



**UNSW**  
THE UNIVERSITY OF NEW SOUTH WALES

**Arts and  
Social Sciences**

**SCHOOL OF HUMANITIES AND LANGUAGES**

**ARTS 2781**

**POSTWAR EUROPE:  
POLITICS, SOCIETIES, CULTURES**



**S2, 2013**

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## **COURSE STAFF**

Dr Stefania Bernini

If you would like to meet outside office hours, please email me to arrange an appointment.

### **Contact Details:**

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Consultation Times: Tuesday 10-12; Wednesday 4-5;

## **COURSE DETAILS**

### **Course description**

The course provides a wide-ranging introduction to the social, cultural and political history of Europe since 1945, both east and west. The topics covered include the legacies of the war (from the lingering memories of wartime to the impact of WW2 on the civilian population), economic reconstruction and the role of the state, the communization of Eastern Europe, the Stalinist era and its show trials, the Cold War and some of its major crises, decolonization, European integration, the revolts of the '60s, and the fall of the wall. Throughout the course we will discuss key issues such as consumerism, generational conflicts and the transformation of class and gender relations. By crossing the fixed frontier between east and west, the course encourages students to regard the history of Europe as a unity. Similarly, the course brings together political, social and cultural history with the aim of engaging students in the exploration of the complex nature of historical analysis. Cultural texts (from novels to cinema and popular music), political writings and ego-documents (such as letters, diaries and memoirs) will be discussed throughout the course, allowing students to consider their relevance as historical sources.

Unit of Credit value for the course: 6

## **COURSE AIMS**

The course aims to develop students' understanding of the multiple processes of political, social and cultural transformation taking place in post-war Europe and of the continuing significance of that history today. The course aims to introduce students to different aspects of Europe's past, familiarizing them with different historical perspectives and interpretations. The course encourages students to regard the history of Europe as a unity and aims to foster their ability to think critically about complex processes of historical change and to relate the study of the past to the exploration of contemporary Europe's societies, politics and cultures.

## **STUDENT LEARNING OUTCOMES**

At the completion of this course students will be able to:

- Demonstrate knowledge of the history of Europe since the Second World War and of its different historical interpretations;
- Understand and evaluate key events, ideas and processes of political, social and cultural transformation;
- Relate issues from Europe past to contemporary issues and debates;
- Demonstrate familiarity with key concepts and perspectives used in scholarly and public debates about postwar Europe;
- Improve their skills in conducting research, evaluating evidence, reading critically and thinking clearly;

- Demonstrate an ability to reflect on what they have learnt and how it has changed, challenged or confirmed previous thinking;
- Demonstrate communication skills, both in oral and written form;
- Demonstrate an ability to work cooperatively, to meet deadlines, to provide and react to constructive feedback;

## LEARNING AND TEACHING RATIONALE

Postwar Europe is designed to encourage students' critical engagement with current and past debates about the recent history of Europe.

The course is organized in 2-hours lectures, followed by 1-hour seminar; each week the lecture will introduce a specific issue, providing background information as well as theoretical and analytical perspectives and debates. Weekly readings combine primary sources and specialized scholarly material; cultural artifacts will also be presented and discussed during the lectures and the tutorials. The course's teaching strategy is designed to encourage students' engagement with and structured reflection on the readings; to this end, students will respond to the set readings by entering their comments or question in a weekly journal. Engagement with the lecture and reading material are also encouraged and assessed by a final in-class essay, which gives students the opportunity to synthesize the material and reflect on what they have learnt. The essay and essay plan require students to undertake independent research on a specific topic, engage with relevant scholarship and practice their critical thinking, analytical and written communication skills. By peer-reviewing each other's essay plan, students will be able to practice cooperative learning, how to write constructive feedback and how to learn from other people's work.

Two-hours lecture followed by one-hour tutorial during S2; lectures are held on Wednesday 11-1, Old Main Building 145, tutorials are held on Wednesday 2-3 and 3-4, Morven Brown LG 2.

## COURSE SCHEDULE

### Week 1: Postwar as History

- 1) Introduction: chronology, interpretations, open questions;
- 2) The price of war: social, economic and political consequences

### Week 2: The Impossible Resolution

- 1) The search for a postwar settlement
- 2) The coming of the Cold War

#### Tutorial: Historiographical discussions

Overy, R., 'Interwar, War, Postwar: Was There a Zero Hour in 1945?', in *Postwar European History*, ed. D. Stone (Oxford, 2012), pp.60-78;

Gilbert, M., 'From War to Cold War', in: *A Companion to Europe since 1945* ed. K. Larres (London, 2009), p.7-24;

### Week 3: Old and New Empires

- 1) The consequence of the war on Europe's colonies
- 2) Behind the Iron Curtain

#### Tutorial: "Real Socialism"

Judt, T., *Postwar* (London, 2005), pp.165-196;

Milosz C., *The Captive Mind* (New York, 1990) (first ed. 1953), pp.3-24;

## **Week 4: Prosperity Comes to Europe (or at least to part of it)**

- 1) Politics of stability and the social democratic moment
- 2) The European project

### Tutorial: Reconstructing the Home

Castillo, G., 'Domesticating the Cold War: Household Consumption as Propaganda in Marshall Plan Germany', *Journal of Contemporary History*, vol.40 (2005), pp.261-288

Lebow K., 'We are Building a Common Home: The Moral Economy of Citizenship in Postwar Poland' in F. Biess and R.G. Moeller eds., *Histories of the Aftermath* (New York and Oxford, 2010), pp.215-230;

## **Week 5: Culture Wars and Real Revolutions**

- 1) Budapest 1956
- 2) Evian 1962

### Tutorial: Communism in Western Europe

Judt, T., *Postwar*, pp.195-217

Cooke, P., "Red Spring: Italian political emigration to Czechoslovakia", *Journal of Modern History*, Vol.84, No.4 (December 2012), pp.861-896;

## **Week 6: The Age of Affluence and Its Discontent**

- 1) Social democracy
- 2) 1968 East and West

### Tutorial: 1968

Klimke, M., "1968: Europe in technicolour" in D. Stone, *Postwar European History*, pp.243-261;

Judt, T., *The Memory Chalet*, (London, 2011), pp.119-126.

## **Week 7: 1970s: a Dispiriting Decade?**

- 1) External shocks and European crises
- 2) Political violence and political reforms

### Tutorial: Terrorism and Social Movements

Bartali, R., 'Red Brigades (1969-1974): an Italian Phenomenon and a Product of the Cold War', *Modern Italy*, vol.12 (November 2007), pp.349-369

Segal, L., 'A Local Experience', in S. Rowbotham, L. Segal and H. Wainwright eds., *Beyond the Fragments* (London, 1979), pp.157-180;

## **Week 8: Slow Road to Democracy**

Greece, Spain, Portugal

### Tutorial: The End of European Dictatorships

Graham H. and Alejandro Quiroga, "After the Fear was Over? What Came after Dictatorships in Spain, Greece, and Portugal?" in D. Stone, *Postwar European History*, pp.502-525;

Romanos, E., 'Anarchism, Franco's Dictatorship, and Postwar Europe', in H. Kuuki, E. Romanos eds., *Protest Beyond Borders* (New York 2011), pp.140-157;

### **Week 9: The End of the 'Consensus'**

- 1) The Thatcherite Revolution
- 2) The Return of Cold War Tensions

#### Tutorial: Socialist Consumerism

Mazurek M. and Hilton M., 'Consumerism, Solidarity and Communism: Consumer Protection and the Consumer Movement in Poland', *Journal of Contemporary History*, vol.42 (2007), pp.315-343;

Mineva M., 'Narratives and Images of Socialist Consumption: a study of the Visual Construction of Consumer Culture in Bulgaria in the 1960s', in Todorova M. ed., *Remembering Communism*, (New York, 2010) ch.14.

### **Week 10: The Power of the Powerless**

- 1) Dissidence and economic stagnation in EE
- 2) The end of the old order

#### Tutorial: Dissidence

Havel V., 'The Power of the Powerless', (New York, 1985), pp.23-45;

Kundera M., *Love of Laughter and Forgetting*, (London and Boston, 1982), pp.55-76;

### **Week 11: 1989 and Beyond**

- 1) The return of democracy in East Central Europe
- 2) The return of war in the Balkans

#### Tutorial: The Revolutions of 1989

Tismaneanu V. 'The Revolutions of 1989: Causes, Meanings, Consequences', *Contemporary European History* 18, (2009), pp.271-288

Carmichael C., "Brothers, Strangers and Enemies: Ethnonationalism and the demise of communist Yugoslavia", in D. Stone, *Postwar European History*, pp.546-559

### **Week 12: Past, Present and Future Europe**

- 1) The troubles of contemporary Europe;
- 2) Future scenarios;

#### Tutorial: The Troubles of Contemporary Europe

Perry Anderson, *The New Old World*, London, 2009, ch.2

## COURSE EVALUATION AND DEVELOPMENT

Student evaluative feedback on this course is welcomed and is gathered periodically, using among other means UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course.

## REFERENCES

### Texts

Berend T. I., *An Economic History of Twentieth-century Europe: Economic Regimes from Laissez-faire to Globalization*, Cambridge: Cambridge University Press, 2006.

Berend T. I., *From the Soviet bloc to the European Union: the economic and social transformation of Central and Eastern Europe since 1973*, Cambridge, UK; New York: Cambridge University Press, 2009.

Bren P. and Mary Neuburger (eds.), *Communism Unwrapped: consumption in Cold War Eastern Europe*, New York, NY: Oxford University Press, 2012.

Buchanan T., *Europe's Troubled Peace, 1945-2000*, Malden, MA: Blackwell Publishing, 2006.

Clark, I., *The Post Cold War Order: the Spoils of Peace*, Oxford; New York: Oxford University Press, 2002.

Davies, N., *Europe: a History*, Oxford: Oxford University Press, 1996.

Engel J.A., *The Fall of the Berlin Wall: the revolutionary legacy of 1989*, New York: Oxford University Press, 2009.

Engene, J. O., *Terrorism in Western Europe: Explaining the trends since 1950*, Cheltenham, UK: Northampton, MA: Edgar Elgar 2004.

Judt, T., *Postwar: a History of Europe since 1945*, London: William Heinemann; Pimlico 2007.

Mazower, M., *Dark Continent: Europe's twentieth century*, New York, Knopf, 2002.

Mazower, M., Jessica Reinisch and David Feldman (eds.), *Post-war Reconstruction in Europe: International perspectives, 1945-1949*, Oxford: Oxford University Press, 2011.

Messina, A., *The Logics and Politics of Post-WWII Migration to Western Europe*, Cambridge: Cambridge University Press, 200.

Michnik, A. and Irena Grudzinska-Gross, *Letters from Freedom: Post-cold war realities and perspectives*, Berkeley: University of California Press, 1998.

Müller, Jan-Werner, *Memory and Power in Post-war Europe: studies in the presence of the past*, Cambridge: Cambridge University Press, 2002.

Reinisch, J. and Elizabeth White, *The disentanglement of Populations: Migration, expulsion and displacement in post-war Europe, 1944-49*, Basingstoke: Palgrave Macmillan, 2011.

Riera, M. and Gavin Schaffer, *The Lasting War: Society and Identity in Britain, France and Germany after 1945*, Basingstoke: Palgrave Macmillan 2008.

Sarotte, M., 1989: *The Struggle to Create Post-Cold War Europe*, Princeton NJ: Princeton University Press, 2009.

Stone, D. (ed.), *The Oxford Handbook of postwar European History*, Oxford: Oxford University Press, 2012.

Wahnich, S., Barbara Lášticová and Andrej Findor, *Politics of Collective Memory: cultural patterns of commemorative practices in post-war Europe*, Berlin: Lit; London: Global, 2008.

## Suggested references

### Journals

Contemporary British History

Contemporary European History

History and Memory

Journal of European Integration

Journal of European Studies

Journal of Contemporary History

Journal of Modern History

### Websites

Students seeking resources can also obtain assistance from the UNSW Library. One starting point for assistance is:

<http://info.library.unsw.edu.au/web/services/services.html>

## ASSESSMENT

Students are required to attempt all assignments in order to complete the course satisfactorily.

### Weekly Journal: 15%

This mark is based on your demonstrated engagement with the reading through your contributions to discussion in class and on the Moodle site.

Every week starting from week 2, you will write a brief response (ca. 200 words each) to one of the required weekly reading. You will post your responses as a weekly journal entry on the course's learning management system.

These will be used as the basis for discussion in class and will count towards your "critical engagement" mark.

Responses can be in the form of questions or comments; they should be ca. 200 words and should indicate the context and page no(s) of the reading to which they refer.

To show that the response arises from your reading, indicate the context in which the question or comment arises.

### In Class Presentation and Engagement in the Peer Review Process: 10%

Starting from week 3 students are required to briefly present their research topic to other students. Students will get immediate implicit feedback from the class discussion; a brief written feedback will also be provided at the end of the course. The mark is based on your ability to present your topic in a concise and effective way; 4% of the mark is based on your engagement in the peer review process

### Peer Reviewed Essay Plan: 15%

800-1000 words

Due: 4 pm Friday 23<sup>rd</sup> August

In preparation for the research essay students will write a research plan on their proposed essay question. The essay plan will provide an abstract of the proposed essay, i.e. state the question being investigated and outline the proposed argument and approach. The plan will be 800-1000 words. The essay plan will include an annotated bibliography of 10



items you will or have read with a 1-2 sentence explanation for each saying why the book/paper is (or may be) important for your topic.

Each plan will be peer-reviewed (through written feedback) by at least two other students prior to submission. Students will also receive written feedback and suggestions by the class conductor.

This mark is based on your ability to identify a suitable research topic and to prepare an effective essay plan.

### Research Essay: 40%

3,500 words

Due: 4 pm Friday 1<sup>st</sup> November

The essay will give students the opportunity to undertake a substantial piece of independent research, reflection and analysis on a chosen topic. The essay should outline, explain and critically assess a relevant aspect of postwar European history, situating it in relevant historiographical debates.

### Marking Criteria

The essay tests your knowledge of the history of Europe and of its different historical interpretations, your ability to evaluate key events, ideas and processes of political, social and cultural transformation and to demonstrate familiarity with key concepts and perspectives used in scholarly and public debates about postwar Europe. In the essay you are expected to demonstrate your skills in conducting research and evaluating evidence and your ability to communicate effectively in written form.

### In Class Exercise: 20%

Students are required to write a final short in-class essay in response to questions that will be designed to allow them to demonstrate their critical understanding of the course material and to reflect on what they have learnt.

### Assignment Submission

- The cut off time for all assignment submissions in the School is **4pm** of the stated due date.
- 2 assignment copies must be submitted for every assessment task - 1 paper copy and 1 electronic copy.
- All hard/paper copy assessments should be posted into the Assignment Drop Boxes outside the front counter of the School of Humanities and Languages on level 2, Morven Brown Building by 4pm on the due date.
- A completed cover sheet must be securely attached to assignments. The School is not responsible for any missing pages from poorly bound or stapled assignments.
- In addition, a soft copy must be sent through Moodle on Turnitin by 4pm on the due date.

### Important Note

- Electronic copies will not be marked. Only hard copies submitted in the drop boxes will be marked/assessed.
- The electronic copy will be used as evidence of assignment submission during appeal and dispute cases. Students have no recourse if a soft copy is not submitted. Therefore it is essential that students keep the electronic record of their sent assignment (eg. If assignment was sent to [assessment@unsw.edu.au](mailto:assessment@unsw.edu.au) : the original sent email with the attached assignment kept in their 'sent box' and the electronic acknowledgment.

### Assignment Collection

Assignments should be collected from your lecturer/tutor and must be collected by the owner/author of the assignment. A Stamped Self Addressed Envelope must be provided on submission if students require their assignment to be posted back to their home address.

## **Assignment Extensions**

A student may apply to the Lecturer/Tutor for an extension to the submission date of an assignment. Requests for extension must be made via myUNSW before the submission due date, and must demonstrate exceptional circumstances, which warrant the granting of an extension. If medical grounds preclude submission of assignment by due date, contact should be made with subject coordinator as soon as possible. A medical certificate will be required for late submission and must be appropriate for the extension period.

To apply for an extension please log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration

## **Late Submission of Assignments**

Assignments submitted after the due or extended date will incur a 3% penalty per day including weekends (calculated from the maximum marks available for that assignment). Assignments received more than 10 calendar days after the due or extended date will not be allocated a mark.

## **ATTENDANCE**

To successfully complete this unit you are required to attend minimum 80% of classes. If this requirement is not met you will fail the unit. The lecturer will keep attendance records.

## **ACADEMIC HONESTY AND PLAGIARISM**

Students seeking information on plagiarism should visit the following web site:

<http://www.lc.unsw.edu.au/plagiarism/index.html>

## **OCCUPATIONAL HEALTH AND SAFETY POLICY**

UNSW's Occupational Health and Safety (OHS) Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others.

Any OHS concerns should be raised with your immediate supervisor, the School's OHS representative, or the Head of School. The OHS guidelines are available at: [http://www.ohs.unsw.edu.au/ohs\\_policies/index.html](http://www.ohs.unsw.edu.au/ohs_policies/index.html)

## **STUDENT EQUITY AND DIVERSITY**

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of the course. Alternatively, the Student Equity and Diversity Unit can be contacted on 9385 4734. Further information is available at: <http://www.studentequity.unsw.edu.au>

## **GRIEVANCES**

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should in the first instance attempt to resolve any issues with their tutor or the course convenors. If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of

Humanities and Languages. Further information about UNSW grievance procedures is available at:  
<https://my.unsw.edu.au/student/atoz/Complaints.html> <<https://my.unsw.edu.au/student/atoz/Complaints.html>>

## **OTHER STUDENT INFORMATION**

myUNSW is the single online access point for UNSW services and information, integrating online services for applicants, commencing & current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>