



CAMOSUN COLLEGE
School of Arts & Science
Department of Humanities

HIST-290-001
Special Topics in History – European History since 1945
Fall 2018

COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/hist.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Dr. Christian Lieb
(b) Office hours	Monday and Wednesday 12:30-3:20 or by appointment
(c) Location	Young 323 (Lansdowne)
(d) Phone	250-370-3363
(e) E-mail	LiebC@camosun.bc.ca
(f) Website	http://camosun.ca/learn/programs/history/

2. Intended Learning Outcomes

(If any changes are made to this part, then the Approved Course Description must also be changed and sent through the approval process.)

Upon completion of this course the student will be able to:

1. Identify the critical themes, events and issues relating to the course topic.
2. Evaluate historical changes over time.
3. Critically analyze historical sources.
4. Demonstrate an appreciation of history as a distinct academic discipline.
5. Apply historical information and historical analysis to confront the issues of today's world, establishing a context for the present and comprehending the accomplishments, failures, tensions and issues of the present era.
6. Demonstrate skills in research, and in written and oral communication.

3. Required Materials

- (a) Spencer M. Di Scala, *Europe's Long Century: Society, Politics, and Culture 1945-Present; Volume II* (New York and Oxford: Oxford University Press, 2013).
- (b) Selected readings for discussion groups identified in the course schedule below – all these readings are available online

4. Course Content and Schedule

Lectures: Monday 10:30-12:20 pm in WT-103

Seminar A: Wednesday 10:30-11:20 in E-201

Seminar B: Wednesday 11:30-12:20 in E-201

5. Basis of Student Assessment (Weighting)

Course Description:

The Second World War in Europe, started by Hitler's Germany, was part of the most destructive conflict in world history. However, the defeat of Germany in 1945 quickly led to the division of Europe into two ideologically opposing camps as the wartime alliance between the Anglo-American powers and the Soviet Union disintegrated. The ensuing Cold War created a different world order that made the reconstruction and the political and economic stabilization of Western Europe (including West Germany) a priority of American foreign policy. The Soviet Union, suffering from major wartime devastation, was not able to provide the resources for similar developments in Eastern Europe, resulting, not only in a political, but also an economic division of the continent still visible to the present day. This course, then, explores the history of Europe from the end of the Second World War to the fast economic recovery of Western Europe through international cooperation of countries in organizations such as the European Economic Community and the parallel developments to the East of the "Iron Curtain." The central questions here are, how did European nations overcome the destruction of the war to achieve unprecedented affluence within a surprisingly short time, and how did the Cold War, and ultimately the disintegration of the Soviet Union's control over Eastern Europe, reshape the re-unified continent after 1989?

1) Map Quiz (5%):

There will be take-home map assignments based on a blank map of post-1945 Europe. This quiz is intended to familiarize students with the political geography of the European continent during the Cold War, to enhance the understanding of material covered in this course. More details will be provided on the map sheet which will be available under the course resources on our D2L site.

Map Quiz is due on Monday Sept. 17, 2018.

2) Discussion Groups (20% of final grade):

Since discussion groups only work when students are well-acquainted with the assigned readings, one requirement of the seminars will be to provide a short (minimum one printed page) commentary containing the following points:

- Briefly summarize the primary sources and the one academic journal article (what do they tell us about the topic?)
- Identify the main arguments and themes of the readings
- Write a short paragraph in which you outline the most important question(s) that the readings raised for you.

This will help you to focus your thoughts for the discussions and will train you to identify the main arguments of the texts you read. These short commentaries will not be graded individually, but will assist in determining the quality of your participation (of course, only in addition to your oral contributions during the discussions – see below).

The discussion groups count for 20% of the final grade in the course. You will receive 30% of the discussion grade by being physically present, 30% will be based on the discussion paper (full marks for all papers that fully cover the above points), and 40% will be based on the quality and frequency of your oral participation (with an emphasis on contributions that demonstrate critical engagement with the material).

*******Students who miss more than three seminars will forfeit their entire seminar mark*******

To ensure discussions are effective, students must read and think about the assigned material in advance of coming to class and bring the short paper – see instructions above. In class, students will not only discuss the content of the material but more importantly will discuss their interpretations of the assigned material, the authors' thesis and main points, and, where applicable, the sources and evidence the authors used to make their arguments.

3) **Midterm Exam (15% of final grade):**

The midterm exam will focus on material from lectures, the textbook, and discussion topics covered to that point in the course. It will consist of a combination of multiple choice, short essay, and longer essay questions. The exam will take place in our regular classroom during class time on **Monday October 15, 2018.**

4) **Research Question & Annotated Bibliography (10% of final grade):**

This assignment is a preparatory step towards the research paper. **Choose any one of the personalities before 2000 from the “Biographical Sketches” in your textbook as a basis for your essay topic.** In the first paragraph of this assignment, briefly identify the person you selected. Who is he / she? What was the person’s influence on postwar European politics / culture / society (i.e. why do you think the author of the textbook picked this person to be included in the textbook – in what ways does he or she represent trends in postwar European history)?

Once you have responded to the questions above, please explain what details of the person’s contributions you would like to highlight. What are your intentions for your later research paper? In other words, **what research question and focus will guide your proposed paper?** This part requires some preliminary background research to identify the issues and developments that your selected individual was involved in or represented (i.e. if you chose Klement Gottwald, you would want to read up on the establishment of Communist rule in Czechoslovakia to be able to ask a specific research question about this topic).

The final part of this assignment is to provide a list of a minimum of **four academic and recent secondary sources** (books or articles written by historians published after 1980) from the Camosun and / or UVic library with which you plan to write your research paper. As a general rule, aim for sources that are footnoted and at least 15 pages in length (shorter works will not provide the necessary details you need to support your own argument in the later paper). Avoid the use of online sources since most of them are not peer reviewed (i.e. not academic) and are likely too short. Please list the four secondary sources you found in a bibliography using the History Department Style Guide and add a sentence or two for each source to explain how these will help answer your research question (to use the above example, all the sources should have significant information either on Gottwald or the 1948 Communist takeover in Czechoslovakia).

I will provide more detailed instructions in class before the assignment is due.

The Annotated Bibliography is due at the beginning of class on Monday Oct. 22, 2018.

5) **Research Essay (25% of final grade):**

The research essay will be 1,500 words in length, based on one bibliographical sketch from the textbook and a minimum of four secondary sources (recent academic books and articles – not counting the textbook). The essay will have a thesis statement at the end of the first paragraph (introduction). You should critically analyse the contribution the personality you selected made to developments in postwar European history. The paper will end with a short conclusion summarizing your findings. You need to provide a bibliography on a separate page at the end of the essay, containing only the sources referenced specifically in the footnotes of the essay.

The academic standards of the history department as outlined in the **History Department Style Guide** will apply – i.e. use footnotes to reference your secondary sources. Please provide a separate cover page with your name and student number, the title of the essay, the name and number of the course, and the name of the instructor.

For secondary sources, please use scholarly books or articles from academic journals to support your argument (do not use encyclopaedias, like Wikipedia, or other non-academic sources, such as *History Teacher*, *History Today*, online blogs, etc.). If you find primary sources relating to your topic such as newspaper articles published at the time of the events covered, you are certainly welcome to use these

for your essay, but these should be in addition to the minimum of four secondary sources. More details will be provided in class.

Essay is due at the beginning of class on Monday Nov. 26, 2018.

6) **Final Exam (25% of final grade):**

On the final exam you will be asked to identify and discuss the contexts of major themes covered in the lectures and discussion groups. Therefore, the most effective way to prepare for the exam is to attend all discussion groups and lectures as well as to read the assigned chapters in the textbook and, of course, the discussion readings. In this exam, you will be asked to respond to questions mostly in an essay format. I will give more details towards the end of the course.

The Final Exam will be during the Exam Period, Dec. 10-18, 2018.

Final Mark:

☞ Map Quiz (Sept. 17, 2018)	5 %
☞ Midterm Exam (Oct. 15, 2018)	15 %
☞ Annotated Bibliography (Oct. 22, 2018)	10 %
☞ Discussion groups and small assignments	20 %
☞ Research Paper (Nov. 26, 2018)	25 %
☞ Final Exam (Exam Period: Dec. 10-18, 2018)	25 %

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

Counselling Centre: <http://camosun.ca/services/counselling/>

Disability Resource Centre: <http://camosun.ca/services/drc/>

Learning Skills: <http://camosun.ca/services/learning-skills/index.html>

Writing Centre: <http://camosun.ca/services/writing-centre/>

College Ombudsman: <http://camosun.ca/about/ombudsman/>

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and

writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

10. Class Schedule:

Note: This schedule is subject to minor changes – the instructor will discuss any changes at the beginning of each class. The Course Readings List is included in this course outline.

Week 1 (Sept. 3-9)

Wed. Sept. 5 Introduction and course business

Week 2 (Sept. 10-16)

Mon. Sept. 10 **LECTURE:** Resistance and Cooperation in Nazi-occupied countries.

Wed. Sept. 12 **SEMINAR: Week 2:** Nazi Occupation Policies

ON D2L: 📖 Chad Bryant, “Either German or Czech: Fixing Nationality in Bohemia and Moravia, 1939-1946,” in: *Slavic Review*, vol. 61, no. 4 (Winter, 2002), p. 683-706.

Week 3 (Sept. 17-23)

Mon. Sept. 17 **LECTURE:** The Division of Postwar Europe.

📖 Di Scala, *Europe’s Long Century*, p. 471-496.

👉 **Map Quiz due at beginning of class**

Wed. Sept. 19 **SEMINAR: Week 3:** Politics of Ethnicity in Postwar Europe.

ON D2L: 📖 Glenda Sluga, “Trieste: Ethnicity and the Cold War, 1945-54” in: *Journal of Contemporary History*, vol. 29, no. 2 (April 1994), p. 285-303.

Week 4 (Sept. 24-30)

Mon. Sept. 24 **LECTURE:** Economic Integration and Political Stabilization in Western Europe.

📖 Di Scala, *Europe’s Long Century*, p. 499-523.

Wed. Sept. 26 **SEMINAR: Week 4:**

ON D2L: 📖 Nelleke Bakker and Janneke Wubs, “A Mysterious Success: Doctor Spock and the Netherlands in the 1950s,” *Paedagogica Historica* [Belgium], vol. 38, no. 1 (2002), p. 209-226.

Week 5 (Oct. 1-7)

Mon. Oct. 1 **LECTURE:** Establishing and Maintaining Soviet Control over Eastern Europe, 1945-1956.

📖 Di Scala, *Europe’s Long Century*, p. 562-601.

Wed. Oct. 3 **SEMINAR: Week 5: Hungarian Uprising, 1956**

ON D2L: 📖 Csaba Békés, “The 1956 Hungarian Revolution and the Great Powers,” in: *Journal of Communist Studies and Transition Politics* 13, no. 2 (June 1997), p. 51-66.

Week 6 (Oct. 8-14)


Mon. Oct. 8 **Thanksgiving Monday** – no classes

Wed. Oct. 10 **SEMINAR: Week 6: Library Research Seminar**

Week 7 (Oct. 15-21)

Mon. Oct. 15 **MIDTERM EXAM**, 1 hour, 50 minutes

Wed. Oct. 17 **SEMINAR: Week 7: How to write a research paper**

ON D2L:  History Department Style Guide and Short Guide for Writing Research Papers (both on D2L)

Week 8 (Oct. 22-28)

Mon. Oct. 22 **LECTURE:** Decolonization of European Overseas Possessions.

 Di Scala, *Europe's Long Century*, p. 545-559.

 **Annotated Bibliography due at beginning of class**

Wed. Oct. 24 **SEMINAR: Week 8:**


ON D2L:  Martin Alexander & J. F. V. Keiger, "France and the Algerian War: Strategy, Operations and Diplomacy," *Journal of Strategic Studies* 25, no. 2 (2002), p. 1-32.

Week 9 (Oct. 29-Nov. 4)

Mon. Oct. 29 **LECTURE:** Failure of EFTA and Expansion of the European Community.

 Di Scala, *Europe's Long Century*, p. 528-541.

Wed. Oct. 31 **SEMINAR: Week 9:**


ON D2L:  Michael Gehler, "The Road to Brussels: Austria's Integration Policy, 1955-1972," *Diplomacy & Statecraft* 13, no. 1 (March 2002), p. 153-190.

Week 10 (Nov. 5-11)

Mon. Nov. 5 **LECTURE:** Western Economic Prosperity and 1968 Youth Revolts

 Di Scala, *Europe's Long Century*, p. 628-639.


Wed. Nov. 7 **SEMINAR: Week 10: Western Europe's New Affluence**

ON D2L:  Stephen Gundle, "Hollywood Glamour and Mass Consumption in Postwar Italy," *Journal of Cold War Studies*, vol. 4, no. 3 (2002), p. 95-118.

Week 11 (Nov. 12-18)


Mon. Nov. 12 **Remembrance Day Monday** – no classes

Wed. Nov. 14 **Seminar: Week 11:**


ON D2L:  Dagmar Herzog, "Sexual Morality in 1960s West Germany," *German History* 23, no. 3 (2005), p. 371-384.

Week 12 (Nov. 19-25)

Mon. Nov. 19 **LECTURE:** The End of the Cold War, 1970-1990.

 Di Scala, *Europe's Long Century*, 641-656.

Wed. Nov. 21 **SEMINAR: Week 12: The Break-up of Yugoslavia**

ON D2L:  Anthony Oberschall, "The manipulation of ethnicity: from ethnic cooperation to violence and war in Yugoslavia," in: *Ethnic and Racial Studies* 23, no. 6 (November 2000), p. 982-1001.

Week 13 (Nov. 26-Dec. 2)

Mon. Nov. 26 LECTURE: Economic Challenges and Political Change in the West, 1970s and 1980s.

📖 Di Scala, *Europe's Long Century*, p. 604-625.

👉 **Research Paper due (beginning of class)**

Wed. Nov. 28 SEMINAR: Week 13:

ON D2L: 📖 Michael Cox, "Another Transatlantic Split? American and European Narratives and the End of the Cold War," *Cold War History* 7, no. 1 (February 2007), p. 121-146.

Week 14 (Dec. 3-9)

Mon. Dec. 3 LECTURE: Europe in a Global Age: Problems and Prospects.

📖 Di Scala, *Europe's Long Century*, p. 747-777.

Wed. Dec. 5 SEMINAR: Week 14: Exam Review

Dec. 10-18 FINAL EXAM PERIOD – EXAM DATES WILL BE ANNOUNCED ON CAMLINK LATER IN THE TERM. *Please do not make plans (or have a family member make plans on your behalf) for the December holiday break until you know the dates for your exams.*