This seminar covers the political, social, cultural, and economic history of Europe from the end of World War II to the present. It focuses on the construction, and eventual deconstruction, of the postwar settlement, and also pays critical attention to the shifting notion of European identities since 1945. Particular attention will be devoted to several themes: the emergence of a stable Cold War political and economic partition of Europe; the rise of mass consumer society and the influence of “Americanization” on both sides of the Cold War divide; decolonization and immigration; the collapse of Communism in Eastern Europe and the rebirth of virulent nationalism in the 1990s; the future of Europe as a united geopolitical entity; and the role of memory and commemoration in creating and challenging particular visions of nation and the international order.

Our course will revolve around a (no doubt lively!) discussion of a wide variety of readings. It is also constructed to help you produce an original and substantial piece of primary source-based research by the end of the semester (more details below).

Course Goals/Objectives

Content: by the end of the semester, you should be conversant with the major political, social, cultural and economic transformations in Western and Eastern Europe after 1945, and the way those were contested and debated. You should also be familiar with the “big historical questions” that historians have raised about events ranging from the nature of the Cold War divide to the ongoing debates over identity and belonging in a multicultural Europe.

Skills: this course is designed to sharpen and broaden your cognitive, communication, research and collaborative skills. In our readings in the course, you will be primarily working with secondary sources: you will gain familiarity with how historians construct their arguments and critique each other’s work, and how they use primary sources themselves. The course will cultivate your communication skills, by challenging you to become effective writers, capable of analytic sophistication and synthesis, and by obliging you to become better speakers, capable of presenting clearly and concisely on discrete topics. It will help develop your research skills, as you track down and analyze primary sources on your chosen topic, while putting them in dialogue with the existing secondary literature. Finally, the course will also hone your
collaborative instincts, as we mutually and respectfully work together in our discussions to “unpack” and analyze our readings.

Course Requirements

All work must be turned in to receive credit for the course. This includes the draft of the final historiography paper, due in Week 13. The breakdown of grades is as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Attendance/participation in weekly discussions</td>
<td>25%</td>
</tr>
<tr>
<td>Discussion Facilitation/Reading Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Blackboard postings</td>
<td>10%</td>
</tr>
<tr>
<td>Research paper</td>
<td>50%</td>
</tr>
<tr>
<td>Final paper presentation</td>
<td>5%</td>
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</tbody>
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Details (further “ground rules” are at the end of the syllabus)

1. Discussion
All students are expected to do all of the course readings at the time they are indicated on the syllabus, and to actively participate in class. Readings must be brought to class in some form. You should also come having read the reading response paper and the Blackboard paragraph responses submitted by your classmates for that day.

Attendance is mandatory, and more than two absences (barring exceptional circumstances, of course) will have a direct and adverse effect on your grade. If you are uncomfortable participating in class for whatever reason, please come and talk to me early in the semester so that we can formulate strategies to help you with this aspect of the course.

2. Discussion Facilitation
You will sign up for one class session (out of a designated list) for which you will write a reading response paper of four to five pages and help facilitate class discussion. The paper should not be a summary of the readings for that class session, but rather an assessment of the key arguments and problems raised by the readings. You will circulate the paper in advance to the class by 11 p.m. on the day before our class discussion.

For facilitating discussion, you must meet with me briefly before class.

3. Blackboard Postings
You will be responsible for eight paragraph responses submitted to Blackboard throughout the semester (out of 15 potential dates). Your response (like the longer reading response paper) should not be a summary of the readings; rather, it can focus on one particular aspect of the readings that interested you or can constitute one set of questions that you would like to address in class. (Your reading response paper does not count as one of your eight Blackboard paragraph responses). Please submit these paragraphs by 11 p.m. the day before discussion.

4. Final Paper and Presentation
You will be responsible for a final 15-20 page primary-source-based research paper focused on a particular topic concerning postwar Europe. Your paper will place your own research in dialogue with the existing historiography concerning that specific topic.

For your paper, you will submit a series of preliminary documents as the semester elapses to keep your research and writing on schedule. These are designed to help you not only conceptualize your project, but to also formulate the historical “problem” that you see yourself addressing, and to begin locating primary sources as early as possible.

As the syllabus indicates, you will be responsible for a series of assignments in “building” the research paper. These assignments are ungraded, per se, but are required to receive credit for the final paper.

You will submit a one-paragraph topic possibility e-mail (February 20) early in the semester, and then meet with me before turning in a paper prospectus at the end of Week 6 (March 16). The prospectus will include two paragraphs describing your proposed topic, along with the key themes and debates that have become apparent in your preliminary research. You will then include a description of the secondary sources that will prove critical to your topic, and a description of the primary sources that you plan on using for your research.

After midterm break, you will meet me individually to discuss your progress and further refine your projects. You will then submit a draft section/outline that will include your analysis of the secondary literature on the topic as well as an outline for the paper as a whole (including your planned treatment of primary sources). We will discuss these in class at the end of Week 10. Finally, you will submit a full rough draft for my consideration by the end of Week 12. Your final draft is due at the end of the scheduled examination period for this course (May 19 at 9 p.m.).

5. Final Presentation
You will present your findings to the class in a 10-15 minute oral presentation at the end of the semester.

Texts and Readings

The following books are available for purchase at the College Bookstore.


The following readings are required and available on Blackboard (and are indicated with an asterisk* on the syllabus).
Frank Biess, “Survivors of Totalitarianism: Returning POWs and Reconstruction of Masculine Citizenship in West Germany,” in *The Miracle Years*, 57-82
Robert Moeller, “Remembering the War in a Nation of Victims,” in *The Miracle Years*, 83-109

**Week 1**
February 6  
Introductions

February 8  
Peoples on the move  
*Readings:*  
*Norman Naimark, Fires of Hatred,* 108-138;  
*William Hitchcock, Bitter Road to Freedom,* 249-280, 310-338

**Week 2**
February 13  
Reconstructions  
*Readings:*  
William Hitchcock, *The Struggle for Europe,* 13-97

February 15  
The Cold War: Origins and Arguments  
(GUEST: Prof. Marko Dumančić)
*Readings:*  
*Melvyn Leffler, "The Cold War: What do 'We Now Know?'"* 501-524;  

**Week 3**
February 20  
Imposing Order in the East  
*Readings:*  
*Judt, Postwar,* 165-196; 309-324;  
*Charles Gati, Failed Illusions: Moscow, Washington, Budapest, and the 1956 Hungarian Revolt,* 1-22

**Week 4**
February 27  
The Motors and Myths of European Integration  
*Readings:*  
*Alan Milward, The European Rescue of the Nation-State,* 1-45, 318-344;  
*John Gillingham, European Integration, 1950-2003,* 1-77

February 29  
Research session at Mudd Library (more details to follow)

**Week 5**
March 5  
Decolonization: Indochina and Algeria
### Readings

Hitchcock, *The Struggle for Europe*, 162-192, 221-241; *Todd Shepard, The Invention of Decolonization*, 55-81, 101-135

March 7

Britain and the end of empire


### Part II: The Age of Affluence

#### Week 6

**March 12**

America, Consumer Society, and Western Europe

*Victoria de Grazia, Irresistible Empire*, 1-14, 336-415; *Richard Kuisel, Seducing the French*, 37-69

**March 14**

Consumerism in the East


**March 16**

FINAL PAPER PROSPECTUS DUE VIA E-MAIL, 12 P.M.

#### Week 7

**March 19**

Prospectus Discussion

**March 19**

FILM NIGHT!

*Heißer Sommer (Hot Summer) (Dir.: Joachim Hasler, 1968)*

7 P.M., Location TBA

**March 21**

Rockers and Rebels

*Uta Poiger, “Rock ‘n’ Roll, Female Sexuality, and the Cold War,” 577-616 (and Heißer Sommer)*

### SPRING BREAK!

#### Week 8

**April 2**

Consumer Society and its Discontents

*De Grazia, Irresistible Empire*, 415-456; *Judt, Postwar*, 390-421; *Michael Seidman, The Imaginary Revolution*, 1-17; 272-282

**April 4**

1968 and Beyond in the East

*Gail Stokes, From Stalinism to Pluralism*, 122-134; Hitchcock, *The Struggle for Europe*, 288-310

### Part III: Transitions and Collapses

#### Week 9
April 9  Europe in Transition  
Readings: Hitchcock, *The Struggle for Europe*, 269-287; 311-341; *Judt, Postwar*, 453-483

April 11  No Class (Individual Meetings)

**April 13**  DRAFT SECTIONS/OUTLINES DUE VIA E-MAIL, 12 P.M.

**Week 10**  
April 16  Cold War Endings  

April 18  Discussion of draft sections

**Week 11**  
April 23  Post-Socialist Europe  
Readings: Kotkin, *Armageddon Averted*, 113-220; *Judt, Postwar*, 665-700

April 25  Bodies and Memories on the Move  
Readings: *Katherine Verdery, The Political Lives of Dead Bodies*, 1-22, 55-93

**Week 12**  
April 30  The Cultural Politics of Immigration  

May 2  Presentations

**May 4**  ROUGH DRAFTS DUE VIA E-MAIL, 12 P.M.

**Week 13**  
May 7  Presentations

May 9  Assessments: Whither Europe?

* FINAL PAPER DUE MAY 19 (SATURDAY), 9 PM, RICE 311 OR VIA E-MAIL

**Additional Ground Rules:**

1. Papers must be either one and a half-spaced or double-spaced and have one-inch margins, and should not employ anything larger than 12-point font.

2. Deadlines are to be taken most seriously. This includes the intermediate steps that constitute part of your final paper. Normally, I take off 1/3 of a letter grade for every 24 hours a paper is overdue.
3. All work turned in for this course must be your own, and is subject to the Honor Code. This pledge states: “I affirm that I have adhered to the Honor Code in this assignment.” If you have questions about what constitutes plagiarism, please see me or raise the issue in class.

4. Any student who misses more than four classes (barring exceptional emergency circumstances) will not receive a passing grade. This does not, however, give you license to miss four classes; as noted earlier, more than two absences, barring those that have been cleared with me in advance, will have a direct and negative impact on your overall grade, not just your discussion grade.

5. If you have specific physical, psychiatric or learning disabilities and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to Jane Boomer in the Office of Disability Services in Peters G-27/G-28.