EUROPE IN THE AGE OF THE COLD WAR
Fall 2023
HIST 337-001
MWF 12:30-1:20pm, in person

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Office Hours Wednesdays 11:30-12:30pm or by appointment. The best way to get in touch with me is via email. I will try to respond to your email within 48 hours. If I will be unavailable for a longer stretch of time, I will let eh class know in an announcement.

Office Hours can be booked at the following link:
https://outlook.office365.com/owa/calendar/ChristopherEwingHistoryOfficeHours@purdue.edu/bookings/.

Course Description

The overarching popular narrative of Europe after the Second World War is one of success, in which Europe – particularly western Europe – emerged from the rubble to creating wealthy and thriving democracies in the place of fascist dictatorships. However, as many historians, journalists, filmmakers, artists, and political commentators have shown time and again, the story is much more complicated than that. This course will examine the history of Europe – both "East" and "West" – since 1945 to untangle many of these complications. Moving chronologically, we will focus on political, social, and cultural aspects of postwar European history, charting both the political trajectory of Europe through the Cold War and its aftermath, as well as the experiences of Europe's residents as they encountered threats of nuclear warfare, decolonization, establishment and subsequent dismantling of social democracy, and political revolutions. In so doing, we will situate Europe in its global context, showing how not only what happened in Europe had global ramifications, but also how events around the world shaped the lives and experiences of Europeans.

Learning Outcomes

By the end of the course, students will be able to:

- Explain broad themes in postwar European history, including the the Cold War as geopolitical process and a historical framework, the role of decolonization in shaping European politics, the impact of social movements, and the distinctions and overlaps between different economic systems.

- Read historical scholarship for arguments, evidence, and contributions to the field and assess their effectiveness in these areas.

- Craft a persuasive argument supported by primary and secondary source evidence that makes an intervention into the historical literature on a chosen topic.

- Interpret a diverse range of historical sources and assess their utility in understanding the past, paying attention to form, perspective, and limitations.

- Present historical research clearly and accessibly to different audiences using a variety of media formats.

Course Materials

All course readings will be accessible on Brightspace. Audiovisual material can be found via weblink on both the syllabus and on Brightspace. Students will be required to bring a hard copy of the week's readings to class.

Assignments

In addition to providing you a thorough account of European history after 1945, this course will also teach you how to craft historical scholarship by developing interpretions of diverse source material into persuasive arguments that are in conversation with other historians. The assignments are therefore designed in service of constructing a final research paper on a topic of your choosing

The purpose of this track is to develop a final research paper based on primary source research. Although this is the most traditional of the three tracks, you are encouraged to choose a topic that grasps your interest, as long as it pertains to the intersection of sex and mobility/travel. The following assignments will then guide you in the development of an original research question, primary source research, and the creation of a persuasive argument backed by primary sources in written form.

Proposal (15%): The first step of this project is to draft a research proposal. This is essentially your "pitch," in which you explain to me what topic you plan to examine, the central research question based on the work other historians/scholars have done, and how you're going to locate primary sources. At this point, you should have no fewer than **five** secondary sources and a clear plan of primary source research. Proposals should be no more than two pages. **Due by Sunday, September 10, at 11:59pm.**

Pitch Meeting (5%): During the week of October 9, and in place of regularly scheduled classes, all students will be required to sign up for individual meetings with me, in which they will pitch their revised research topic. Students will be graded on ability to concisely and convincingly describe not only their research plan, but also its intended importance to their study. This will also be a chance for students to receive feedback on their projects.

Abstract and Outline (20%): Prior to submitting your final paper, you will be asked to turn in a 300 word abstract along with a 2-3 page outline that lays out the structure of your paper. The abstract should be a summary of the paper and clearly explain your central argument. The outline should then lay out the structure, showing how you plan to organize your primary source evidence to support your main argument. **Due by Sunday, October 22, at 11:59pm**

Final Paper (35%): This is the main event! Your final paper should be 7-10 pages long, have a clear and original argument, explain the state of the field, and marshal primary source evidence to support your argument. Your paper should be based on no fewer than five scholarly, secondary sources and about 15 newspaper article-length primary sources. You don't have to use newspaper articles (you could, for example, use films, interviews, images), but the amount of primary source material should be roughly equivalent in length and scope to 15 newspaper articles. **Due by Monday, December 11, at 11:59pm**

Participation (15%): You will be asked to attend each class having done the requisite reading in full. On certain days, you will also be asked to watch a film before class as well. I'm less interested, however, in you reaching the "right" answer (there often isn't a right answer) than in you actively engaging with the readings and with your peers.

Reading analyses: (10%) Before class each Wednesday, you will be asked to respond to a discussion prompt on Brightspace based on the readings. These responses should be two paragraphs long and demonstrate clear engagement with the reading, beyond simple summary. Your response may take the form of a reply to a classmate's post.

Attendance: Attendance for this class is required. Purdue's policy regarding excused absences can be found on the following page https://www.purdue.edu/advocacy/students/absence-policies.html. Additional absences may be excused at the instructor's discretion. Should you be unable to attend a class, please discuss with me in advance. Unexcused absences will result in deduction from your participation grade.

Course Grades
Taken together, the number of points you earn for both your written assignments and engagement will constitute your final grade in the course. These points will translate into the following letter grades:

93-100 = A
90-92.9 = A-
87-89.9 = B+
83-86.9 = B
80-82.9 = B-
77-79.9 = C+
73-76.9 = C
70-72.9 = C-
67-69.9 = D+
63-66.9 = D
60-62.9 = D-
<60 = F

Academic Integrity
> **Plagiarism:** Plagiarism is intellectual theft. In base terms, it involves passing off the work of someone else as your own, original material. Examples include but are not limited to: copying and pasting from a secondary source (e.g. scholarly article, news website) without the usage of proper citation; submitting work that someone else wrote, either through a paid service or otherwise; recycling your own work from previous classes; or paraphrasing someone else's ideas without proper citation. Should you plagiarize, you should expect to fail both the assignment and the course. You will also be reported to the Office of Student Rights and Responsibilities (OSSR) for review at the university level.
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> **AI Chatbot Usage:** The use of chatbots to produce writing is strictly prohibited. While this tool can be useful in historical scholarship, and we will discuss potential ways in which it can facilitate the production of original text, it is not to be used to write text for you. This is true for all assignments.

Accessibility, Inclusivity, and Mental Health

- Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. More details are available on our course Brightspace space under University Policies (in the Content section).

- In service of valuing the inherent worth and dignity of every person, students will be referred to using the name and pronouns that they provide during the first week of class. Should those change over the course of the semester, students are welcome to update them at their discretion.

- Purdue University maintains a commitment to freedom of expression. A fundamental part of historical scholarship is debate and disagreement. As we move through this course, students are encouraged to voice different or even contradictory opinions while simultaneously maintaining mutual respect.

- Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center

at: drc@purdue.edu or by phone: 765-494-1247. More details are available on our course Brightspace under Accessibility Information.

- **If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try** WellTrack**.** Sign in and find information and tools at your fingertips, available to you at any time.

- **If you need support and information about options and resources**, please contact or see the Office of the Dean of Students. Call 765-494-1747. Hours of operation are M-F, 8 a.m.- 5 p.m.

- **If you find yourself struggling to find a healthy balance between academics, social life, stress**, etc., sign up for free one-on-one virtual or in-person sessions with a Purdue Wellness Coach at RecWell. Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is free and can be done on BoilerConnect.

- **If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students.** If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office on the second floor of the Purdue University Student Health Center (PUSH) during business hours.

Emergency Preparedness
In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. You are expected to read your @purdue.edu email on a frequent basis.
A link to Purdue's Information on Emergency Preparation and Planning is located on our Brightspace under "University Policies and Statements." This website covers topics such as Severe Weather Guidance, Emergency Plans, and a place to sign up for the Emergency Warning Notification System. I encourage you to download and review the *Emergency Preparedness for Classrooms document (PDF) or (Word)*.
The first day of class, I will review the Emergency Preparedness plan for our specific classroom, following Purdue's required Emergency Preparedness Briefing. Please make note of items like:
- The location to where we will proceed after evacuating the building if we hear a fire alarm.
- The location of our Shelter in Place in the event of a tornado warning.
- The location of our Shelter in Place in the event of an active threat such as a shooting.

Basic Needs Security
Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. There is no appointment needed and Student Support Services is available to serve students 8 a.m.-5 p.m. Monday through Friday.

Course and Reading Schedule:

Date	Readings	Assignments
Week 1		
Monday, 8/21	Introductions	
Wednesday, 8/23	Assigned Film: *Somewhere in Berlin* (1946) dir. Gerhard Lamprecht. Available on Kanopy via the Purdue Libraries	Sign-up Sheet Reading analysis 1
Friday, 8/25	Workshop: Reading Historical Scholarship	
Week 2: Creating the Cold War		

Monday, 8/28	Lecture: The Berlin Airlift, NATO, and the Warsaw Pact	
Wednesday, 8/30	Molly Pucci, "The Anatomy of Stalinist Police States: Blanket Surveillance Networks in Communist Czechoslovakia and Poland, 1949-1952," *Journal of Cold War Studies* 23 no. 4 (2021): 95-123	Reading analysis 2
Friday, 9/1	Workshop: Paper Proposals	
Week 3: Eastern European Uprisings		
Monday, 9/4	**NO CLASS: Labor Day**	
Wednesday, 9/6	Lecture/Discussion: East Germany, 1953 and Hungary, 1956	No reading analysis
Friday, 9/8	Workshop: Sources	Paper Proposals due by Sunday, 9/10 at 11:59pm
Week 4: The Welfare State and Social Conservatism		
Monday, 9/11	Lecture: The reconstruction of European economies after 1945	
Wednesday, 9/13	Lauren Stokes, "The Permanent Refugee Crisis in the Federal Republic of Germany, 1949-," *Central European History* 52 (2019), 19-44	Reading analysis 3
Friday, 9/15	Workshop: Historical Debate and Disagreement	
Week 5: Decolonization		
Monday, 9/18	Library Workshop	Last day to withdraw with a grade of W, or add/modify a course
Wednesday, 9/20	Lecture: The Algerian War and the Suez Crisis	
Friday, 9/22	Todd Shepard, *The Invention of Decolonization: The Algerian War and the Remaking of France* (Ithaca, NY: Cornell University Press, 2008), ch. 2	Reading analysis 4
Week 6: European Integration		
Monday, 9/25	Lecture: Forming the European Community	
Wednesday, 9/27	Megan Brown, *The Seventh Member State: Algeria, France, and the European Community* (Cambridge, MA: Harvard University Press, 2022), ch 2	Reading analysis 5
Friday, 9/29	Workshop: Crafting a Historical Argument	
Week 7: Student Protests		
Monday, 10/2	Lecture: Paris and Prague in 1968	
Wednesday, 10/4	*In the Intense Now* (2017) dir. João Moreira Salles https://www.ovid.tv/videos/in-the-intense-now **NOTE: You will need to enroll in ovid.tv's 7-day free trial to watch the video**	Reading analysis 6
Friday, 10/6	**NO CLASS: Instructor Out of Town**	
Week 8: Pitch Meetings		
Monday, 10/9	**NO CLASS: Fall Break**	

Wednesday, 10/11	Pitch meetings: Schedule on Microsoft Bookings	
Friday, 10/13	Pitch meetings: Schedule on Microsoft Bookings	
Week 9: Outline Preparation		
Monday, 10/16	Pitch meetings: Schedule on Microsoft Bookings	
Wednesday, 10/18	Pitch meetings: Schedule on Microsoft Bookings	
Friday, 10/20	Pitch meetings: Schedule on Microsoft Bookings	Abstracts and outlines due Sunday 10/22 by 11:59pm
Week 10: The Oil Shock and Stagflation		
Monday, 10/23	Lecture: Constructing the World Economy after 1945	
Wednesday, 10/25	Nuno Luis Madureira, "Waiting for the Energy Crisis: Europe and the United States on the Eve of the first Oil Shock," Historical Social Research / Historische Sozialforschung 39 no. 4 (2014), 70-93	Reading analysis 7
Friday, 10/27	Workshop: Citation	
Week 11: Offshore Europe		
Monday, 10/30	Archival Workshop with Dr. Adriana Harmeyer, Meet in Swaim Instruction Room, HSSE Library	
Wednesday, 11/1	Chelsea Schields, *Offshore Attachments: Oil and Intimacy in the Caribbean* (Oakland, CA: University of California Press, 2023), ch. 5	Prepare two questions for Dr. Schields' visit
Friday, 11/3	**Workshop with Dr. Chelsea Schields**	
Week 12: Eastern European Stagnation		
Monday, 11/6	Lecture: Economic stagnation and the emergency of the Solidarity movement in Poland	
Wednesday, 11/8	Sonja D. Schmid, *Producing Power: The Chernobyl History of the Soviet Nuclear Industry* (Cambridge, MA: MIT Press, 2015), chs. 1 and 5	Reading analysis 8
Friday, 11/10	Workshop: History Writing	
Week 13: Thatcher's Britannia		
Monday, 11/13	Lecture: The UK in the 1980s and the birth of punk	
Wednesday, 11/15	Dorian Lynskey, "Margaret Thatcher: The Villain of Political Pop" (2013)	Reading analysis 9
Friday, 11/17	Workshop: Historical Writing	
Week 14: The Collapse of the Eastern Bloc		
Monday, 11/20	Lecture: 1989 in Germany, Poland, and the Soviet Union	
Wednesday, 11/22	**NO CLASS: Thanksgiving Break**	
Friday, 11/24	**NO CLASS: Thanksgiving Break**	
Week 15: The Breakup of Yugoslavia		
Monday, 11/27	Lecture: The Yugoslav Wars, 1990-1999	

Wednesday, 11/29	Sabrina Ramet, "Disputes about the Dissolution of Yugoslavia and its Wake" in *Debating the End of Yugoslavia*, ed. Florian Bieber et al. (Surrey, UK: Ashgate, 2014)	Reading analysis 10
Friday, 12/1	Workshop: Group Write	
Week 16: The Ukraine War		
Monday, 12/4	Lecture: Ukraine after 1990	
Wednesday, 12/6	*Mariupolis*, dir. Mantas Kvedaravičius Available for rent at: https://www.takflix.com/en/films/mariupolis	No reading analysis due
Friday, 12/8	Workshop: Final Paper Group Write	
Final Papers Due 12/11		

Technology Requirements

● Participants need access to a personal computer (Mac or Windows) and the Internet for major amounts of time for this course.

● Browser that is compatible with Brightspace.

● Your computer will need speakers to hear sound for videos and audio files.

● You will need access to word processing software such as Microsoft Word or Google Docs. Please note that any software that you use must be able to save files as Microsoft files (example *.doc or *.docx) or PDF.

● Adobe Acrobat Reader or an equivalent PDF reader.

● A webcam and microphone on your computer. A cell phone camera and microphone may suffice depending on the quality of the cell phone. It is your responsibility to ensure your cell phone and microphone is able to allow for real time video conferencing and video and audio recording.