



Arts & Social
Sciences

School of Humanities and Languages

ARTS2781, Postwar Europe: Politics, Societies, Cultures S2, 2014

1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Attendance/Class Clash
7. Academic Honesty and Plagiarism
8. Course Schedule
9. Course Resources
10. Course Evaluation and Development
11. Student Support
12. Grievances
13. Other Information

1. Course Staff and Contact Details			
Course Convenor			
Name	Günter Minnerup	Room	Morven Brown 365
Phone	93853051	Email	g.minnerup@unsw.edu.au
Consultation Time	Fridays, 1-2pm, or by arrangement		
Lecturer			
Name	As above	Room	
Phone		Email	
Consultation Time			
Tutors			
Name	As above	Room	
Phone		Email	
Name		Room	
Phone		Email	
Name		Room	
Phone		Email	

2. Course Details	
Units of Credit (UoC)	6
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 egodocuments (such as letters, diaries and memoirs) will be discussed throughout the course, allowing students to consider their relevance as historical sources.
Course Aims	<ol style="list-style-type: none"> 1. 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. 2. to introduce students to different aspects of Europe's past, familiarizing them with different historical perspectives and interpretations. 3. 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	1.	Demonstrate knowledge of the history of Europe since the Second World War and of its different historical interpretations
	2.	Understand and evaluate key events, ideas and processes of political, social and cultural transformation
	3.	Relate issues from Europe past to contemporary issues and debates
	4.	Demonstrate familiarity with key concepts and perspectives used in scholarly and public debates about postwar Europe.
	5.	Improve their skills in conducting research, evaluating evidence, reading critically and thinking clearly
	6.	Demonstrate an ability to reflect on what they have learnt and how it has changed, challenged or confirmed previous thinking
	7.	Demonstrate communication skills, both in oral and written form
	8.	Demonstrate an ability to work cooperatively, to meet deadlines, to provide and react to constructive feedback
Graduate Attributes	1.	
	2.	
	3.	
	4.	

3. 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.

4. Teaching Strategies

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.

5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Weekly journal	200 words/week	15%	5,6,7,8		Weeks 2-12
Presentation	Oral	10%	5,6,7,8		Weeks 3-12
Essay Plan	800-1000 words	15%	5,7,8		22 August
Research essay	3,500 words	40%	1-8		31 October
In-class essay	1 hour		1-7		Week 12

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet

minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from <https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement

would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

8. Course Schedule				
<i>To view course timetable, please visit: http://www.timetable.unsw.edu.au/</i>				
Week Commencing:	Topic	Lecture Content	Tutorial/Lab Content	Readings
28 July	Postwar as History		No tutorial	
4 August	The Impossible Resolution		Historiographical discussions	Overy, R., 'Interwar, War, Postwar: Was There a Zero Hour in 1945?'; Gilbert, M., 'From War to Cold War'
11 August	Old and New Empires		"Real Socialism"	Judt, T., <i>Postwar</i> ; Milosz C., <i>The Captive Mind</i>
18 August	Prosperity Comes to Europe (or at least to part of it)		Reconstructing the Home	Castillo, G., 'Domesticating the Cold War: Household Consumption as

				Propaganda in Marshall Plan Germany'; Lebow K., 'We are Building a Common Home: The Moral Economy of Citizenship in Postwar Poland'
25 August	Culture Wars and Real Revolutions		Communism in Western Europe	Judt, T., <i>Postwar</i> , pp.195-217; Cooke, P., "Red Spring: Italian political emigration to Czechoslovakia"
1 September	The Age of Affluence and Its Discontent		1968	Klimke, M., "1968: Europe in technicolour"; Judt, T., <i>The Memory Chalet</i>
8 September	1970s: a Dispiriting Decade?		Terrorism and Social Movements	Bartali, R., 'Red Brigades (1969-1974): an Italian Phenomenon and a Product of the Cold War, Segal, L., 'A Local Experience'
15 September	Slow Road to Democracy		The End of European Dictatorships	Graham H. and Alejandro Quiroga, "After the Fear was Over? What Came after Dictatorships in Spain, Greece, and Portugal; Romanos, E., 'Anarchism, Franco's Dictatorship, and Postwar Europe'
22 September	The End of the 'Consensus'		Socialist Consumerism	Mazurek M. and Hilton M., 'Consumerism, Solidarity and Communism: Consumer Protection and the Consumer Movement in Poland'; Mineva M., 'Narratives and

				Images of Socialist Consumption: a study of the Visual Construction of Consumer Culture in Bulgaria in the 1960s'
29 September	Mid-semester break			
6 October	The Power of the Powerless		Dissidence	Havel V., 'The Power of the Powerless'; Kundera M., <i>Love of Laughter and Forgetting</i>
13 October	1989 and Beyond		The Revolutions of 1989	Tismaneanu V. 'The Revolutions of 1989: Causes, Meanings, Consequences'; Carmichael C., 'Brothers, Strangers and Enemies: Ethnonationalism and the demise of communist Yugoslavia
20 October	Past, Present and Future Europe		The Troubles of Contemporary Europe	Perry Anderson, <i>The New Old World</i>
27 October	No lecture		In-class essay	

9. Course Resources

Textbook Details

A Study Kit containing the readings for the tutorials will be available from the UNSW bookshop.

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

Additional Readings

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 postwar 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.

Page 8 of 11

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.

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>

10. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:

<http://www.lc.unsw.edu.au>

12. 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>

13. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and 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>

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

<http://www.ohs.unsw.edu.au/>

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

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

Student Equity and Disabilities Unit

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, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.