

Term Information

Effective Term Spring 2023
Previous Value Autumn 2019

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding MMI theme to course (one of the initial courses proposed for this new theme)

What is the rationale for the proposed change(s)?

this course is a good fit for the MMI theme

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area History
Fiscal Unit/Academic Org History - D0557
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3254
Course Title Europe Since 1950
Transcript Abbreviation Europe 1950-Pres
Course Description Europe from Division to Unification.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Previous Value Yes, Greater or equal to 50% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx, or permission of instructor.
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0103
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors); Migration, Mobility, and Immobility

The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students will be able to identify central political, economic, social, and cultural phenomena as they relate to youth experience in contemporary Europe, and relate them to broader historical themes, our society, and students' individual lives.
Content Topic List	<ul style="list-style-type: none">• Politics• Society• Culture• International relations• Economics• European Union• Welfare state• Decolonization• The Cold War• Berlin Wall
Sought Concurrence	No

COURSE CHANGE REQUEST
3254 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/06/2022

Attachments

- History 3254 for MMI GE Theme.docx: Syllabus
(Syllabus. Owner: Getson, Jennifer L.)
- History 3254 MMI Theme Course Submission Form.docx: GE Form
(Other Supporting Documentation. Owner: Getson, Jennifer L.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	06/28/2022 04:07 PM	Submitted for Approval
Approved	Soland, Birgitte	06/28/2022 04:15 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/06/2022 12:47 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/06/2022 12:47 PM	ASCCAO Approval

History 3254: Europe Since 1950
From the Iron Curtain to Fortress Europe
 Dr. Theodora Dragostinova

Class times: Wednesdays & Fridays, 12:45-2:05pm
Office Hours: Wednesday, 1:30-3:30pm & by appointment
 Contact: dragostinova.1@osu.edu

Class description:

This upper-level course explores the post-World War II history of Europe through the examination of several discrete themes: the rebuilding of the continent after the war; the origins and development of the Cold War in Europe; the notion of Iron Curtain as part of Cold War rhetoric and practice; the end of European empires and the Cold War in the Third World; postcolonial and labor migrations and the making of multicultural Europe; protest movements and youth counterculture; European economic and political integration before and after 1989; the emergence of the notion of Fortress Europe in relation to migration within and to the old continent; and changes in historical memory and European identities over time. Tracing developments both in Western and Eastern Europe comparatively, the class interrogates the shifting meanings of West, East, and Europe from the Cold War until today.

Objectives and learning outcomes:

This course fulfills the general requirements and expected learning outcomes for GE Themes.

Themes: General		
Goals	Expected Learning Outcomes	In this course
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.	1.1. Engage in critical and logical thinking about the topic or idea of the theme.	In this course, students... 1.1. Examine in <i>greater factual detail</i> key developments in postwar Europe and read and discuss <i>multiple scholarly interpretations</i> of historians, political scientists, sociologists, cultural studies scholars, writers, film makers, artists etc. to gain a deeper understanding of this historical period.
	1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.	1.2. Read cutting-edge scholarship, participate in regular in-class discussions, and complete varied writing assignments to develop critical and logical thinking about the topic.
GOAL 2: GOAL: Successful students will integrate approaches to the theme by making connections to out-of-	2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.	2.1. Engage in the exploration of each weekly topic through a combination of lectures, readings, films, discussions, and writing assignments to learn how to identify and describe an issue, articulate an argument, find evidence, and synthesize views or experiences orally and in writing.

<p>classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.</p>	<p>2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>2.2. Gain a rigorous, critical, and self-aware engagement not only with European history, but also with key issues relevant to all global citizens, such as the meaning and role of ideology, protest, economic instability, violence, physical and social mobility, migration, human agency, historical memory, citizenship, and identity.</p>
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This course fulfills the specific requirements and expected learning outcomes for the GE Theme: Migration, Mobility, and Immobility (thereafter, MMI).

Themes: Migration, Mobility, and Immobility		
Goals	Expected Learning Outcomes	Related course content
<p>GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.</p>	<p>Successful students are able to...</p> <p>1.1. Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility (thereafter, MMI).</p>	<p>In this course, students...</p> <p>1.1. Study diverse manifestations of MMI in Europe from 1945 on and analyze their (geo)political, socioeconomic, family, and cultural causes in various European countries and migrant communities.</p>
	<p>1.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.</p>	<p>1.2. Study diverse experiences of MMI in postwar Europe through five key themes:</p> <ul style="list-style-type: none"> • Cold War lack of mobility between East & West; • freedom of movement in the EEC & EU; • labor and postcolonial migrations; • post-Cold War East-West and South-North migrations; and • post-2008 restrictions on refugees and migrants. <p>Engage with MMI in Europe across geographical region, socioeconomic status, or racial, ethnic, national, and religious background to understand conflicting ideas of MMI as both the level of migration policy and the lived experience of migrants and movers.</p>
<p>GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to</p>	<p>2.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.</p>	<p>2.1. Discuss and analyze diverse attitudes and beliefs related to MMI, such as freedom of movement as a key European value; the legacy of the Holocaust as an aspect of forced migration and genocide; or the origins of anti-Black and anti-Muslims attitudes in Europe as related to migration.</p>

<p>understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.</p>	<p>2.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.</p>	<p>2.2. Read, watch, and describe multiple scholarly and artistic interpretations of historians, political scientists, sociologists, cultural studies scholars, writers, film makers, artists etc. on aspects of MMI.</p> <p>Critique conventions related to MMI, such as Cold War “captivity” of Eastern Europe, migration as “invasion,” differences between immigrants, refugees, and asylum-seekers, integration vs. assimilation, etc.</p>
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In sum, this class examines migration, mobility, and immobility as central concepts in the historical development of contemporary Europe from 1945 until today, by exploring five interrelated topics:

- 1) the idea of the Iron Curtain and the notion of Eastern European captivity, or lack of mobility, as key concepts associated with the Cold War;
- 2) the emergence of the European Economic Community in the 1950s, and later the European Union in the 1990s, as supranational organizations based on the idea of freedom of movement of people, capital, labor, and ideas;
- 3) the labor and postcolonial migration to Europe after 1945, which transformed Europe from a continent of emigration into a continent of immigration;
- 4) the politicization of the concepts of genocide and ethnic cleansing in the contexts of postcolonial violence, the Holocaust, and the Yugoslav civil wars of the 1990s;
- 5) the increase in East-West and South-North migrations after 1989 and growing restrictions on immigration that earned the old continent the name Fortress Europe.

By reading and debating multiple perspectives on these historical developments and writing multiple assignments engaging with these ideas, students will gain a solid understanding how migration, mobility, and immobility were critical in the emergence of contemporary Europe and its place in the global order, and how politicians, activists, ordinary people, scholars, novelists, filmmakers, and others have tackled these topics.

All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair of the Department of History after that time. Enrolling officially and on time is solely the responsibility of the student.

Required readings:

Please make sure you purchase these three books (listed in the order we will read them). I have placed an order with the OSU Barnes & Noble, but used copies are widely available.

Peter Schneider, *The Wall Jumper: A Berlin Story* (Pantheon Books, 1983).

Buchi Emecheta, *Second-Class Citizen* (George Braziller, 1983).

Alexandar Hemon, *The Book of My Lives* (Picador, 2014).

All other readings – book chapters, articles, and excerpts from primary sources – will be made available on CARMEN.

Required films will be made available through the Secured Media Library website:
<https://resourcecenter.odee.osu.edu/secured-media-library>

Course requirements and assignments:

To be successful in this class, you need to follow these guidelines:

- Print out the syllabus and keep it handy. Know the class policies!
- Complete all weekly readings and come to class prepared to participate in discussion.
- Know your deadlines and complete your assignments promptly.
- Know that you will have some sort of written work every week!
- Speak to me proactively about any concerns. I am always available!

The assignments for this class include:

1. Reflection papers (complete 7 of 9 options): 30% (roughly 4.25% each)
2. Two midterm essay exams: 40% (20% each; complete 2 of 3 options, retakes allowed)
3. Final essay exam: 20%
4. Participation in discussion: 10%

1. You will complete **seven (7) out of nine (9) reflection papers** (30% of final grade, roughly 4.25% each), which will engage the readings; each response should be about **500 words/1.5 double-spaced pages** in length and use examples and quotations (with page numbers) from the readings. All reflections must be posted on Carmen by 12:00pm (noon) on the days they are due (which will allow me to review them before class). No late reflections will be accepted!

I will grade the reflection papers according to this scale:

- A (90-100) for excellent engagement with the texts, including use of examples/quotations
- B (80-89) for fine engagement with the texts, but possibly without examples/quotations
- C (70-79) for adequate engagement with the texts, but too short or general
- I reserve the right to give lower grades if the reflections do not engage the questions
- Missing responses (over your allowable limit of two) will receive a zero (0)

2. You will complete **two (2) 5-page midterm essay exam** (20% of final grade each) on topics and readings discussed in class. Additional information will be provided in class.

You may choose one (2) out of three (3) **midterm essay exam** options during the semester. If you are not satisfied with one of your grades, I will allow you to do the third exam and drop your lowest grade.

3. You will complete a **final 5-page essay exam** (20% of final grade), which will be cumulative in nature and will ask you to discuss broader ideas related to the class as a whole.

4. I will evaluate your **participation in discussion** (10% of final grade) using this grading scale:

- A (95-100) for regular, insightful engagement of the readings and class themes
- B+ (88-92) for generally insightful yet sporadic class engagement
- B (82-85) for occasional participation in class engagement and/or general comments
- B- (80) for good attendance, but rare attempt to engage in class discussion

While I do not expect to give any grades below 80 in this category, I reserve the right to give you a lower grade if (1) you never speak in class and you never make an effort to seek me out during my office hours or via email; or (2) you exhibit disruptive or disrespectful behavior.

Grade distribution and grading policies:

A: 93 and above	B-: 80-82.9	D+: 67-69.9
A-: 90-92.9	C+: 77-79.9	D: 60-66.9
B+: 87-89.9	C: 73-76.9	E: below 60
B: 83-86.9	C-: 70-72.9	

Any grade complaints should be made in writing no sooner than 24 hours after the grades are distributed but within a week of the grade posting. For additional information regarding grade complaints, please see below.

Attendance and late assignments:

I am only going to take attendance in class to learn your names, but know that you cannot do well in this class unless you attend regularly.

Please note that you have flexibility with your assignments; you are asked to complete 7 out of 9 reflection papers and 2 out of 3 midterm essay exams. For that reason, I ask that you **follow all deadline requirements** and complete the assignments on the days indicated. I will follow these policies:

- I will not accept late **reflection papers** unless we have a prior agreement or you present me with documentation.
- **Essay exams** are due on the day indicated; late submissions will be penalized a letter-grade a day, unless you present me with documentation.

Communication:

The quickest way to contact me is by email, and you may expect a reply within 24 hours (except weekends). Please use formal English, address me appropriately, go straight to your question, sign your message, and include an appropriate the subject line.

You may also visit me in my virtual office hours, but I ask that you sign up for a timeslot using Calendly (all links are available on Carmen). I am happy to meet in person before or after class, but please email me to make arrangements!

Course technology:

During the last three semesters, all of us have become dependent on electronic devices, so I encourage you to use this class to disconnect electronically and reconnect socially and intellectually.

Feel free to bring a laptop or a tablet to consult the readings or brainstorm engagement ideas. Yet, I ask that you put away those devices when not in use.

I also strongly encourage you to take notes by hand, as evidence has conclusively shown that people process information better taking notes by hand rather than typing everything they hear.

Academic misconduct and plagiarism:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with

examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). See the Code of Student Conduct: <https://trustees.osu.edu/rules/code-of-student-conduct/3335-23-04.html>

Grade Grievances and Other Academic Complaints

Students with complaints about courses, grades, and related matters should first bring the matter to the instructor. If the student and the instructor cannot arrive at a mutually agreeable settlement, the student may take the complaint to the vice chair of the department, David Brakke (.2), who will investigate the matter fully and attempt to resolve it. If the vice chair is involved, the student should contact the department chair, Scott Levi (.18). The student may appeal further to the College of Arts and Sciences. Any student with a grievance may seek advice from the department's grievance resource officer, Birgitte Soland (.1). For additional information see the Office of Undergraduate Education (<https://ugeducation.osu.edu/complaint-grievance-and-appeal-procedures/>) and the Office of Student Life: Student Advocacy Center (<https://advocacy.osu.edu/academic-enrollment/grade-grievance/>).

Disability:

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

CLASS SCHEDULE

I have highlighted all relevant classes, readings, and assignments: 18 out of the 26 classes directly engage with MMI while the rest provide critical historical context

THEME 1: POSTWAR REBUILDING & THE COLD WAR

WEEK 1 (August 25 and 27): 1945, Year Zero?

- Wednesday: Introduction: Class policies and themes
- Friday: Hour Zero? Europe in ruins at the end of WWII
Readings: Stefan-Ludwig Hoffmann, “Germany is No More: Defeat, Occupation, and the Postwar Order,” *Oxford Handbook of Modern German History* (Oxford, 2011).
Watch on the Secured Media Library: *Germany, Year Zero* (Roberto Rossellini, 1948).

WEEK 2 (September 1 and 3): Rebuilding

- Wednesday: Resurrecting democracy in Western Europe
Readings: Geoff Eley, “Corporatism and the Social Democratic Moment: The Postwar Settlement, 1945-1973,” *Oxford Handbook of Postwar European History* (Oxford, 2012).
Primary source: The Beveridge report, 1942 (text and context on Carmen)
- Friday: The appeal of communism in Eastern Europe
Readings: Primary source: Heda Margolius Kovaly, *Under a Cruel Star: A Life in Prague, 1941-1968* (Holmes & Meier, 1997), excerpts.

Reflection paper #1 due on Friday by noon (before class): The appeal of left alternatives

WEEK 3 (September 8 and 10): The Cold War

- Wednesday: **Cold War politics: West vs. East across the Iron Curtain**
Readings: Primary sources: Multiple political exchanges between the US, Britain, and USSR, including **Churchill’s Iron Curtain speech from 1946** (Marked “CW”)

Optional for context – David Engerman, “Ideology and the Origins of the Cold War,” in *Cambridge History of the Cold War* (Cambridge UP, 2010) - read pp. 20-24 & 31-43

- Friday: **Cold War ways of life: Consumerism and technology defy ideology**
Readings: Philipp Gassert, “The Spectre of Americanization: Western Europe in the American Century,” *Oxford Handbook of Postwar European History* (Oxford, 2012) – read pp. 1-9, rest is optional.
“Introduction: Kitchens as Technology and Politics” in Ruth Oldenziel and Karin Zachmann, eds. *Cold War Kitchen: Americanization, Technology, and European Users* (MIT press, 2011) – read pp. 1-10
Primary source: We will watch in class “The Kitchen Debate” between Nixon and Khrushchev: <https://www.youtube.com/watch?v=-CvQOUneCy4>

Reflection paper #2 due on Friday by noon (before class): Cold War ways of life

In addition to high politics, the Cold War also influenced the way people thought about their everyday life – from technology and consumer goods to film, music, dress, and even kitchens.

In what ways does the perspective of everyday life add a different layer in our understanding of the Cold War as a neat division between East and West across an alleged Iron Curtain? Specifically, what was the role of technology as a communication tool between East and West? Why did the kitchen become such a potent symbols of the differences and similarities across the two blocs?

Please think about the perspective of lived experience vs. high politics: how does the perspective of everyday life allow us to questions political narratives of a clear-cut Iron Curtain?

Start reading Schneider, *The Wall Jumper: A Berlin Story*

WEEK 4 (September 15 and 17): Iron Curtains

- Wednesday: Cold War divisions: Germany and the Berlin Wall
Readings: Primary sources marked “Berlin Wall” (Multiple exchanges on the building of the Berlin Wall in 1961 and lethal attempts of Germans to “jump” it)
Watch videos on the Berlin Wall linked in Carmen.

Optional for context – Andrew Port, “Democracy and Dictatorship in the Cold War: The Two Germanies, 1949-1961,” *Oxford Handbook of Modern German History* (Oxford, 2011), pp. 1-15, rest is optional.

- Friday: The Iron Curtain: The “wall in the head”
Readings: Schneider, *The Wall Jumper: A Berlin Story* (entire)

Reflection paper #3 due on Friday by noon (before class): The “wall in the head”—living across the Iron Curtain

In his novel, *The Wall Jumper*, Peter Schneider tells the stories of people living in a divided country and having to make daily decisions how to lead their lives on either side of the Wall. In your reading of the book, how did the Wall shape the very fabric of existence of people in both East and West? Were people able to adjust to the division? Were those in the East or those in the West affected more by the Wall? What did Schneider mean when he spoke, famously, about “the Wall in our heads” (p. 119)?

Please first engage the general questions related to the nature of living on either side of a wall and then provide three examples of people’s experiences that struck you the most. Note: While this is obviously a book about divided Germany and the Berlin Wall, please also think about the universal, existential implications of living in a world defined by walls.

WEEK 5 (September 22 and 24): European integration and identity

- Wednesday: **The beginnings of European integration**
Readings: European integration timeline (Handout on Carmen)
Primary sources marked “Integration” (multiple documents from the establishments of the European Economic Community, including **the Treaty of Rome from 1956 that establishes freedom of movement as a key provision for integration**)
- Friday: **Young people challenge the political status quo through travel**
Readings: Rick Jobs, *Backpack Ambassadors: How Youth Travel Integrated Europe* (University of Chicago Press, 2017), ch. 1.

If you want more – Check out the history of the Eurovision song contest here:

<https://eurovision.tv/about/facts-and-figures>

*****Midterm essay exam option #1 distributed (Due on Tuesday at midnight)*****

Please write a five (5)-page essay on one of these two questions:

1. In 1946, former British Prime Minister Winston Churchill famously declared, **“an iron curtain has descended across the [European] continent.”** How do you evaluate Churchill’s statement in the context of European history from 1945 to 1961? For a compelling engagement with this question, make sure that you engage both political perspectives and the experiences of ordinary Europeans.
2. In your interpretation, was there an “European way of life” emerging in the postwar period (as famously claimed by the late historian Tony Judt) and what were *at least three* of its defining features? For a compelling engagement with this question, make sure that you engage both Western and Eastern European perspectives.

THEME 2: DEALING WITH DIFFERENCE: DECOLONIZATION & IMMIGRATION

WEEK 6 (September 29 and October 1): The end of empires

- Wednesday: Decolonization: The end of European empires
Readings: Primary sources marked “End of empires” (Multiple perspectives on decolonization in various contexts: Indochina, Egypt, Kenya)

Optional for context – Martin Evans, “Colonial Fantasies Shattered,” *Oxford Handbook of Postwar European History* (Oxford, 2012).
- Friday: Challenging the West and the East: The Third World
Readings: Primary sources marked “Third World” (Multiple exchanges on the origins of the Third World and the Nonaligned movement)

Optional for context – Vijay Prashad, *The Darker Nations: A People's History of the Third World* (New Press, 2007) – chapters “Paris” and “Bandung”

WEEK 7 (October 6 and 8): The end of empires, violence, and immigration

- Wednesday: The trauma of decolonization: Algeria
Readings: Primary sources marked “Algeria” (Multiple perspectives on the Algerian War of Independence, 1954-1962)
Watch on the Secured Media Library: *The Battle for Algiers* (Gillo Pontecorvo, 1966).

Optional for context – Vijay Prashad, *The Darker Nations: A People's History of the Third World* (New Press, 2007) – chapter “Algiers”

Reflection paper #4 due on Wednesday by noon (before class): On empire and violence

- Friday: Immigration: Postcolonial migrations
Readings: Elizabeth Buettner, “Postcolonial migrations to Europe,” *The Oxford Handbook of the Ends of Empire* (Oxford, 2017).

If you want more – Listen to the BBC podcast Three Pounds in my Pocket; one example is this but choose any episode: <https://www.bbc.co.uk/sounds/play/m000c8qp>

Start reading Emecheta, *Second-class Citizen*

WEEK 8 (October 13): Dealing with difference in multicultural Europe

- Wednesday: Immigration: Labor migrations
Readings: Rita Chin, “Guest Worker Migration and the Unexpected Return of Race,” *After the Nazi Racial State: Difference and Democracy in Germany and Europe* (University of Michigan Press, 2009), 80-101.
Primary source: Enoch Powell [anti-immigration activist], “Rivers of Blood” speech (1968), or listen to it here: <https://www.youtube.com/watch?v=3MtIF6tw-Io>
- Friday: Fall break, no class

WEEK 9 (October 20 and 22): Where does protest come from?

- Wednesday: Life in multicultural Europe—the immigrant experience
Readings: Emecheta, *Second-class Citizen*

Reflection paper #5 due on Wednesday by noon (before class): Life in multicultural Europe

Based on your reading of Buchi Emecheta's *Second Class Citizen*, please reflect on the experience of (post)colonial immigrants in Western Europe in the postwar period. Providing **three specific examples** from the text, please explain in what ways was Adah's experience in London typical of European attitudes to people of different races, religions, and cultures at this time?

- Friday: Black activism in postwar Europe
Readings: Tiffany Florvil, “Black Germans and New Forms of Resistance”, URL: <https://www.aaihs.org/black-germans-and-wake-work/>

Midterm essay exam option #2 distributed (Due on Tuesday at midnight)

Please write a five (5)-page essay on one of these two questions:

1. “Decolonization is always a violent event,” said Frantz Fanon in 1961. Please discuss the place of violence in the context of decolonization and (post-)colonial migration in postwar Europe. For a compelling engagement with this question, make sure that you engage multiple perspectives (metropolitan, colonial, international, etc.) and that you use multiple sources giving voice to those perspectives.
2. How do you evaluate the way Europeans encountered people of different ethnic, racial, and religious backgrounds in the context of postwar immigration? For a compelling engagement with this question, make sure you include the voices of Black and Muslim Europeans and provide examples from several countries (we have studied France, Germany, and Britain in some detail).

THEME 3: COLD WAR UNREST: PROTEST, REVOLUTION & REFORM

WEEK 10 (October 27 and 29): From protest to a movement: To what end?

- Wednesday: The 1960s: A revolution?
Readings: Uta Poiger, “Generations: The “Revolutions” of the 1960s,” *Oxford Handbook of Modern German History* (Oxford, 2011).
- Friday: From cultural revolution in 1960s to revolt in 1968
Readings: Martin Klimke, “1968: Europe in Technicolor,” *The Oxford Handbook of Postwar European History* (Oxford, 2012).
Primary sources marked “1968-France”

Reflection paper #6 due on Friday by noon (before class): Revolution in 1968?

WEEK 11 (November 3 and 5) Dealing with the past: Nazism and collaboration

- Wednesday: Coming to terms with the past: The Holocaust
Readings: Tony Judt, “The ‘Problem of Evil’ in Postwar Europe,” *The New York Review of Books*, 14 Febr. 2008.
Michael Meng, “From Destruction to Preservation: Jewish Sites in Germany and Poland after the Holocaust,” *Bulletin of the German Historical Institute* (Spr. 2010).
- Friday: Coming to terms with the past: Memory wars across generations
Readings: Watch on Secured Media Library: *The Nasty Girl* (Michael Verhoeven, 1990).

If you want more – Review the information on Holocaust remembrance in Europe (check out France, if you want): <https://www.holocaustremembranceproject.com/>

Reflection paper #7 due on Friday by noon (before class): The Nasty Girl

Please reflect how the film “The Nasty Girl” speaks to debates within postwar Europe about coming to terms with the Nazi past and complicity with the Holocaust. In what ways did the interactions between Sonja, her fellow townspeople, and her husband reflect conflicting ideas?

You are also welcome to comment on other conflicts associated with the 1970s and 1980s, as evident in the film, such as gender relations, generational tensions, immigration, race, etc.

WEEK 12 (November 10 and 12): The end of prosperity and stability

- Wednesday: **The end of optimism: Ramifications of the 1973 econ. crisis**
Readings: Ivan Berends, “A Restructured Economy: From the Oil Crisis to the Financial Crisis, 1973-2009,” *The Oxford Handbook of Postwar European History* (Oxford, 2012), pp. 1-8, the rest optional.
Primary sources marked “Thatcher” (multiple speeches of Margaret Thatcher, including anti-immigration speeches)
- Friday: Flashpoints of the eighties: Miners in the UK and Poland
Readings: Primary sources marked “UK Miners” and “Solidarity”

Reflection paper #8 due on Wednesday by noon (before class): Miners

WEEK 13 (November 17 and 19): Identity shifts at the end of the Cold War

- Wednesday: The end of the Cold War in Europe—and its outcomes
Readings: Watch the lecture recording about 1989
Primary source: **Timothy Garton Ash, *The Magic Lantern: The Revolution of 1989 Witnessed in Warsaw, Budapest, Berlin and Prague* (Vintage, 1999), excerpts from the chapter on the fall of the Berlin Wall.**

Optional for context - Theodora Dragostinova, “1989 Twenty Years On: The End of Communism and the Fate of Eastern Europe,” *Origins: Current Events in Historical Perspective*, 2009.

THEME 4: THE SEARCH FOR EUROPEAN IDENTITY AFTER THE COLD WAR

- Friday: Europe after 1989: From East vs. West to the European Union
Readings: **Catherine Lee and Robert Bideleux, “East, West, and the Return of the Central: Borders Drawn and Redrawn,” *Oxford Handbook of Postwar European History* (Oxford, 2012) – skim pp. 3-6 and focus on pp. 1-2 & 6-18.**

Watch on the Secured Media Library the film *Goodbye, Lenin* (Wolfgang Becker, 2004).

Midterm essay exam option #3 distributed in class (Due on Tuesday at midnight)

Please write a five (5)-page essay on one of these two questions:

1. In your opinion, did any revolutions occur in Europe in the period between 1960 and 1989? Please use examples from both West and East to engage with this question and make sure you define your concept(s) of revolution.
2. “The seventies were an age of cynicism, of lost illusions, and reduced expectations,” wrote historian Tony Judt in his magisterial work, *Postwar: A History of Europe Since 1945*. Please evaluate this statement in the context of the economic, social, and political shifts in Europe during “the long 1970s,” i.e. the period between 1968 and 1985. Make sure to consider changes in attitudes to immigration following the 1973 economic crisis.

Week of November 24 and 26: No class, Thanksgiving break

Start reading Hemon, *The Book of My Lives*

WEEK 14 (December 1 and 3): When war came back to Europe—Yugoslavia

- Wednesday: When the end of the Cold War became a nightmare: Yugoslavia
Readings: Hemon, *The Book of My Lives*, read p. 1-61 and continue reading!
Watch excerpts of the film *No Man’s Land* (Danis Tanovic, 2001) in class

Optional for context – Norman Naimark, *Fires of Hatred: Ethnic Cleansing in Twentieth-Century Europe* (Harvard UP, 2001), ch. 5, “The Wars of Yugoslav Succession”

- Friday: “The largest refugee wave in Europe after WWII”
Readings: Finish Hemon, *The Book of My Lives*, p. 1-151.

Reflection paper #9 due on Wednesday by noon (before class): The experience of refugees

In *The Book of My Lives*, Aleksandar Hemon tells his personal story of war, violence, and displacement in the context of the Bosnian war of 1992-1995 (roughly, pages 61-155). In your opinion, what is the power of personal narratives of war and its aftermath? Specifically, what were the three most striking examples of wartime and refugee experiences described by Hemon that you would like to bring up for discussion, and why? Was there anything in the stories that you might have found unexpected, surprising, or particularly insightful?

Please use specific examples from the text and provide page numbers. I urge you to pay particular attention to the stories “My Prisoner” and “The Lives of a Flaneur.”

WEEK 15 (December 8): Quo Vadis, Europa? European dilemmas today

- Wednesday: Europe since 2008 and its many crises
Readings: James Mark et al, eds. *1989: A Global History of Eastern Europe* (Cambridge UP, 2019), p. 266-277 (excerpts from the chapter on Europeanization) and 164-170 (excerpts from the chapter on Fortress Europe).

Watch on the Secured Media Library the film *Fire at Sea* (Gianfranco Rosi, 2016)

*****Final exam distributed: Due Thursday, December 10, before midnight*****

Based on everything you have learned in class this semester, please engage with one of the following two questions:

1. Taking into account key developments in post-1989 Europe, what do you believe to be the most enduring legacy of postwar European history: 1) the Cold War and the division of Europe between East and West or 2) the end of European empires and the emergence of multicultural Europe? In other words, **do you consider the Cold War or postwar migrations as the most important historical development shaping contemporary Europe?**
2. What is Europe today? How has the idea of Europe changed in the last twenty years? What are the most revealing aspects, in your opinion, of the contradictions of European identity and values as they have evolved in the 21st century?

This should be an opinion-based, 5-page essay using at least three examples and several of the readings, films, or music clips to show a deep understanding of the complex dilemmas of European identity in the 21st century. While you may choose your sources, **you must read and engage with the two excerpts from *1989: A Global History* available on Carmen, Week 15 (excerpts on Europeanization and Fortress Europe.)**

I expect a solid synthetic essay and will reward out-of-the box thinking, inspired writing, and creativity!

GE Theme course submission documents: Migration, Mobility, and Immobility

Theodora Dragostinova, History (dragostinova.1@osu.edu)

History 3254, Europe Since 1950: From the Iron Curtain to Fortress Europe

Overview

Each category of the General Education (GE) has specific learning goals and Expected Learning outcomes that connect to the big picture goals of the program. Expected Learning Outcomes (ELOs) describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course.

The prompts below provide the goals of the GE Themes and seek information about which activities (discussions, readings, lectures, assignments) provide opportunities for students to achieve the ELO's associated with that goal. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form.

Goals and ELOs shared by *all* Themes

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

For each of the ELOs below, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO. If the specific information is listed on the syllabus, it is appropriate to point to that document. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

<p>ELO 1.1 Engage in critical and logical thinking.</p>	<p>This class develops students' critical and logical thinking on the postwar period in modern European history through:</p> <ul style="list-style-type: none"> • The examination in <i>greater factual detail</i> of key historical developments during that period (Cold War, decolonization and immigration, protest and revolution, and post-Cold War developments in Europe) that allows students to develop <i>critical and logical thinking</i> about chronology, cause-and-effect, outcomes, agency etc. • The engagement with multiple perspectives on these developments (by reading historical scholarship, primary sources, novels, and comics as well as watching films and video clips and listening to podcasts) <i>to form critical and logical opinions on these developments</i>; • The participation in regular in-class debates on these topics to develop <i>critical and logical oral presentation skills</i> • The writing of several reflection papers and midterm and final essay exams that synthesize the material covered to develop <i>critical and logical written presentation skills</i>
<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.</p>	<p>This class engages in an <i>advanced, in-depth examination</i> of contemporary Europe since by exploring four interrelated topics:</p> <ol style="list-style-type: none"> 1) the emergence and evolution of the Cold War in Europe; 2) the emergence of the European Economic Community and other projects of European identity in the 1950s; 3) the labor and postcolonial migration to Europe after 1945; 4) the end of the Cold War and the creation of the European Union in the 1990s. <p>Students read <i>multiple scholarly interpretations</i> of historians, political scientists, sociologists, cultural studies scholars, writers, film makers, artists etc.</p> <p>They participate in <i>regular in-class discussion activities</i> and complete <i>advanced writing assignments</i>, such as:</p> <ul style="list-style-type: none"> • weekly reflection papers • two argument-driven synthesis essay exams • a cumulative final essay exam
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each weekly topic through a combination of lectures, readings, discussions, and written assignments.</p> <ul style="list-style-type: none"> • <u>Lectures</u> are written based on cutting-edge historical scholarship that exposes students to various approaches and experiences • <u>Readings</u> are also drawn from recent literature and are diverse in nature: they include scholarship, novels, films, podcasts, comics • <u>Discussions</u> (in-class and Carmen discussion board) ask students to identify questions for discussion, describe context and content of source, and synthesize the gist of complex arguments and conflicting positions

	<ul style="list-style-type: none"> • <u>Written assignments</u> are critical and synthetic in nature; they ask student to describe an issue, identify evidence, and synthesize in writing cumulative experiences with the material. <p>For example, when studying the Cold War, students</p> <ul style="list-style-type: none"> • Learn key facts, personalities, and events (identify) • Read several scholarly and other approaches on it (identify) • Listen to lecture and ask follow-up questions (identify and describe) • Discuss this material in class (describe and analyze) • Write two reflection papers on the topic (describe) • Write a midterm essay on the topic (synthesize)
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students taking this class</p> <ul style="list-style-type: none"> • read intensely (approximately 1 chapter & 2-4 primary sources for each class); • debate rigorously (the class builds discussion into each lecture); • write regularly (there is written work each week); • complete a final synthetic essay to demonstrate evolving understanding of the key issues covered by this class. <p>The end result is a rigorous, critical and self-aware engagement not only with European history, but also key issues of contemporary relevance, such as ideology, agency, revolution, protest, historical memory, and collective and individual identity. Some examples of how students would use this knowledge include:</p> <ol style="list-style-type: none"> 1) When thinking about Cold War ideology, students gain insight in the role of ideology in general 2) When debating human agency during wars of independence and colonial violence, students appreciate that even in the most horrendous circumstances, people have agency and choice 3) When discussing the 1960s protests, students gain insight in the differences between protest, revolt, dissent, reform, and revolution in general 4) While debating European imperialism or the Holocaust, students gain appreciation of the place of historical responsibility in contemporary debates about violence

Goals and ELOs of “Migration, Mobility, and Immobility”

GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.

GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

For each ELO, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO. If the specific information is listed on the syllabus, it is appropriate to point to that document. The number of activities or emphasis within the course are expected to vary among ELOs. Examples from successful courses are shared below.

<p>ELO 1.1 Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.</p>	<p>This class examines migration, mobility, and immobility (thereafter MMI) as central concepts in the historical development of Europe from 1945 until today, by analyzing four interrelated topics that cumulatively explain <u>the political, economic, social, and cultural causes</u> of MMI:</p> <ol style="list-style-type: none"> 1) Political and cultural: the idea of the Iron Curtain and the notion of Eastern European “captivity” (<i>or immobility</i>) as key terms associated with the Cold War (see Week 4); 2) Political and economic: the emergence of the European Economic Community in the 1950s, and later the European Union in the 1990s, as supranational organizations based on the idea of <i>freedom of movement</i> of people, capital, labor, and ideas (see Week 5); 3) Political, economic, and social: <i>labor and postcolonial migration</i> to Europe after 1945, which transformed Europe from a continent of emigration into a <i>continent of immigration</i> (see Weeks 7-8); 4) Political, economic, social, and cultural: <i>restrictions on immigration</i> that began after the 1973 economic recession and became rampant in the post-1989 period and earned the old continent the name Fortress Europe (see Week 12 & 14).
<p>ELO 1.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.</p>	<p>As evident from the topics described under ELO 1.1., the class covers <u>diverse experiences</u> of MMI:</p> <ol style="list-style-type: none"> 1) Lack of mobility across the Iron Curtain during the Cold War 2) Freedom of movement as a founding principle of the European Union (EU) 3) Labor and postcolonial migrations 4) Restrictions on immigration <p>In sum, students learn that people living in different places or during different times periods experience mobility or limitations on their movement differently.</p> <p><u>The effects</u> of these phenomena are tackled at different levels that students describe and analyze in class discussion and in writing:</p>

	<ol style="list-style-type: none"> 1) Weeks 3 & 4 take an in-depth look at the notion of Iron Curtain to show that the term does not reflect clear-cut reality as it affected people both in East <u>and</u> West (reflections #2 and #3)*** 2) Week 5 looks at freedom of movement as a key European idea at two levels a) institutional developments related to European integration; and b) the bottom-up level, i.e. the role of travel to bring young people together (discussion of readings in class) 3) Weeks 7, 8 and 9 look at labor and postcolonial migration from the perspectives of governments, migrant-sending societies, individuals, and families to show different effects of mobility and migration (reflection #5) 4) Week 11, students read and debate about the Holocaust as aspect of forced migration and its role in historical memory to debate issues of historical responsibility related to genocide (reflection #7) 5) Weeks 13 and 14 examine the effects of the fall of the Berlin Wall and subsequent East-West migration at multiple levels: European Union policy, Eastern European societies that experienced brain drain, as well as ordinary people (esp. the refugees of the Yugoslav civil war) (reflection #9) 6) Week 15 examines the role of the 2015 “migrant crisis” for the populist turn in Europe and interrogates the experience of migration for refugees seeking safety in the midst of civil war in Syria, Afghanistan, and elsewhere (discussion of readings in class) <p>***The prompts for all relevant assignments and the full citations of the readings are included in the syllabus.</p>
<p>ELO 2.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.</p>	<p>Some aspects of <u>attitudes, beliefs, behaviors, and values</u> related to MMI that students examine in this class include:</p> <ol style="list-style-type: none"> 1) Students discuss freedom of movement as a key European value that emerged in the 1950s in the context of the Cold War (discussion of readings in class) 2) Students discuss how the Holocaust, the worse case of genocide and forced migration, only became central to the thinking of Germans from the 1980s on (reflection #7) 3) Students discuss how anti-Black racism has a longer history connected to slavery and imperialism, but developed <i>*within*</i> Europe as a response to anti-immigrant anxieties related to jobs and families from the 1950s on (reflection #5) 4) Students discuss how the end of the Cold War in 1989 did not end stereotypes related to Eastern Europe, which were then attached to Eastern European migrants—and later transferred to refugees from the Middle East and Africa (reflection #9, midterm exam #3 & final synthesis essay)
<p>ELO 2.2 Describe how people (e.g. scholars, artists,</p>	<p>This class presents the <u>perspectives and representations</u> on MMI topic of people in a variety of roles.</p>

<p>scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.</p>	<ol style="list-style-type: none"> 1) Roughly 50% of the material students read is historical and other <i>scholarship</i> while 20% are <i>primary sources</i>, which include the opinions of heads of state, freedom fighters, terrorists, international organizations, memoirs of ordinary people, interviews of both politicians and regular citizens, etc. Students put these sources in conversation by discussing them in class and writing synthetic essays that describe and juxtapose different explanations of the historical processes (midterm exams #1, #2, and #3 and final synthesis essay) 2) Students read and write about two <i>novels</i> and one <i>memoir</i>, having to discuss the value of these fictional and creative representations as sources on MMI issues; in other words, they describe the value and uniqueness of these materials (reflections #4, #5, and #9) 3) Students watch and analyze, in class discussion and in writing, 5 <i>films</i> (Weeks 1, 7, 11, 13, and 15); they also watch multiple <i>video clips</i> from films and documentaries. In class discussion, students describe the power of moving image to convey meaning while in two reflections, they directly engage with the medium of film (reflection #4 and #7) <p>The analysis and critique of <u>conventions, theories, and ideologies</u> related to MMI is central to this class. Some examples include:</p> <ol style="list-style-type: none"> 1) In Week 3 and 4, students learn to question the notion of Iron Curtain as lived experience and see this notion as political rhetoric (reflection #2, reflection #3, midterm exam #1) 2) In Weeks 7 and 8, students learn about the artificial distinction between economic vs. political migrations (i.e. immigrants vs. refugees) and the overlap between labor and postcolonial migrations (reflection #5 and midterm exam #2) 3) In Weeks 11 and 14, students learn about the politicization of the concepts of genocide and ethnic cleansing 4) In Weeks 13, 14 and 15, students learn about the idea of Fortress Europe and follow its historical evolution to see how stereotypes of migrants are created (final synthesis paper) 5) In Week 15, students debate the claim that “the 2015 migrant crisis is Europe’s 9/11” to interrogate the ideological and political use of MMI (final synthesis paper)
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