade in this course. No student will be allowed to pass without having turned in every assignment.

Essays

7. Essays are due in class as indicated on the syllabus. No papers will be accepted under my door, in my mailbox, under my office door, or electronically except in the event of extreme circumstances which must be approved by me in advance of the due date. I will accept papers only from students who are present in class on the date on which the paper is due; I will not accept papers submitted by proxy. Late papers will not be accepted except in extreme circumstances which must also be approved by me in advance of the date on which the paper is due.

You are responsible for keeping a backup copy of each writing assignment for the course. In the unlikely event that I misplace your essay, I will ask you for another copy as soon as I realize that I need it. If you cannot provide a copy of any assignment to me upon request, you will forfeit your entire grade for that assignment.

Courtesy

8. Turn off all cell phones during class time unless I have approved their continued activation in advance. If you leave the classroom to answer a cell phone call, do not return.

9. Learning happens when done in an environment in which everyone feels free to express themselves openly without fear of ridicule or recrimination. I will not tolerate any disrespect of other students or their viewpoints during class.

Disabilities

10. I am happy to make reasonable accommodations to people with **documented** disabilities. Please consult the appropriate College administrators before coming to see me. Once you have done so, please discuss your particular needs with me as soon as possible.

revised 11/2008