History 3618
From the Cold War to the EU: Europe 1945-Present
Dr. Eli Rubin, PhD
Western Michigan University
Summer I Semester 2016
MW 12-2:30
Dunbar 2210
Course Syllabus

Contents:
I. Introduction
II. Course Objectives
III. Class and Grading Structure
IV: Disclaimers
V: Required Readings
VI: Schedule of Lectures and Assignments

Appendix One: Rubric for Papers
Appendix Two: Guide to Chicago Style of Citation

Office: 4418 Friedmann Hall
E-mail: eli.rubin@wmich.edu
Office phone: 269-387-4646
Office hours: Monday, 2:30-4:30 pm or by appointment
I. Introduction

History 3618, Cold War to the EU, is a 3000-level Writing Intensive course. It covers European history since the end of WWII until approximately the present time. This course will give you both an overview of the main events impacting Europe in the second half of the twentieth Century, and it will delve into some specific topical areas, including the “Troubles” of Northern Ireland, life behind the Berlin Wall, and the transformation of Europe into a multicultural society.

At the end of WWII, Europe lay in ruins. There were serious discussions at high diplomatic levels about whether Germany should ever be allowed to exist again, or be kept at a permanently backward stage of socioeconomic development. The Soviet Union, led by Josef Stalin, had installed communist regimes in the eastern half of Europe, and communist parties in the West—spurred by the popularity they earned as partisan resistance fighters—were becoming more and more popular. A Holocaust had just happened in the most advanced, wealthy, and educated country in Europe, and people in countries all over the continent helped contribute to it. Countries like Holland, Belgium, Britain and France were so weakened by the war that they no longer had the resources to hold on to their global empires.

Most importantly, the new global confrontation between the USSR and the USA became centered on a divided Germany, in particular, the divided city of Berlin. World War Three was expected to break out at anytime somewhere in that city.
But a half century later, Europe has become peaceful, prosperous, and united. How did this happen? And will it last?

II. Course Objectives

By the end of this course you should be able to identify and explain the following:

1. The reasons for the beginning for the Cold War,
2. The importance of the term consumption both in the West and East European contexts
3. The impact of the Khruschevian thaw
4. The reasons for and the impact of the building of the Berlin Wall
5. The importance of the term “memory” for postwar European history, especially in terms of the Holocaust
6. The importance of the year 1968 in multiple locations, and related to this:
7. The importance of generational change, especially in Western Europe
8. The beginnings and development of the European Union
9. The process and impact of decolonization
10. Détente and Ostpolitik
11. The forms of repression and dissidence in Eastern Europe in the 1970s and 80s
12. The causes and importance of domestic terrorism in the 1970s
13. The causes of the Fall of the Wall
14. The causes and problems of Europe becoming a multicultural society
Furthermore, because this is a Writing Intensive course, you are expected to write a great deal (explained in the next section) and at a high level. This is not simply a class about acquiring knowledge content. You are expected to develop your writing skills during the course of the semester as a means of improving your ability to analyze and discuss historical arguments. In the area of writing, your objectives are:

1. To answer writing assignment questions clearly and thoughtfully
2. To learn to use correct citation style
3. To improve writing clarity and articulation
4. To develop a clear structure which is built around a central argument
5. To improve and perfect proper grammatical usage

III. Class and Grading Structure

A. **Scoring:** Your grade in this course is based on your score in four areas. Each area is worth a total of 100 points.

B. **Scoring categories:** The four areas are comprised of two papers, a written final take home exam, and class participation. More information on how your class participation score is generated follows.

C. **Lectures vs. discussions:** Class is usually divided into two segments: a lecture, usually first, followed by a short break, and then a readings discussion. Reading questions are posted on the e-learning site. See below for class participation expectations. You are required to attend all classes, and attendance will be taken at the beginning of each class. You are allowed one unexcused absence during the course of the semester.
D. **Class participation grade:** You are graded differently for lectures and discussions:

1. You can earn a maximum of 4 points for each lecture. You must show up on time, and behave respectfully during lecture. This means no laptops or other electronic or wireless devices unless I give you permission. No sleeping, talking, coming in late, or other distracting behavior. Violating this will result in a reduction or complete loss of points for that day.

2. You can earn a maximum of 4 points per discussion. To reach this potential, you must come on time and exhibit good behavior; you must also bring your reading materials and have them out so I know you have them, you must bring your answers to the discussion questions and have these out and visible, and you must participate in the discussions actively.

E. **Extensions and unexpected circumstances:** Occasionally, there are legitimate reasons why you may not be able finish an assignment. If this happens, you are advised to contact me and work out an alternate arrangement.

F. **Extra Credit:** There may be an opportunity for extra credit during the course of the semester, but this is not a guarantee.

IV. **Standard Disclaimers**

**Academic Honesty:**

You are responsible for making yourself aware of and understanding the policies and procedures in the *Undergraduate Catalog* (pp. 274-275) that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge[s]. If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

**Electronic Mail:**

The only email address that should be used for communication between WMU students and WMU faculty and staff is the email address associated with a BroncoNet
ID. This email address typically takes the form "firstname.middleinitial.lastname@wmich.edu." An example is buster.h.bronco@wmich.edu. Students cannot automatically forward email from this address to other addresses. Students can access this email account or get instructions for obtaining a BroncoNet ID at GoWMU.wmich.edu.

V. Required Readings


Other readings will be posted on the e-learning site.
Czech students in Prague arguing with Soviet troops sent to crush the “Prague Spring” in August, 1968

VI. Schedule of lectures and discussions

Week One

Monday, May 9
Pt. 1: Course Intro/ Lecture: The End of WWII, Reconstruction, and the Beginning of the Cold War

Pt. 2: Lecture: Building the Postwar Orders I: The Creation of Western Europe

Wednesday, May 11
Pt. 1: Lecture: Building the Postwar Orders II: The Creation of Eastern Europe

Pt. 2: Lecture: Planning the Postwar City
Week Two

Monday, May 16
Pt. 1: Reading discussion: Excerpts from Le Corbusier, *The Athens Charter*, and *The City of Tomorrow*, Jane Jacobs *The Death and Life of Great American Cities*

Pt. 2: Activity: “Planning the Postwar City”

Wednesday, May 18
Pt 1: Lecture: Everyday Life Behind the Wall

Pt. 2: Reading: *The Garden Party*

*Paper topics available on E-learning*

Week Three

Monday, May 23
Pt. 1: Reading: *The Garden Party*

Pt. 2: Activity: “Absurdistan”

Wednesday, May 25
Pt. 1 Lecture: Reawakening Ghosts: The Memory of the Holocaust

Pt. 2: Lecture: 1968: A Global Revolt

Week Four

Monday, May 30  MEMORIAL DAY NO CLASS

Wednesday, June 1

Friday, June 3* First writing assignment due! Topics for second writing assignment available on e-learning*

Week Five

Monday, June 6
Pt. 1: Activity: “1968: What are we fighting for?” Reading questions for 1968 readings packet due as well
Pt. 2: Lecture: Decolonization / The Changing Face of Europe: the Challenge of Diversity and Immigration

Wednesday, June 8
Pt. 1: Reading *Kiffe Kiffe Tomorrow*

Pt. 2: Activity: “Letters from Home”

**Week Six**

Monday, June 13
Pt. 1: Postmodernism in Thought and Art

Pt. 2: Reading: *We Children from Bahnhof Zoo* Zoo Station: the True Story of Christiane F.

Wednesday, June 15
Pt. 1: Lecture: the European Union and the Euro

Pt. 2: Lecture: The Troubles of Ireland

**Week Seven**

Monday, June 20
Pt. 1: Lecture: The Fall of the Wall

Pt. 2: Lecture: The Disintegration of Yugoslavia

Wednesday, June 22
Pt. 1: Documentary on the Yugoslav Wars

Pt. 2: Activity: “Can you end the Yugoslav Wars?”

**Week Eight**

Monday, June 27
Pt. 1: Lecture: Greece, Germany and the Euro crisis
Pt. 2: Reading: readings on Greek crisis / final exam review

*Receive Final Exam [Take Home]*

*Final Writing Assignment due in dropbox at 11:59 pm*
Wednesday, June 29
Open date

Friday, July 1
*Final Exams due in Dropbox at 11:59 pm*

Appendix One:

*Alexanderplatz in East Berlin during the 1970s*
Rubric for papers

Title:
- have you spelled my name correctly?
- have you included your name?
- have you stapled your paper?

Introduction
- have you addressed the entire question directly?
- have you clearly stated your answer to the question, which is your thesis?
- have you clearly laid out what your supporting evidence for your thesis/answer will be?

- Is there extraneous information and/or language [i.e., “fluff”]? Examples include statements that are:
  - exaggerated (“the Holocaust was the most horrible thing ever to happen in the history of the universe”)
  - over-generalized (“Germans just hated Jews and just wanted them all to die”),
  - truisms (“all’s well that ends well”)
  - inappropriate contemporary or personal comparisons or tie-ins (“When I was five, my friends teased me, which is just how Jews felt in Germany”)
  - Inappropriately emotional or over-descriptive (“Germany was a whirling, raging, seething, boiling mass of terrifying horror like a beast with dripping fangs”)
  - Weak and ambiguous (“the Holocaust was probably caused by some different things and some other things too but it was also caused by some stuff”)
  - Too informal, slangy, or profane (“The stuff going on back in the day was totally messed up, like.”)

- Is there a premature presentation of evidence in the introduction? [Evidence needs to be in the body of the paper.]

- Please, do not use the dictionary, or any dictionary, as a source, especially of filler.
Body of paper

- Are there three (can sometimes be two or four) clearly defined supporting points of evidence? Have you used subheadings to make clear your three supporting points? (Subheadings are required)

- Are the supporting points of evidence clearly linked to your answer/thesis? Do they in fact support your answer/thesis?

- Does each paragraph have a purpose? Is it clearly linked to the point of evidence it is supporting?

- Are there paragraphs which do not fit where they are, do not support whichever evidentiary point they are supposed to, or are repetitive?

- Have you used the evidence (either primary or secondary sources) in a way appropriate to answering your question?

- Have you used quotations incorrectly, such as:
  - Giving a quote without explaining in the line preceding it who said it and why it is important
  - Quoting a secondary source which is not evidence and which does not need to be quoted directly, but can be paraphrased
  - Failing to put lengthy quotations in single-spaced, indented, block form

- Have you used proper Chicago-style citation form? [see attached guide on citations]

- Are you simply re-narrating a topic, rather than analyzing it?

- Have you considered what the opposing or alternative viewpoint might be to your thesis, laid that out, given it due credit and then explained why your answer makes more sense?

- Are you making common and repeated grammatical mistakes, such as:

  - misuse of apostrophes. It's = “it is,” its = a possessive; centuries like 1800s or decades like 70s do not use an apostrophe; the plural of Nazi is Nazis, not Nazi’s, which is the possessive of one Nazi, and the possessive of more than one Nazi is Nazis’

  - Incomplete sentences. If you are editing your paper after a first draft, which you should, make sure your changes are complete—don’t start changing a sentence and then forget to check whether it is still complete.
- Capitalization. Proper nouns, generally, are the only things capitalized. Some things like anti-semit vs. anti-Semite are okay either way. However, your word processing program is usually correct; if it gives a red or green squiggle underneath, you can be sure it will probably get deducted by me.

- Passive tense. Sometimes, it is unavoidable, especially when you really just have no idea who or what caused something. But if you have an idea who or what did an action, always write in the accusative (x did y, not y was done)

- Italicizing book titles in your text, as well as in the footnotes.

**Conclusion**

- Have you checked to see if your restated thesis is actually the same as what was put in the introduction? Often you will have to go back and change what you said in the intro to make it match the conclusion.

- Does your conclusion sum up all the evidence you presented and restate your answer to the question?

- Your conclusion, like your introduction, is not the place to introduce new material or evidence of any kind. Does it?

- Your conclusion should avoid hackneyed phrasing like “all in all” or “to sum up”—that is pure high school. Is anything like this in your conclusion?

---

**Appendix Two:**

**Citation guide—Chicago style of citation (for word).**

**The Basic Rule of Citations:**
Citations give the reader the ability to find the same source you used, with maximum efficiency and minimum text.

1. For the first time you cite a book, you give the full form citation in the footnote. At the end of the sentence in which the evidence appears, go to “insert” and then “footnote.” Automatically, a numbered footnote will appear at the bottom of your page. The full form for a book looks like this:

Author name [First, Last], Full Book Title, [City of Publication: Name of Press], Year

At the end of that info, you put a comma and then the page number, followed by a period. So, to cite information from page 11 of Mendes-Flohr’s German Jews: A Dual Identity, the full form citation will look like this:


2. If you cite the same book in the next footnote, instead of writing the author or title again, you simply write the abbreviation “Ibid.” [Which is short for Ibidem, Latin for “same as before”). So, if the next piece of evidence you cite comes from the same book by Mendes-Flohr, and the same page [page 11] you go to “insert” and then “footnote” and then at the bottom, when a number 2 automatically pops up with a flashing cursor at the bottom of the page:

Ibid.

If the citation comes from the same book, but a different page in that book (say, page 15), you write “Ibid.” followed by the page number, like this:

Ibid., 15.

This goes for any time you cite consecutively, no matter how many times you cite something consecutively.

3. If you cite a book in full form, and then your second citation is a different book, you give the full form citation of that second book.

The first time you cite any work, you give the full form citation of that work.

4. If you cite one work for the first time, giving its full form, then a different source, then you want to go back and cite the first work again, you use the short form. The short form looks like this:

Last name of author, shortened title, page number.

So, if, after citing Mendes-Flohr’s book on German Jews, I then cited a different work for my second footnote, but on my third footnote I wanted to cite Mendes-
Flohr’s book on German Jews again, page 16, I would enter the following for footnote number three:

Mendes-Flohr, *German Jews*, 16.

Note: You may also use the short form for consecutive cites instead of *Ibid.*

5. If you are not citing from a book that is written by someone or a group of people, but instead you are citing from an essay or article in an edited volume [which means a book consisting of essays by other authors, or collections of primary source documents], your full form citation will look like this:

Name of essay or document author, “Title of Essay or Document,” the word “in” and then the name of the editor or editors followed by the abbreviation ed., or eds., then the *Name of the Whole Volume*, then the [place of publication: name of press] year of publication, pages in the volume, page you are citing.

So, to cite for the first time the essay about the “Genesis of the Final Solution” by Detlev Peukert in the volume *Reevaluating the Third Reich* edited by Jane Caplan and Thomas Childers, page 235, you would write in the footnote:


The next time you cite it non-consecutively, that is, when you use the short form, it simply the last name of the author and the shortened version of the title using quotes, not italics and the page, like this:


6. When you are citing from a journal article, the full form looks like this:

Name of Author, “Title of Article,” the word “in” the *Name of the Journal*, the volume number, the abbreviation “no.” for number and then the issue number, the page numbers of the article, and the page you are citing.

It looks like this:


The short form is the same as for an essay in an edited volume:

7. What to cite and what not to cite

a. You cite everything you quote. You should not, however, quote everything you cite. You should only rarely quote secondary sources. The only time you would do this is if another author has used phrasing or terminology that is unique and important to your point in of itself—so that the reader of your paper must read the other author's words word-for-word to understand the point you are trying to make. Otherwise, paraphrase and cite. For primary sources, it is still up to you whether to paraphrase or quote directly, though if you quote directly, it must be a relevant quote and not just filler.

b. Do not cite the dictionary. Do not cite the dictionary. Do not cite the dictionary. The only conceivable time you would cite a dictionary is in the case of thematically organized dictionaries, like *The Oxford Dictionary of Fascism* which is really a reference guide to terminology about Fascism and Nazism, not “the dictionary.” But even here, this kind of reference work should only be used infrequently and never as one of your required secondary sources.

c. Do not cite websites. You can use websites to help fill you in on details or get ideas, of course. Wikipedia is great for getting started or getting a nice overview or general idea of a subject. But it is not a source in of itself. Only in rare cases is this acceptable, and I will use my discretion as to whether to accept it as a real source.

d. You must cite any source you use no matter what it is. There are formats for citing DVDs, works of art, poems, government documents, archival documents, interviews, television shows, podcasts, youtube videos—anything and everything can be a source. If it becomes necessary to cite something unorthodox like this, use your best judgment, following the basic rule of citation mentioned at the top.

e. You may cite class lectures, but not as one of your required sources. If your narrative seems to be repeating lecture material very closely and in large volume, that is okay, but you need to cite it. The format for citing lecture is this:

   Eli Rubin, lecture, 5-13-10.

   The format here is not super important, because this is very specific to this class and not something that you will need to carry over to other situations.