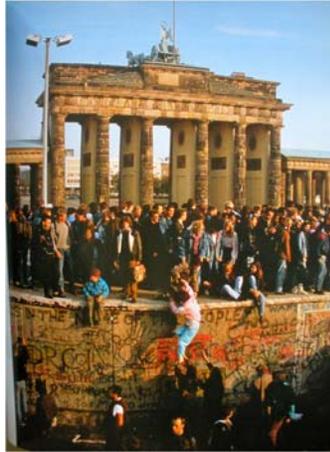


# HISTORY 359: EUROPE SINCE 1945

University of Wisconsin-Madison  
Department of History



*Italian poster in favor of European Unity, 1957*



*Fall of the Berlin Wall, 1989*



*Muslims praying in Marseille France, 1994*

*Fall 2016  
Tuesday-Thursday at 9:30  
1217 Humanities*

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**Course Description:** How did Europe rebuild from the ashes of World War II? This course explores the history of the European Continent from war's end to the present. We will focus on key themes such as the legacy of Nazism and the Holocaust; the Cold War and the rivalry between the superpowers; the end of the European Empires; the birth and development of the European Union; the post war economic boom; the collapse of communism in Eastern Europe; the rebirth of nationalism after 1990; the growth of the Extreme Right over the past two decades; and the expansion of Euroscepticism.

**Objectives:** This is an upper division course that will provide you with an in-depth overview of European history since the end of the Second World War. In this class you will:

- Gain an understanding of Europe's social, political and cultural history.
- Situate Europe changing place in the world (loss of big power status; loss of Empire; development of the European Union).
- Understand how the past informs Europe's present, and how contemporary developments shape our understanding of the continent's past.
- Learn how to use different kinds of sources (novels, films, secondary sources) to make persuasive arguments about the past.
- Learn how to make concise arguments.

**Requirements:** There will be two one-page papers, two six-page papers, and one two-hour final examination. Essay topics will be distributed in advance; papers require no outside research and will be based on class readings.

The syllabus also available on the class Learn@UW page and at <http://www.history.wisc.edu/courses.htm>

### **Discussions:**

**➔ Students should have completed the readings ahead of our in-class discussions. These are marked with an ➔ on this syllabus.**

Seven of our class sessions will be devoted to discussing the readings. Please refer to the schedule below for the exact dates. Plan ahead: we are reading entire books, some of them more arduous than others. You won't be able to complete the reading if you begin the night before. By 6 pm on the evening before each discussion students should post on the class Learn@UW site: **1) A one paragraph response to the reading.** Among the question you may wish to consider: Was the reading compelling and why? What questions are left unanswered? How does it shed light on the issues we are studying in class? **2) One question for discussion.** Your posts will not be graded, but I will take them into account when I calculate your discussion grade.

**Movies:** We will watch (and discuss) two movies: Rainer Werner Fassbinder's The Marriage of Maria Braun and Florian Henckel von Donnersmarck's The Lives of Others (*Das Leben der Anderen*). Links to the movies can be accessed on our Learn@UW page and on the electronic version of this syllabus. You will need your UW net ID and password to login.

[Lives of Others](#)  
[The Marriage of Maria Braun](#)

**Grading:** Papers (30% each), final (20%), Discussion (20% -- this includes the Learn@UW posts and the one-page papers)

**Plagiarism:** I expect you to hand in your own work, and not to borrow sentences or sentence fragments from books, articles, or the web. In other words, all your sentences should be of your own making (if you use more than three successive words from a book, you should put them in quotation marks). Take the time to familiarize yourself with the University's policy on plagiarism which is available at: [http://www.students.wisc.edu/doso/docs/uws\\_chapter\\_14.pdf](http://www.students.wisc.edu/doso/docs/uws_chapter_14.pdf) and check out the Writing Center's excellent tips on quoting and paraphrasing sources: [http://writing.wisc.edu/Handbook/QPA\\_plagiarism.html](http://writing.wisc.edu/Handbook/QPA_plagiarism.html). Students who plagiarize put themselves at risk of failing the class. **So don't do it!**

**Electronic Devices:** Please turn off all electronic devices (including laptops) during lecture. There is a growing body of evidence that suggests that students learn more when they take notes by hand and they perform better than students who are electronically connected. Laptops can be distracting both for the user (who is often tempted to surf the web) and for his or her neighbors. Multitasking is not conducive to learning. During lecture and discussion you should focus on the material and keep outside distractions to a minimum.

**Office hours:** Thursday 2-4 pm in Humanities. You can also speak with me after class or send me an email to set up an alternative meeting time. I'm always happy to meet with you to discuss the class.

**Readings:** The following books are **required** and can be purchased at the bookstore of your choice. In addition, a short **course reader** ® is available for purchase at the L&S Copy Center in 6120 Social Science Building for \$4.15. The books and the reader have been placed on 3-hour reserve at Helen C. White Library. Students who want to read an engaging (though lengthy) history of Europe since 1945 are urged to turn to Tony Judt's, Postwar: A History of Europe since 1945 (Penguin, 2005).

Primo Levi, The Reawakening (Touchstone, 1995). 9780684826356

Czeslaw Milosz, The Captive Mind (Vintage, 1990) 9780679728566

Georgio, Memoirs of an Italian Terrorist (Carroll and Graf, 2003) 9780786711345

Ian Buruma, Murder in Amsterdam. The Death of Theo van Gogh and the Limits of Tolerance (Penguin, 2006) 9780143112365

Mehdi Charef, Tea in the Harem (Serpent's Tail, 1990) 9781852421519

Svetlana Alexievich, Secondhand Time: The Last of the Soviets (Random House, 2016) 9780399588808

**Recommended Textbook:** William I. Hitchcock, The Struggle for Europe: The Turbulent History of a Divided Continent (Anchor, 2004) 9780385497992

**Week 1** (September 6, 8) Introduction

Introduction and requirements. **Movie:** Night and Fog (*Nuit et brouillard*) directed by Alain Resnais (France, 1955)  
Survival and Reconstruction

**Week 2** (September 13, 15)

Purges and Retributions  
The Memory of War, Occupation, and the Holocaust

Reading: Hitchcock, Struggle for Europe, 1-39; The Nuremberg War Crimes Trial ®

**Week 3** (September 20, 22).

Remember to post on Learn@UW by 6 pm, Monday Sept 19

➔ **Discussion, Primo Levi, The Reawakening** (read entire book)  
Europe Divided: The Cold War, 1947-65

Reading: Hitchcock, Struggle for Europe, 69-97; Norman Naimark, “The Expulsion of Germans from Poland and Czechoslovakia” ®

**Week 4** (September 27, 29). **One page paper due Sept 27.**

From Stalin to Gorbachev  
The Origins of the European Union, 1940s-1990s

**Begin Milosz, The Captive Mind (read ahead, this is an arduous book!)**

Reading: Hitchcock, Struggle for Europe, 98-125, 193-220; Documents on European Integration (Pioneers of European Integration) ®

**Week 5** (October 4, 6)

Decolonization

➔**Discussion: Milosz, The Captive Mind (entire book)**

Reading: Hitchcock, Struggle for Europe, 132-192

**Week 6** (October 11, 13) . **6 Page Paper due Thursday October 13**

De Gaulle and the French Fifth Republic  
Politics Italian Style

**Movie:** Rainer Werner Fassbinder, The Marriage of Maria Braun (Federal Republic of Germany, 1979)

Reading: Hitchcock, Struggle for Europe, 221-241

**Week 7** (October 18, 20) (In Class Map Quiz Thursday October 20)

May 1968 and the Challenge to Industrial and Consumer Society  
Terrorism and the Crisis of the 1970s in Italy and Germany

Reading: Hitchcock, Struggle for Europe, 243-268; Aimé Césaire, Discourse on Colonialism ®

**Week 8** (October 25, 27).

A Changing Religious Landscape

➔**Discussion: Georgio, Memoirs of a Terrorist (entire book)**

**Week 9.** (November 1, 3). **1 Page Paper due Tuesday November 1**

Gender, Sexuality, and the Family  
A Continent of Immigrants

Reading: Hitchcock, Struggle for Europe, 410-34

**Week 10** (November 8, 10)

The Resistance in the East: The Polish Solidarity Movement

➔**Discussion: Mehdi Charef, Tea in the Harem**

**Week 11** (November 15, 17)

Democratization in Southern Europe: Greece, Spain, and Portugal  
German Reunification and the Collapse of Communism in Eastern Europe

**Movie:** The Lives of Others (*Das Leben der Anderen*), directed by Florian Henckel von Donnersmarck (Germany, 2007)

Text: Hitchcock, Struggle for Europe, 269-310; Corey Ross “The End of the GDR: Revolution from Below, Implosion from Within, Collapse from Outside” ®

**Week 12** (November 22). **6 Page Paper due Tuesday November 22**

The Turning Point: The Implosion of the Soviet System, 1991  
**Happy Thanksgiving!**

Reading: Hitchcock, Struggle for Europe, 347-79; Texts by Gorbachev “A Common European Home,” and “We Opened Ourselves to the World.” ®

**Week 13** (November 29, December 1).

**➔Discussion: Svetlana Alexievich, Secondhand Time: The Last of the Soviets**

The Yugoslav War and the Nationalist Revival in the East

Reading: Hitchcock, Struggle for Europe, 380-409

**Week 14** (December 6, 8)

The New Extreme Right

**➔Discussion: Ian Buruma, Murder in Amsterdam**

Reading: Hitchcock, Struggle for Europe, 435-464

**Week 15** (December 13, 15)

The Crisis of the EU

Europe in the twenty first century

Reading: Hitchcock, Struggle for Europe, 465-474

**\*\*\*Final Exam: Saturday December 17, 10:05 am\*\*\***

Goals of the History Major

(approved by the department, March 23, 2011; revised by the department, February 27, 2013)

The goal of the history major is to offer students the knowledge and skills they need to gain a critical perspective on the past. Students will learn to define important historical questions, analyze relevant evidence with rigor and creativity, and present convincing arguments and conclusions based on original research in a manner that contributes to academic and public discussions. In History, as in other humanistic disciplines, students will practice resourceful inquiry and careful reading. They will advance their writing and public speaking skills to engage historical and contemporary issues.

To ensure that students gain exposure to some of the great diversity of topics, methodologies, and philosophical concerns that inform the study of history, the department requires a combination of courses that offers breadth, depth, and variety of exposition. Through those courses, students should develop:

1. Broad acquaintance with several geographic areas of the world and with both the pre-modern and modern eras.
2. Familiarity with the range of sources and modes through which historical information can be found and expressed. Sources may include textual, oral, physical, and visual materials. The data within them may be qualitative or quantitative, and they may be available in printed, digital, or other formats. Modes of expression may include textbooks, monographs, scholarly articles, essays, literary works, or digital presentations.
3. In-depth understanding of a topic of their choice through original or creative research.
4. The ability to identify the skills developed in the history major and to articulate the applicability of those skills to a variety of endeavors and career paths beyond the professional practice of history.

Skills Developed in the Major

*Define Important Historical Questions*

1. Pose a historical question and explain its academic and public implications.
2. Using appropriate research procedures and aids, find the secondary resources in history and other disciplines available to answer a historical question.
3. Evaluate the evidentiary and theoretical bases of pertinent historical conversations in order to highlight opportunities for further investigation.

*Collect and Analyze Evidence*

1. Identify the range and limitations of primary sources available to engage the historical problem under investigation.
2. Examine the context in which sources were created, search for chronological and other relationships among them, and assess the sources in light of that knowledge.
3. Employ and, if necessary, modify appropriate theoretical frameworks to examine sources and develop arguments.

*Present Original Conclusions*

1. Present original and coherent findings through clearly written, persuasive arguments and narratives.
2. Orally convey persuasive arguments, whether in formal presentations or informal discussions.
3. Use appropriate presentation formats and platforms to share information with academic and public audiences.

*Contribute to Ongoing Discussions*

1. Extend insights from research to analysis of other historical problems.

2. Demonstrate the relevance of a historical perspective to contemporary issues.
3. Recognize, challenge, and avoid false analogies, overgeneralizations, anachronisms, and other logical fallacies.