

University of Wisconsin-Madison
Department of History
Spring 2015

Laird Boswell
5127 Humanities
263-1805
lboswell@wisc.edu

Teaching Assistant: Abby Lewis (aelewis3@wisc.edu)

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

History 359: Europe since 1945.

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 Community; the post war economic boom; the collapse of communism in Eastern Europe; the rebirth of nationalism after 1990; and the growth of the Extreme Right in the present.

Attendance and participation in weekly discussion sections is mandatory. You must complete the assigned reading **before your weekly section meeting**. Students should come to discussion prepared for an in-depth and wide ranging discussion of the issues raised by the class readings. We are not looking for "right" answers but for original thinking on your part. All students should post a one-paragraph response to the readings along with a question for discussion on the Learn@UW site by Tuesday 9 am for those who have a section on Tuesday and by Wednesday 9 am for all others. The optional weekly readings from William Hitchcock's Struggle for Europe are designed to complement the lectures. Students are also required to attend two films (Tuesdays at 7 pm) during the course of the semester. Changes in the readings and lectures, along with various announcements, will be sent out on the class email list and will also be posted on the class Learn@UW site.

Requirements: There will be one two-hour final examination (May 11 at 5:05) and one in-class map quiz. In addition, all students are required to write two 6 page papers and one 4 page paper on assigned topics that will be handed out in advance and write two one page papers on documents.

Grading: 25% of your grade will be determined by your participation in section and the map quiz. Students who rarely come to section will fail this component of the class. The rest of the grade will be based on the two 6-page papers (20% each), the 4-page paper (15%), the two one-page papers (5%) and the final exam (15%).

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 and check out the Writing Center's excellent tips on quoting and paraphrasing sources: 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 1-3 pm in 5127 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.

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*). To view the movies go to the Learning Support Services digital language webpage:

<http://lss.wisc.edu/node/1078>

You will be prompted for a login: **hs359** password: **igeyit**

Please note: Access to RESERVES is restricted to students in this course. Students may not copy, share, distribute or otherwise allow or facilitate any unauthorized access to the content or the passwords issued. Individuals who violate this provision will be subject to disciplinary action under the UW-Madison Academic and/or Non-Academic Misconduct Codes.

Streaming works at the following campus facilities: Van Hise Info Lab (rm. 464), Van Hise Learning Lab (rm. 259), Memorial Library InfoLab, College Library Infolab, and Steenbock Library. Streaming does not work with the browser Chrome. **Streaming will only work from a campus wired connection. It will not function off-campus or with wireless.**

If you choose to use your own newer Mac laptop please note that streaming will not work with Quicktime Pro X. You can either download and install an older version of Quicktime or use the campus Infolab computers.

Readings: The following books are **required** and are available for purchase at the online or brick and mortar bookstore of your choice. In addition, a **course reader** is available for purchase at the L&S Copy Center in 6120 Social Science Building. Some of the readings may be available in electronic format on the class Learn@UW site. 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) (also on 3 hour reserve).

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

Slavenka Drakulić, A Guided Tour through the Museum of Communism (Penguin, 2011) 9780143118633

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

Stephen Kotkin, Armageddon Averted: the Soviet Collapse, 1970-2000 (Oxford, 2001) 9780195368635

Kenan Trebinčević and Susan Shapiro, The Bosnia List: A Memoir of War, Exile, and Return (Penguin, 2014) 9780143124573

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

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

Week 1 (January 20, 22) Introduction

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

Survival and Reconstruction

Week 2 (January 27, 29)

Purges and Retributions

The Memory of War, Occupation, and the Holocaust

Section: Primo Levi, The Reawakening (entire book)

Text: Hitchcock, Struggle for Europe, 1-39

Week 3 (February 3, 5). **One page paper due in section.**

Europe Divided: The Cold War, 1947-65

Resistance and Submission in Eastern Europe, 1945-56

Section: Norman Naimark, “The Expulsion of Germans from Poland and Czechoslovakia,” ® The Nuremberg War Crimes Trial ®; Frank Biess, “Survivors of Totalitarianism: Returning POWS and the Reconstruction of Masculine Citizenship in West Germany, 1945-1955” ®.

Text: Hitchcock, Struggle for Europe, 69-97.

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

Week 4 (February 10, 12)

From Stalin to Gorbachev

The Origins of the European Community, 1940s-1990s

Section: Milosz, The Captive Mind.

Text: Hitchcock, Struggle for Europe, 98-125, 193-220

Week 5 (February 17, 19) **6 Page Paper due Thursday February 19**

The Economic Miracle in the West

Decolonization

Section: Documents on European Integration (Pioneers of European Integration) ®

Text: Hitchcock, Struggle for Europe, 132-192

Week 6 (February 24, 26) . **(In Class Map Quiz Thursday February 26)**

De Gaulle and the French Fifth Republic

Politics Italian Style

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

Section: Aimé Césaire, Discourse on Colonialism ®; “French Intellectual Protest,”

Caroline Elkins, “The Birth of Britain’s Gulag” ®.

Text: Hitchcock, Struggle for Europe, 221-241

Week 7 (March 3, 5)

May 1968 and the Challenge to Industrial and Consumer Society

Terrorism and the Crisis of the 1970s in Italy and Germany

Section: Charles de Gaulle, “Europe,” ® “Speeches and documents” ®;

Text: Hitchcock, Struggle for Europe, 243-268

Week 8 (March 10, 12).

The Decline of Religion
Muslims and Jews

Section: Georgio, Memoirs of a Terrorist (entire book)

Week 9. (March 17, 19). **4 Page Paper due** (Tuesday March 17)

Gender, Sexuality, and the Family
A Continent of Immigrants

Section: Richard Kuisel, “Yankee go Home: The Left, Coca-Cola, and the Cold War;” ®
Simone de Beauvoir, The Second Sex ®.

Text: Hitchcock, Struggle for Europe, 410-34

Week 10 (March 24, 26)

The Resistance in the East: The Polish Solidarity Movement
Intellectual Crisis: From Existentialism to Post Modernism

Section: Mehdi Charef, Tea in the Harem (Serpent’s Tail, 1990)

Week 11 Spring break

Week 12 (April 7, 9) **One page paper due in section**

Democratization in Southern Europe: Greece, Spain, and Portugal
German Reunification, 1989

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

Text: Hitchcock, Struggle for Europe, 269-310

Week 13 (April 14, 16).

The Turning Point: The Implosion of the Soviet System, 1991
The Collapse of Communism in Eastern Europe

Section: Corey Ross “The End of the GDR: Revolution from Below, Implosion from
Within, Collapse from Outside” ®; Mikhail Gorbachev, “A Common European Home,”
and “We Opened Ourselves to the World,” ®; Kotkin, Armageddon Averted, 1-9, 31-112

Text: Hitchcock, Struggle for Europe, 347-79.

Week 14 (April 21, 23). **6 Page Paper due** (Thursday April 21)

The Yugoslav War and the Nationalist Revival in the East
The Crisis of Welfare and the Changing Role of the State

Section: Slavenka Drakulić, A Guided Tour through the Museum of Communism
Text: Hitchcock, Struggle for Europe, 380-409

Week 15 (April 28, 30)

The New Extreme Right
The Crisis of the EU

Section: Kenan Trebinčević, The Bosnia List: A Memoir of War, Exile, and Return
Text: Hitchcock, Struggle for Europe, 435-464

Week 16 (May 5, 7)

Europe in the twenty first century
Review

Section: Ian Buruma, Murder in Amsterdam
Text: Hitchcock, Struggle for Europe, 465-474

Final Exam: Monday, May 11, 5:05 pm

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.