

History 1053: After Catastrophe: Europe Since 1945

Spring 2019

Tues./Thurs. 1:30-2:45 p.m.

Sever 110

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This course is cross-listed in European Studies. It counts toward the secondary field in European History, Politics, and Societies, the “European Studies” field in History & Literature, and concentration credit in History and Social Studies.

Course Description:

Europe is frequently in the news, often for troubling reasons. From Brexit to economic crises to conflict over immigration to a resurgence of the far right, assumptions about the stability of the postwar European “order” seem to be in disarray. But what was that order, and were European politics in the aftermath of World War II as stable or placid as is often imagined? Do contemporary social and political tensions have their roots in failures of European unification since the end of the Cold War, or in deeper legacies of the earlier postwar decades?

This course surveys European history from the end of the Second World War to the present, with an eye to explaining ongoing political, social, and cultural conflicts. We will explore how Europeans rebuilt their societies after the devastation of total war, and how the legacies of war and genocide shaped the continent in the decades since. Equal attention will be paid to developments in Western and Eastern Europe, whose economies and societies remained intertwined despite their division into competing Cold War blocs. Themes include postwar U.S. and Soviet occupations; the Cold War; labor and consumption in communist and capitalist societies; decolonization; the rise of feminist and environmental politics; immigration; memory cultures; the fall of Communism; and European unification. Readings highlight the perspectives of women, immigrants, and former colonial subjects, whose experiences have much to tell us about the achievements and limitations of European societies in coming to terms with their violent pasts. The concluding weeks will delve into contemporary debates surrounding populism, ethnic diversity, and economic disparities in Europe.

The course has no prerequisites and does not assume prior background in European history. The goal is not only to familiarize you with narratives of postwar European history, but to introduce you to the ways in which historians build arguments about the past. Classroom discussions and writing assignments will give you the opportunity to develop your own insights by crafting narratives and explanations from primary sources.

Course Books:

The following books are available for purchase at the COOP (<https://tinyurl.com/300-W19-HIST-1053-1>) and placed on reserve at Lamont Library:

- ❖ Tony Judt, *Postwar: A History of Europe since 1945* (New York: Penguin, 2005),
ISBN: 9780143037750
- ❖ Czesław Miłosz, *The Captive Mind* (New York: Penguin, 2001) [1953],
ISBN: 9780141186764
- ❖ Georges Perec, *Things: A Story of the Sixties*, trans. David Bellos (London: Vintage, 2011)
[1965], ISBN: 9780099541660

Available online through the Hollis Catalog (and in the Harvard library system):

- ❖ Pap Khouma, *I Was an Elephant Salesman: Adventures between Dakar, Paris, and Milan*,
ed. Oreste Pivetta, trans. Rebecca Hopkins (Bloomington: Indiana University Press,
2010) [1990]
- ❖ Joan W. Scott, *The Politics of the Veil* (Princeton: Princeton University Press, 2007)

**Please note: we will not be using the diary *A Woman in Berlin*, as stated in an earlier version of the syllabus.

Course Requirements:***1. Attendance and Participation***

Attendance at all lectures and weekly discussion sections is required. In addition, you are expected to participate actively in section meetings, and to engage in group work and discussions of primary sources during lecture. (Of course, I understand that not everybody will be able to participate during every lecture.) If you must miss section due to illness or a family emergency, or due to an academic event for another course, please inform your TF in advance. Remember that the quality of your contributions to discussions is as important as the quantity, and that asking a well-informed question also counts as participation. You are encouraged to meet the instructor or TF early in the semester if you would like to discuss strategies for reading and/or participating in class.

Three times during the semester, you will be expected to post a response paper (approximately 400-500 words) to the Canvas site on that week's reading. Response papers should be submitted by 9 a.m. on the Thursday of/before section, and are due by **February 14, March 7, and April 18**. Feel free to write during any week, as long as you meet these deadlines. Papers should not simply summarize the week's readings but should offer a focused argument in response to a particular question or problem. Reading questions will be distributed in advance of each week's sections. It is not necessary (indeed, likely impossible) to incorporate all of the week's reading in the response paper. Instead, discuss those segments of the readings that are most pertinent to your argument.

2. Primary Source Essay: due Wednesday, February 27

Your first extended written assignment is an essay of 4-5 pages (doubled-spaced) that addresses an interpretative question about Europe's transition from war to postwar, drawing on two or more of the primary sources read for the first part of the course. You may also reference Judt and the lectures for historical context; no outside reading is expected for this assignment. A list of possible questions will be distributed on February 15.

3. In-class Midterm Exam: Thursday, March 14

An in-class midterm exam of 75 minutes will take place on March 14, covering material from the first half of the course. The exam will consist of short-answer/identification questions and one essay.

4. Contemporary Issue Essay: due Monday, April 29

The culminating assignment is an essay of 6-8 pages (doubled-spaced) in which you will explore the historical context for a political debate or significant event in contemporary Europe. A list of possible topics and questions to consider will be distributed several weeks in advance, but you can feel free to choose a topic not included on the list. Your paper may draw on course lectures and readings, including Judt, but will require some additional research. More details about the assignment will be distributed before spring break, and expectations for the paper will be discussed in class. A one-page description of your topic, including a list of at least three outside sources, is due on Monday, April 8.

5. Final Exam: Thursday, May 9

A final exam of three hours will take place on May 9. Short-answer/identification questions will cover only material since the midterm. Two essay questions will address the wider themes of the course, and you will be expected to draw on lectures and readings from the entire semester in your responses.

Evaluation:

Attendance and Participation (including three response papers): 25%

Primary Source essay (4-5 pp.): 10%

Midterm exam (in-class): 15%

Contemporary Issue essay (6-8 pp.): 25%

Final exam: 25%

The grading scale is as follows:

90-100=A-range

80-89=B-range

70-79=C-range

60-69=D-range

Late Work:

Late work will be excused only in cases of a documented medical or family emergency. Papers will lose 1 point (out of 100) for the first day late, and 3 points per day late after that. Please note that we are not able to accept any written work for this course after Saturday, May 18, the last day of the spring semester, without the permission of the Harvard College Administrative Board, which is granted only in exceptional circumstances.

Collaboration Policy:

The exchange of ideas is essential to academic scholarship. You may find it useful to discuss your approach to assignments with your peers. You are encouraged to study for exams together. *You must, however, ensure that any written work you submit for evaluation is the result of your own thinking and writing and that it reflects your own insights and interpretations.* You must also adhere to standard citation practices in the discipline of history and properly cite any books, articles, websites, lectures, and/or conversations with classmates (or anyone else) that have helped you with your work. If you received any help with your writing (feedback on drafts, etc.), you must also acknowledge this assistance.

We will discuss expectations for citing sources in your written work before the first essay is due. If you have questions about how to properly cite a particular source, or whether a citation is required in a certain instance, please ask the instructor or your TF *before* the essay is due. There is no penalty for checking prior to the deadline, and we will let you know if you need to adjust your writing or citation practices in order to avoid unacknowledged appropriation of a source.

Students enrolled in this course are expected to abide by the Harvard College Honor Code:

Members of the Harvard College community commit themselves to producing academic work of integrity – that is, work that adheres to the scholarly and intellectual standards of accurate attribution of sources, appropriate collection and use of data, and transparent acknowledgement of the contribution of others to their ideas, discoveries, interpretations, and conclusions. Cheating on exams or problem sets, plagiarizing or misrepresenting the ideas or language of someone else as one's own, falsifying data, or any other instance of academic dishonesty violates the standards of our community, as well as the standards of the wider world of learning and affairs.

Further information about Harvard's policies on academic integrity is available in the Harvard College Handbook for Students.

Students with Disabilities:

Students needing academic adjustments or accommodations because of a documented disability must present their Faculty Letter from the Accessible Education Office (AEO) and speak with the instructor by the end of the second week of the term. Failure to do so may result in the Course Head's inability to respond in a timely manner. All discussions will remain confidential, although instructors are invited to contact AEO to discuss appropriate implementation.

Laptop Policy (for lecture):

Use of laptops is permitted for course-related activities only (e.g. taking notes and referencing readings). Please, no checking email or social media during class. If you need to answer a call or text, you may leave the classroom and return when you are ready.

A Note on Sources:

The course raises sensitive issues surrounding war, violence, and their aftermaths. It is crucial that we remain respectful of one another's viewpoints in class discussions. If you disagree with a classmate (and debate and disagreement are encouraged!), then be sure to direct your comments at the idea, not the person – and it is often helpful to summarize a peer's idea before disagreeing, to ensure you have really understood it. Please do not hesitate to meet with me if you have concerns about particular aspects of the course content.

Schedule of Lectures and Readings:

All readings, except those in the required course books, will be available as pdf documents on Canvas. Readings marked with (#) are primary sources that will be discussed in lecture, and these should be completed by the lecture date for which they are listed. Other readings will be discussed in weekly section meetings on Thursdays or Fridays. Tony Judt's *Postwar* is intended for reference and review, and it will likely be helpful for writing papers. The pages listed correspond generally to the lecture topics, but I won't test you on material that is covered in Judt but not in lecture. Section discussions will focus on the other primary and secondary source readings, which you are expected to complete in full.

Tues. Jan. 29 (Lecture 1): Introduction**Thurs. Jan. 31 (Lecture 2): Prelude: Europe in the Era of the World Wars**

- ❖ Judt, *Postwar*, pp. 1-40

Tues. Feb. 5 (Lecture 3): 1945 as Year Zero? Partisans, Punishment, and Postwar Legacies

- ❖ Judt, *Postwar*, pp. 41-62
- ❖ #Primary Source Documents: Robert Jackson, "Opening Address for the United States," November 21, 1945 (excerpt); Bishop Theophil Wurm, "To the Christians of England," December 14, 1945; "Directive to the Commander in Chief of the U.S. Occupation Forces (JCS 1067)," April 1945

Thurs. Feb. 7 (Lecture 4): Origins of the Cold War

- ❖ Judt, *Postwar*, pp. 100-128, 145-153
- ❖ #Primary Source Document: George Marshall, "Remarks by the Secretary of State at Harvard University on June 5, 1947"
- ❖ Lucy S. Dawidowicz, "In the Land of Amalek," in *From that Place and Time: A Memoir, 1938-1947* (New York, 1989), pp. 277-298
- ❖ Elizabeth Heineman, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," *American Historical Review* 101 (1996): 354-395

***First section meetings on Feb. 7-8**

Tues. Feb. 12 (Lecture 5): “Stalinization” of Eastern Europe

- ❖ Judt, *Postwar*, pp. 129-139, 165-196
- ❖ #Primary Source Documents: Zhdanov, Report at the Founding Conference of the Cominform, September 1947; Gottwald, “Program of Action of the New Czechoslovak Government,” March 10, 1948; Gomulka’s Confession, September 1948; Indictment of László Rajk, September 1949

Thurs. Feb. 14 (Lecture 6): Forging Communist Citizens: Labor and Unrest

- ❖ Judt, *Postwar*, 309-323
- ❖ Miłosz, *The Captive Mind*, chs. 1-3, 5, 8

***First response paper due by Feb. 14 at 9 a.m.**

***Questions for primary source essay distributed on Feb. 15**

Tues. Feb. 19 (Lecture 7): *Wirtschaftswunder*: Economic Sources of Western Recovery

- ❖ Judt, *Postwar*, pp. 153-159, 241-277
- ❖ #Primary Source Documents: John McCloy, “The Present Status of Denazification,” December 1950; Jean Monnet, “Memorandum to Robert Schuman and Georges Bidault,” May 1950; Robert Schuman, “Declaration,” May 1950; Ludwig Erhard, *Prosperity for All* (1957), selection

Thurs. Feb. 21 (Lecture 8): Consumption and “Normalization” in the West

- ❖ Judt, *Postwar*, pp. 324-359
- ❖ Primary Source Documents: Heinz Kluth, “The ‘Hooligans’ – Legend or Reality?” (1956); “Press Statement by Maria Weber, Main Department ‘Women in the DGB,’ on the Working Woman and the Social Situation of the Family” (August 30, 1960); “The Foreign Workers and Us,” *Frankfurter Allgemeine Zeitung*, June 3, 1961
- ❖ Victoria de Grazia, “The Consumer-Citizen: How Europeans Traded Rights for Goods,” in *Irresistible Empire: America’s Advance through Twentieth-Century Europe* (Cambridge, MA, 2005), pp. 336-375

Tues Feb. 26 (Lecture 9): Politics of Decolonization

- ❖ Judt, *Postwar*, pp. 278-302
- ❖ *Primary Source Documents: Ho Chi Minh, “Declaration of Independence of the Democratic Republic of Vietnam,” September 23, 1945; Gamal Abdel Nasser, “Egypt’s Liberation: The Philosophy of the Revolution,” 1955; National Liberation Front, “Proclamation,” November 1, 1954; François Mitterrand, “Speech in Response to the FLN Actions,” November 12, 1954; Charles de Gaulle, “Presidential Press Conference,” April 11, 1961; Kwame Nkrumah, “Neo-Colonialism: The Last Stage of Imperialism,” 1965

***Primary Source Essay due Wednesday, Feb. 27 at 5 p.m.**

Thurs. Feb. 28 (Lecture 10): Wars of Decolonization

- ❖ Frantz Fanon, “Algeria Unveiled” (1959)
- ❖ Simone de Beauvoir, “Preface to *Djamila Boupacha*” (1962) [including introduction by Julien S. Murphy]

Tues. March 5 (Lecture 11): The “Social Democratic Moment”: Politics and Social Change in the 1960s

- ❖ Judt, *Postwar*, pp. 360-389

Thurs. March 7 (Lecture 12): Student Radicalisms and “1968” in the West

- ❖ Judt, *Postwar*, pp. 390-421
- ❖ Perec, *Things* (all)

**Second response paper due by March 7 at 9 a.m.*

Tues. March 12 (Lecture 13): “Third Way” Socialisms and the Prague Spring

- ❖ Judt, *Postwar*, pp. 422-449
- ❖ #Primary Source Documents: “The Action Program of the Communist Party of Czechoslovakia,” April 1968; Brezhnev Doctrine, September 1968

Thurs. March 14 (Lecture 14): Midterm (in class)

**No sections on March 14-15*

*****Spring Break*******Tues. March 26 (Lecture 15): End of the Postwar Boom: Economic Transformations in East and West after 1973**

- ❖ Judt, *Postwar*, pp. 453-464, 535-558
- ❖ #Primary Source Document: Margaret Thatcher, “Speech to the Zurich Economic Society,” March 14, 1977

Thurs. March 28 (Lecture 16): Terrorism and Democracy in 1970s Europe

- ❖ Judt, *Postwar*, pp. 469-477
- ❖ #Writings by Ulrike Meinhof: “On the Topic of July 20” (1964); “Dresden” (1965); “Vietnam and Germany” (1966); “Three Friends of Israel” (1967); “Counter-Violence” (1968); “From Protest to Resistance” (1968)
- ❖ #Red Army Faction, “The Urban Guerilla Concept” (April 1971)
- ❖ Quinn Slobodian, “The Borders of the *Rechtsstaat* in the Arab Autumn: Deportation and Law in West Germany, 1972/73,” *German History* 31 (2013): 204-224

Tues. April 2 (Lecture 17): The (Re)Birth of Human Rights

- ❖ Judt, *Postwar*, pp. 559-584
- ❖ #Andrei Sakharov, “Peace, Progress, Human Rights” (Nobel Lecture, December 11, 1975)
- ❖ Václav Havel, “The Power of the Powerless” (1978) [can skim pp. 374-387]

Thurs. April 4 (Lecture 18): Social Movements across the Iron Curtain: Feminism and Environmentalism

- ❖ Judt, *Postwar*, pp. 484-503
- ❖ #Silvia Federici, “Wages against Housework” (1974)

**One-page topic description and list of sources (at least three) for contemporary issue essay due on April 8 at 5 p.m.*

Tues. April 9 (Lecture 19): Immigration, “Race,” and Changing Ethnic Dynamics

- ❖ #May Opitz, Katharina Oguntoye, and Dagmar Shultz, ed., *Showing Our Colors: Afro-German Women Speak Out* (Amherst, MA, 1992) [1986], pp. 204-217 (reflections by Opitz and Oguntoye)
- ❖ Khouma, *I was an Elephant Salesman*, pp. 1-47, 85-138

Thurs. April 11 (Lecture 20): Why did Communism Fall?

- ❖ Judt, *Postwar*, pp. 585-633

Tues. April 16 (Lecture 21): European Unity and Disunity: Post-Communist Transitions and the Origins of the EU

- ❖ Judt, *Postwar*, pp. 637-659, 685-700, 713-722
- ❖ #Primary Source Document: Jeffrey Sachs, “What is to be done?” *The Economist*, January 13, 1990

Thurs. April 18 (Lecture 22): The Yugoslav Wars and Western Responses: Genocide in the “New Europe”

- ❖ Judt, *Postwar*, pp. 666-685
- ❖ Samantha Power, “Srebrenica: Getting Creamed,” in *A Problem from Hell: America and the Age of Genocide* (New York, 2002), pp. 391-442

**Third response paper due by April 18 at 9 a.m.*

Tues. April 23 (Lecture 23): Islam, Diversity, Democracy

- ❖ Scott, *The Politics of the Veil*, chs. 1, 2, 5

Thurs. April 25 (Lecture 24): Crises in the Eurozone

- ❖ Judt, *Postwar*, pp. 723-732
- ❖ #Primary Source Document: Yanis Varoufakis, “Capitalism will eat democracy – unless we speak up” (TED Talk, February 15, 2016)

**Contemporary Issue Essay due Mon. April 29 at 5 p.m.*

Tues. April 30 (Lecture 25): Populism and Challenges to Europe Today

**A review session will be held during reading period in lieu of sections*

**Final exam (3 hours) will take place on Thursday, May 9*