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_Department Volume on the campus server.

Written Assignments:

1. **Book Review:** Each student in the class will be responsible for reading a book outside the course syllabus and writing a substantive book review. Students will then be asked to present the key themes or ideas of that book to the class on the day when that book appears on the syllabus. Book reviews should be approximately 5 pages long and should analyze the author’s argument in light of the issues we are discussing in class.

2. **Bibliographical Essays:** Students will complete 2 bibliographical essays that analyze the themes and connections between the readings in each half of the course. Each essay will make a particular interpretive claim about how these readings fit together and then explore that argument in a sustained discussion of each reading. Each of these essays should be 10-12 pages and are due on the dates indicated on the syllabus.

3. **Other Options:** Students wishing to propose other essay ideas should discuss them with me during the first two weeks of the semester. No additional options may be pursued after that point.

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, 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.

In addition, at the end of class, I will ask one student to write a summary of our class discussion and e-mail it to me. I will then post the summary to a blog I have created for this class, [http://europesince45.blogspot.com/](http://europesince45.blogspot.com/). You should subscribe to this blog and read the discussion summaries that I post; this will be especially useful if you must miss class. If you have any comments to add, please respond to the blog entry online so that everyone can read your further thoughts. This is a particularly good way for those of you who do not feel particularly comfortable speaking in class can get your ideas on the table and earn your participation grade. I hope that the blog will allow all of us to continue our classroom discussion. This activity counts as a portion of your class participation grade.

In addition, I may occasionally post blog comments relating to further issues in the reading that I want to bring to your attention.

**Grades:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Book Review Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Bibliographical Essays</td>
<td>50%</td>
</tr>
<tr>
<td>Discussion Leadership, Class Parti</td>
<td>30%</td>
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<td>icipation and Blog Writing</td>
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**Our Schedule for the Semester**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Reading/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>R 1/11</td>
<td>Introduction</td>
<td></td>
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</table>
| T 1/16 | Anonymous, *A Woman in Berlin: Eight Weeks in the Conquered City*  
Film: *Europa, Europa* |
| R 1/18 | Anonymous, *A Woman in Berlin: Eight Weeks in the Conquered City*  
Gregor Dallas, *1945: The War That Never Ended* (excerpts)  
**Presentation:** Michael Bess, *Choices Under Fire* |
| T 1/23 | Christopher Hilton, *The Wall* |
| R 1/25 | Christopher Hilton, *The Wall*  
**Presentation:** Vladislav Zubok and Constantine Pleshakov, *Inside the Kremlin’s Cold War* |
| T 1/30 | Milovan Djilas, *The New Class* |
| R 2/1  | Milovan Djilas, *The New Class*  
**Presentation:** André Sinyavsky, *Soviet Civilization* |
| T 2/6  | Heda Margolius Kovaly, *Under a Cruel Star* |
| R 2/8  | Heda Margolius Kovaly, *Under a Cruel Star*  
**Presentation:** Anna Funder, *Stasiland* |
Legacies of the Holocaust
T 2/13  Michael Marrus, *The Nuremberg War Crimes Trials, 1945-46*
Special Guest: Prof. Frank Buscher

R 2/15  Michael Marrus, *The Nuremberg War Crimes Trials*
James Young, “Germany's Holocaust Memorial Problem - and Mine”
Konrad H. Jarausch, “Removing the Nazi Stain? The Quarrel of the German Historians”
Film: *The Nasty Girl*
Presentation: Charles Maier, *The Unmasterable Past*

Decolonization
T 2/20  Franz Fanon, *The Wretched of the Earth*

R 2/22  Franz Fanon, *The Wretched of the Earth*
H. Stuart Hughes, “The Torment of a Foreign Underclass”
Film: *The Battle of Algiers*
Presentation: Todd Shepard, *The Invention of Decolonization*

Challenges to the System in the West
T 2/27  Jan Myrdal, *Confessions of a Disloyal European*

R 3/1  Jan Myrdal, *Confessions of a Disloyal European*
Petra Kelly, *Thinking Green* (excerpt)
Presentation: Andrew Feenberg, *When Poetry Ruled the Streets*

T 3/6  1968 Video

R 3/8  Essay #1 Due

SPRING BREAK

Challenges to the System in the East
T 3/20  Timothy Garton Ash, *Solidarity*

R 3/22  Timothy Garton Ash, *Solidarity*
Vaclav Havel, “The Power of the Powerless”
Presentation: Victor Sebestyen, *Twelve Days: The Story of the 1956 Hungarian Revolution*

Gorbachev and the End of Communism
T 3/27  Geoffrey Hosking, *The Awakening of the Soviet Union*

R 3/29  Geoffrey Hosking, *The Awakening of the Soviet Union*
Jurgen Kocka, “Crisis of Unification: How Germany Changes”
Presentation: Slavenka Draculic, *How We Survived Communism and Even Laughed*

T 4/3  1989 Video

EASTER
### Globalization

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Viewing</th>
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<tbody>
<tr>
<td>T 4/10</td>
<td></td>
<td>Franklin Foer, <em>How Soccer Explains the World</em></td>
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</table>
| R 4/12 | | Franklin Foer, *How Soccer Explains the World*  
Film: *Bend It Like Beckham* OR *My Beautiful Laundrette*  
Presentation: Benjamin Barber, *Jihad vs. McWorld* |

### European Union

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Viewing</th>
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<tbody>
<tr>
<td>T 4/17</td>
<td></td>
<td>T.R. Reid, <em>The United States of Europe</em></td>
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</table>
| R 4/19 | | T.R. Reid, *The United States of Europe*  
Film: *L'Auberge Española*  
Presentation: Desmond Dinan, *Europe Recast* |

### Multicultural Europe

<table>
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<th>Date</th>
<th>Topic</th>
<th>Reading/Viewing</th>
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<tbody>
<tr>
<td>T 4/24</td>
<td></td>
<td>Ian Burma, <em>Murder in Amsterdam</em></td>
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</table>
| R 4/26 | | Ian Burma, *Murder in Amsterdam*  
Dominique Maillard, “The Muslims in France and the French Model of Integration”  
Rita C.-K. Chin, “Imagining a German Multiculturalism”  
Presentation: Françoise Gaspard, *A Small City in France* |

*Essay #2 Due, TBA*
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 effect 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 three (3) class periods for any reason. Additional absences will adversely effect 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 7/2005
Week 1: Introduction

Week 2: World War II
Anonymous, *A Woman in Berlin: Eight Weeks in the Conquered City*
Film: *The Downfall*

Week 3: Cold War
Christopher Hilton, *The Wall*

Week 4: Soviet Europe I
Milovan Djilas, *The New Class*

Week 5: Soviet Europe II
Kovaly, *Under a Cruel Star*

Week 6: Legacies of Holocaust
James Young, “Germany’s Holocaust Memorial Problem - and Mine”
Bertram Gordon, “The ‘Vichy Syndrome’ Problem in History”
Konrad H. Jarausch, “Removing the Nazi Stain? The Quarrel of the German Historians”
Film: *The Nasty Girl*

Week 7: Decolonization
Franz Fanon, *The Wretched of the Earth*
Film: *The Battle of Algiers*

Week 8: Challenges to the System in the West
Jan Myrdal, *Confessions of a Disloyal European*
Petra Kelly, *Thinking Green* (excerpt)

Week 9: Challenges to the System in the East
Timothy Garton Ash, *Solidarity*
Vaclav Havel, “The Power of the Powerless”

Week 10: Gorbachev and the End of Communism
Geoffrey Hosking, *The Awakening of the Soviet Union*
+++ something on German unification? from Daedalus?

Week 11: Globalization
Franklin Foer, *How Soccer Explains the World*
Film: *Bend It Like Beckham*

Week 12: European Union
T.R. Reid, *The United States of Europe*

Week 13: Multicultural Europe
Ian Burma, *Murder in Amsterdam*
Dominique Maillard, “The Muslims in France and the French Model of Integration”
Rita C.-K. Chin, “Imagining a German Multiculturalism”

Week 14: Human Rights and War Trials
Slavenka Drakulic, *They Would Never Hurt a Fly*
+++ something on Nuremberg and its legacy?
Europe since 1945

**War and Its Legacy**

World War II
- Anonymous, *A Woman in Berlin: Eight Weeks in the Conquered City*
- Mark Wyman, *Dps: Europe’s Displaced Persons, 1945-1951*
- Jan T. Gross, *Neighbors*
- Gregor Dallas, *1945: The War that Never Ended*

Emergence of the Cold War
- Christopher Hilton, *The Wall*
- Geir Lundestad?
- *Kremlin’s Cold War*

**Behind the “Iron Curtain”**

Eastern Europe
- Milovan Djilas, *Conversations With Stalin*
- Vaclav Havel, “The Power of the Powerless”
- Andrei Sinyavsky, *Soviet Civilization*
- autobiography of 1956
- Eastern European documents readers
- Koestler, *Darkness at Noon*
- Alexander Solzhenitsyn, *The Gulag Archipelago*

**The Politics of Race**

Legacies of the Holocaust
- Holocaust memorials -- James Young, *The Texture of Memory* (excerpt)
- Nuremberg
- *The Vichy Syndrome*

Decolonization
- Franz Fanon, *The Wretched of the Earth*
- Herman Lebovics, *Bringing the Empire Back Home??*
- Caroline Elkins, *Imperial Reckoning: The Untold Story of Britain’s Gulag in Kenya*

Multicultural Europe and Immigration
- Tahar Ben-Jelloun
- book on neo-Nazism
- Unni Wikan, *Generous Betrayal*
- Afropop?
- Ian Burma, *Murder in Amsterdam*

**Challenges to the System**

1968
- Mark Kurlansky, *1968: The Year that Rocked the World*
- Myrdal, *Confessions of a Disloyal European*

Solidarity
- Timothy Garton Ash, *Solidarity*
Michael Bess, *Realism, Utopia, and the Mushroom Cloud*

Petra Kelly, *Thinking Green*

H. Stuart Hughes, *Sophisticated Rebels*

Vatican II

Terrorism – Irish troubles

Existentialism and Postmodernism

*The “New World Order”*

Gorbachev and 1989
  Timothy Garton Ash, *The Magic Lantern* OR Misha Glenny, *The Rebirth of History*

Post-Communist Europe
  Anna Funder, *Stasiland*
  Slavenka Draculic, *Cafe Europa*

Yugoslavia
  Misha Glenny, *The Fall of Yugoslavia*
  Milovan Djilas, *Wartime*

*Europe in a Global Community*

Human Rights, UN, war crimes

Americanization and Globalization
  Richard Pells, *Not Like Us*
  where is Vihlen essay? OR Victoria de Grazia, *Irresistible Empire*

Soccer

European Union
  T.R. Reid, *The United States of Europe*

book on cold war culture Dancer in the Dark?

Modris Eksteins, *Walking Since Daybreak*