

Glory Days? Western Europe's Postwar, 1945-1975

HIST 30

Professor Megan Brown
Schedule: Tuesdays 1:15-3:55pm
Room: Trotter 315

Office Hours: Wednesdays 9:30-11:30 or
by appointment, Trotter 219
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This course explores the first thirty years of the postwar period in Western Europe. Though sometimes called the *trentes glorieuses*, or glorious thirty, in reference to the economic resurgence of European states after World War II, the period witnessed political and cultural upheaval. History 30 students will examine key events and themes of this period, including rebuilding and the Marshall Plan, decolonization, justice and retribution, student protest, and economic integration. We will interrogate how to define a Western European space, with an eye toward the borders of empires, the emergence of the precursors to the E.U., and the Cold War's intensification.

Learning Objectives:

1. Expand understanding of main events and actors in postwar European history.
2. Consider underlying questions of historical contingency, continuity vs. rupture, and thematic links between places or time periods.
3. Improve ability to produce argument-driven academic writing, including through independent analysis of materials.
4. Approach primary and secondary sources with a confident and critical eye.
5. Gain confidence expressing ideas, opinions, and questions during class meetings.
6. Setting challenging but attainable individual goals for academic excellence. What would you like to achieve in this class? We can meet to discuss what you'd like to get out of this semester and how you can approach your objectives.

Required readings:

Students are expected to arrive in class having already read the material assigned for that day. We will discuss reading strategies early in the semester. Strong class participation necessitates an engagement with these texts.

- Tony Judt, *Postwar: A History of Europe since 1945* (New York: Penguin, 2005). On reserve at McCabe.
- All other readings (PDFs or links) available on Moodle.

Assessment:

-Participation: If you consistently contribute to class discussion, half a letter grade will be added to your final average. Poor attendance and/or disruptive classroom behavior will result in a half letter grade deduction from your final average.

-Two 3-4 page papers, due by 12:30pm on the specified due date (approx. 55% of final grade).

- Paper #1 (25%): Sept. 26
 - Analyze either justice/retribution or the movement of people in the immediate postwar (1944*-1950) context.
 - **Revise option:** You may opt to revise Paper #1 and resubmit it by Oct. 10 at 12:30pm. Your new grade will replace the original one, provided that the initial version is submitted on time and demonstrates serious effort. Please see this as an opportunity to meet with me to discuss writing and editing skills ahead of the later assignments.
- Paper #2 (30%): Nov. 21
 - Judt argues that one theme of postwar Europe is that of “Europe’s reduction.” Analyze this claim. What was “reduced?”

-One 7-10 page paper, due by 12:30pm on Dec. 20 (approx. 40% of final grade).

- Oct 31: Tentative paper topic and two potential outside secondary sources due.
- Dec. 20: Final Paper (40%).
 - Choose any one weekly topic theme and write an analytical essay on the subject. In addition to using any assigned works from throughout the semester, please include at least four outside secondary sources.

-Primary source reaction (approx. 5% of final grade): On the day of your choice, please upload to Moodle a personal reflection/reaction essay, responding to a primary source document (denoted by a ○ marker) assigned for that day. This is due at 12:30pm on the day that this work has been assigned as required reading. You will be expected to summarize your response in class. (1-2 pages).

Please note the following:

- 12:31pm = half a letter grade deduction, 12:31pm the day *after* the due date = another half letter off, etc... Papers over four days late will not be accepted.
- Papers must be submitted via Moodle in .doc, .docx, or .pdf form ONLY. Please take technical timing into account and give yourself ample time to upload the attachment prior to the deadline. Note that submissions are automatically run through anti-plagiarism software. If you have any doubt about whether you successfully submitted via Moodle, immediately e-mail your assignment to me, as well.
- A guide to writing and citations will be distributed in class and uploaded to Moodle.

Why “approx. X% of final grade?” Because effort and improvement will be accounted for in the calculation of your final grade.

Campus Resources:

We all hit stressful points in the semester. To that end, in addition to my office hours, I would encourage you to keep in mind the variety of resources Swarthmore has to offer. As the Student Handbook reminds us:

“All disability-related accommodations must be arranged through the Director of Student Disability Services and Learning Resources. Programs in learning and studying at Swarthmore are available throughout the year and particularly suited to First Year students

in the fall semester. Support in the form of departmental clinics and peer supports, The Writing Center, and Student Academic Mentors (SAMs) are also available. Peer tutors are provided free of charge, within reasonable use, and when the tutor resource is available. Deans, professors, and other professional staff can help students to access these resources.”

If you are unclear about what these resources are or how you can learn more about them, please don't hesitate to speak with me.

Further:

If you believe that you need accommodations for a disability, please contact the Office of Student Disability Services (Parrish 113W) or email

studentdisabilityservices@swarthmore.edu

to arrange an appointment to discuss your needs. As appropriate, the Office will issue students with documented disabilities a formal Accommodations Letter. Since accommodations require early planning and are not retroactive, please contact the Office of Student Disability Services as soon as possible. For details about the accommodations process, visit the Student Disability Service Website at

<http://www.swarthmore.edu/academic-advising-support/welcome-to-student-disability-service>.

You are also welcome to contact me privately to discuss your academic needs. However, all disability-related accommodations must be arranged through the Office of Student Disability Services.

Course Etiquette:

- The Swarthmore History Department expects students to attend every class session, barring an excused absence.
- Please be on time. Habitual tardiness will impact your participation grade.
- Please see me if you plan on using a laptop or other Wi-Fi-enabled device. If you choose to use such a device, the only programs open should be for typing and for accessing assigned readings. If a student habitually accesses programs or Web sites unrelated to the class, the right to use said device may be revoked for that class period or the entirety of the semester. Please disable text messaging capability on your computer for the duration of the class period.
- I know when class ends. You know when class ends. Please don't pack up your belongings before then.
- Cell phones (on silent, of course) and headphones should be kept out of sight for the entire of the class period.
- Please respect deadlines and due dates. Come to class prepared to participate, having already completed the required readings for that day.

Academic Honesty:

Students are responsible for familiarizing themselves with Swarthmore's academic policies (found here: <http://www.swarthmore.edu/student-handbook/academic-policies>) and will be held accountable for any breach of “the College's standards of academic integrity whether these violations are intentional or unintentional.” When in doubt, footnote. We will discuss academic honesty in class.

Schedule:

Sept. 5 (Week 1): **Introduction: 1945**

Sept. 12 (Week 2): **Destruction, Recovery, Retribution**

- Please confirm you can access Moodle by filling out the “jaunt through time” survey found on the site. Submit answer by **11:30am** on Tuesday, Sept. 12.
- Judt, Chapters 1-3.
- Claire Duchon, “Crime and Punishment in Liberation France: The Case of *les femmes tondues*,” in *When the War Was Over: Women, War and Peace in Europe, 1940-1956*, ed. Claire Duchon & Irene Bandhauer-Schoffmann (London: Bloomsburg, 2010), 233-250.
- Leora Auslander, “Coming Home? Jews in Postwar Paris,” *Journal of Contemporary History* 40, 2 (2005): 327-259.
- George C. Marshall, “Testimony on Admitting Displaced Persons to the US,” (July 16, 1947). <http://marshallfoundation.org/library/digital-archive/6-093-testimony-admitting-displaced-person-us-july-16-1947/>

Sept. 15 – Drop/Add ends

Sept. 19 (Week 3): **Memory and Forgetting**

- Henry Rousso, *The Vichy Syndrome: History and Memory in France since 1944*, trans. Arthur Goldhammer (Cambridge: Harvard University Press, 1991), Intro and Chap. 1.
- Elizabeth Heineman, “The Hour of the Woman: Memories of Germany’s ‘Crisis Years’ and West German National Identity,” *American Historical Review* 101, 2 (April 1996): 354-395.
- New York Times coverage of Pétain x3 articles

Sept. 26 (Week 4): **A New(er) World Order**

PAPER 1 DUE

- Judt, Chapters 4-5 and pp. 241-256.
- Edith Sheffer, *Burned Bridge: How East and West Germans Made the Iron Curtain* (Oxford: Oxford University Press, 2011), Chapters 3-4.
- NPR’s Planet Money Podcast, Episode 553, “The Dollar at the Center of the World.”

Oct. 3 (Week 5): **East-West?**

- Judt, Chapters 6-7, Coda, and pp. 309-323 (96); 6 can be skimmed.
- Duco Hellema, “The Relevance and Irrelevance of Dutch Anti-Communism: The Netherlands and the Hungarian Revolution, 1956-57,” *Journal of Contemporary History* 30 (1995): 169-186.
- Simone de Beauvoir, *The Mandarins* (1954), Excerpts.

Oct. 10 (Week 6): **Overseas Europe I (Suez; North Africa; Paris)**

OPTIONAL REVISION DUE

- Judt, pp. 278-302.
- Lindsay Frederick Braun, “Suez Reconsidered: Anthony Eden’s Orientalism and the Suez Crisis,” *The Historian* 65, 3 (Spring 2003): 535-561.

- James E. Genova, “Constructing Identity in Post-War France: Citizenship, Nationality, and the Lamine Guèye Law, 1946-1953,” *The International History Review* 26, 1 (2004): 56-79.
- Martin Thomas, “France’s North African Crisis, 1945-1955: Cold War and Colonial Imperatives,” *History* 92, 2 (April 2007): 207-234.
- Gamal Abdel Nasser, “Denouncement of the Proposal for a Canal Users’ Association” (1956).

Oct. 13-22 – Fall Break

Oct. 24 (Week 7): **European Integration**

- Judt, pp. 302-309.
- Mark Gilbert, *European Integration: A Concise History* (Lanham: Rowman & Littlefield, 2012), Chap. 3.
- Véronique Dimier, “Recycling Empire: French Colonial Administrators at the Heart of European Development Policy,” in *The French Colonial Mind Volume I: Mental Maps of Empire and Colonial Encounters*, edited by Martin Thomas, 251-275 (Lincoln: University of Nebraska Press, 2011).
- Alan McKinlay, Helen Mercer, & Neil Rollings, “Reluctant Europeans? The Federation of British Industries and European Integration, 1945-63,” *Business History* 42, 4 (2000): 91-116.
- Winston Churchill, “The Tragedy of Europe” (1946).
- Charles de Gaulle, “Europe and its Role in World Affairs,” July 1964.
- Charles de Gaulle, statement on Britain and the Common Market, May 1967.

Oct. 31 (Week 8): **Consumerism, Americanization, Migrant Labor**

TENTATIVE PAPER TOPIC AND LIST OF TWO POTENTIAL SOURCES DUE

- Judt, Chapter 10 and Postscript.
- Uta G. Poigner, “Rock ‘n’ Roll, Female Sexuality, and the Cold War Battles over German Identities,” *The Journal of Modern History* 68, 3 (Sept. 1996): 577-616.
- Rita Chin, *The Guest Worker Question in Postwar Germany* (Cambridge: Cambridge University Press, 2007), Chapter TBD.
- Jean-Luc Godard, “A Bout de Souffle” (“Breathless”), 1960. Watch streaming via library Web site or attend our screening (McCabe video classroom, Wed., Oct. 25, 8-10pm).

Nov. 7 (Week 9): **Sex and Morality, featuring Skype guest Dr. Andrew DJ Shield**

PLEASE PREPARE QUESTIONS YOU WOULD LIKE TO ASK DR. SHIELD!

- Judt, pp. 373-389.
- Dagmar Herzog, *Sex after Fascism: Memory and Morality in Twentieth-Century Germany* (Princeton: Princeton University Press, 2005), Chap. 3 (“Desperately Seeking Normality”).
- Andrew DJ Shield, “‘Suriname – Seeking a Lonely, Lesbian Friend for Correspondence’: Immigration and Homo-emancipation in the Netherlands, 1965-79,” *History Workshop Journal* 78 (Autumn 2014): 246-264.
- Teresa Ortiz-Gómez and Agata Ignaciuk, “‘Pregnancy and labour cause more deaths than oral contraceptives’: The debate on the pill in the Spanish press in the 1960s and 1970s,” *Public Understanding of Science* 24, 6 (2015): 658-671.

Nov. 10: Last day to declare CR/NC, last day to withdraw with W

Nov. 14 (Week 10): **Overseas Europe II (Algeria; Paris)**

- Raphaëlle Branche, “The French State Faced with the Algerian Nationalists (1954-1962),” in *Democracies at War against Terrorism*, ed. Samy Cohen (London: Palgrave Macmillan, 2008).
- Jim House & Neil MacMaster, *Paris 1961: Algerians, State Terror, and Memory* (Oxford: Oxford University Press, 2006), Chap. 4 (“The Demonstrations of 17 to 20 October 1961”).
- Irwin M Wall, “The French Communists and the Algerian War,” *Journal of Contemporary History* 12, 3 (July 1977): 521-543.
- Albert Camus, “The Guest” (1957).
- Simone de Beauvoir, “Preface to *Djamila Boupacha*,” (1960).
- “Manifesto of the 121,” censored from *Les Temps Modernes* (1962).
- Ahmed Ben Bella, “On the Manifesto of the 121,” (1960).

Nov. 21 (Week 11): **1968**

PAPER II DUE

- Judt, Chapter 12 and pp. 447-449.
- Burleigh Hendrickson, “March 1968: Practicing Transnational Activism from Tunis to Paris,” *International Journal of Middle East Studies* 44 (2012): 755-774.
- Claire Duchon, *Women’s Rights and Women’s Lives in France, 1944-1968* (London: Routledge, 1994), Chap. 7 (“May ’68”).
- Janet Flanner in *The New Yorker* (“Letter from Paris” x2 articles, 1968).
- Alain Finkielkraut *The Imaginary Jew* (Lincoln: University of Nebraska Press, 1994 [orig. French 1980]), excerpt.
- Jean-Paul Sartre interviewing Daniel Cohn-Bendit, May 20, 1968.

Nov. 22-26 – Thanksgiving break

Nov. 28 (Week 12): **Violence and Malaise**

- Judt, Chapters 14-15.
- Jeremy Varon, *Bringing the War Home: The Weather Underground, the Red Army Faction, and Revolutionary Violence in the Sixties and Seventies*, Intro and Chap. 5 (“Deadly Abstraction: The Red Army Faction and the Politics of Murder”). Intro can be skimmed for context.
- António Costa Pinto, “Political Purges and State Crisis in Portugal’s Transition to Democracy, 1975-76,” *Journal of Contemporary History* 43, 2 (2008): 305-332.
- “Build the Red Army!” (1970).
- Andreas Baader, “Letter to the Press,” (1972).

Dec. 5 (Week 13): **The West: Expansions and/or Contractions?**

- Judt, Chapter 16 and pp. 559-566.
- Ricardo E. Ovalle-Bahamón, “The Wrinkles of Decolonization and Nationness: White Angolans as *Retornados* in Portugal,” in *Europe’s Invisible Migrants*, ed. Andrea L. Smith (Amsterdam: Amsterdam University Press, 2002), 147-168.
- Aurélie Elisa Gfeller, “Imagining European Identity: French Elites and the American Challenge in the Pompidou-Nixon Era,” *Contemporary European History* 19, 2 (May 2010): 133-149.

FINAL PAPER DUE: DECEMBER 20