

CARLETON UNIVERSITY
Institute of European, Russian and Eurasian Studies

EURR 4303A/5303A; HIST 4606A
Contemporary Europe: From Postwar to the European Union
Winter 2025

Tuesdays 11:35-2:25 pm
Please Check Location on Carleton Central.

Professor James Casteel, River Building 3308
Tel.: 613-520-2600, ext. 1934 (if no answer, please email rather than leaving a voicemail)
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Office hours: Tuesdays, 2:30-3:30 pm.

Europe in 1945 was a continent that had been devastated by war, nationalism, ethnic cleansing, and genocide. Today, an enlarged European Union encompasses the largest free market economy in the world, promotes the values of democracy and human rights globally, and citizens of European countries enjoy unprecedented freedom of mobility. How do we explain this transformation and the different trajectories of different parts of Europe from the immediate postwar years through the Cold War to the present? How did the end of European empires and the rise of the “superpowers” of the United States and the Soviet Union change Europe’s relationship with the wider world? Why was the nation-state and political regimes based on the principle of popular sovereignty so central to this process of postwar reconstruction? To what extent did new social movements and trans-border ties among civil society organizations facilitate democratization and social change in Europe? What actors contributed to the processes of European integration that created the European Communities/ European Union? What role has migration played in postwar European history? How have Europeans commemorated their violent pasts and why do these memories continue to inform European society and politics today? The latter issue has, of course, taken on more urgency with the rise of far-right populism and Russia’s war against Ukraine.

This course will explore these and other questions, through the engagement with historiographical debates in postwar and contemporary European history. While Europe was divided by the Cold War, in exploring the social, cultural, political, and economic developments on both sides of the Iron Curtain we will attempt to show convergences, parallels and interconnections that span this divide. We will attend to the ways that Europeans’ lives have been transformed by broader global changes such as decolonization and globalization as well as the collapse of Communism in eastern Europe. We will focus particular attention on Europeans from all walks of life as actors who had a degree of agency in all of these contested transformations.

Course Objectives and Learning Outcomes:

The objectives of this course are to provide you with an advanced level introduction to major historiographical issues in the history of postwar and contemporary Europe. You will learn about current debates in the field on a variety of key topics. In both their class discussions and written work, you will gain practice in participating in a scholarly community including debating and engaging with scholarly arguments in the literature as well as giving and receiving feedback on your work from your peers at our mini-conference. You will also develop your historical research and critical thinking skills through their shorter papers, oral presentations.

REQUIRED COURSE READINGS:

Course readings will be made available via Brightspace (with links to the Library’s Ares Course Reserves system. *If you find that a required reading is not available for a given week, please*

notify the instructor **immediately**. Students are expected to come to class having prepared **all** of the required readings for a particular week.

Cost of Education Materials

Students are not required to purchase textbooks or other learning materials for this course.

SUPPLEMENTAL COURSE READINGS:

On the Brightspace page for the course, students will find an extended list of recommended readings that can be used for students who wish to explore a particular topic in more depth and can assist you in finding secondary sources for the major written assignment. The book-length monographs on this list can also be used for the book review and presentation assignment (see below).

In addition, for students who have little or no background in postwar and contemporary European history, you may find one of the following synthetic works helpful:

- Jarausch, Konrad. *Out of Ashes: A New History of Europe in the Twentieth Century*. Princeton: Princeton UP, 2015 (a recent survey by eminent scholar in field; emphasis on the contradictions of modernity; covers both halves of century but chapters on postwar can be read on their own)
- Feinberg, Melissa. *Communism in Eastern Europe*. New York: Routledge, 2021 (an excellent survey with an emphasis on the politics of everyday life and gender).
- Ther, Philip. *Europe Since 1989*. Princeton: Princeton UP, 2016 (an original work of synthesis with emphasis on social and economic transformations and excellent coverage of central and eastern Europe)
- Gilbert, Mark. *European Integration: A Political History*. 2nd edition. Lanham, Md: Rowman & Littlefield, 2020 (on the history of European integration and the European Union).
- Judt, Tony. *Postwar: A History of Europe Since 1945*. London: Penguin, 2006 (readable, (if long!) narrative history by a major scholar; one of the first major works of synthesis after the Cold War)
- Stone, Dan, ed. *The Oxford Handbook of Postwar European History*. Oxford: Oxford UP, 2012 (comprehensive handbook with essays on key topics and suggestions for further reading on key issues and themes)

COURSE REQUIREMENTS AND GRADING SCHEME:

Undergraduates (EURR 4303/HIST 4606)

Assignments	Percentage	Due Date
Attendance and Participation	20%	weekly
Reading Analysis Paper (3-4 pages, 750-1000 words)	12%	-Due on or before Friday, February 7 at 5:00 pm (end of Week 5)
Book Review and Presentation (Paper: 3-4 pages, 750-1000 words; Presentation: 5-7 minutes)	18%	Schedule assigned in first class meeting. Book choice entered via Brightspace. -Paper due Friday before class session of presentation

Assignments	Percentage	Due Date
Proposal and Bibliography for Major Written Assignment (1-2 pages, 250-500 words, plus bibliography)	complete/incomplete incomplete = 10 point deduction to mark on Major Written Assignment (100 pt scale).	Friday February 14 at 5:00 pm (Week 6).
Mini Conference Presentation and Paper (Paper: 3-4 pages, 750-1000 words; Presentation: 5 minutes)	18%	-Paper due Friday March 14, 5:00 pm -Presentation in Week 10, Tuesday, March 18
Major Written Assignment (10 Pages, 2500 words)	32%	Tuesday, April 8 at 5:00 pm

Graduate Students (EURR 5303)

Assignments	Percentage	Due Date
Attendance and Participation	20%	weekly
2 x Reading Analysis Papers (3-4 pages, 750-1000 words)	18% (2 @ 9% each)	-#1 Due on or before Friday, February 7 at 5:00 pm (end of Week 5) -#2 Due on or before Friday, March 28 at 5:00 pm (end of Week 11)
Book Review and Presentation (Paper: 3-4 pages, 750-1000 words; Presentation: 5-7 minutes)	14%	Schedule assigned in Week 1 -Paper due Friday at 5:00 pm before class session of presentation
Proposal and Bibliography for Major Written Assignment (1-2 pages, 250-500 words, plus bibliography)	complete/incomplete incomplete = 10 point deduction to mark on Major Written Assignment (100 pt scale).	Friday February 14 at 5:00 pm (Week 6).
Mini Conference Presentation and Paper (Paper: 3-4 pages, 750-1000 words; Presentation: 5 minutes)	14%	-Paper due Friday March 14, 5:00 pm -Presentation in Week 10, Tuesday, March 18
Major Written Assignment (15 Pages, 3750 words)	34%	Tuesday, April 8 at 5:00 pm

Note: Page lengths do not include notes and bibliography and assume 250 words/ page (double-spaced, one-inch margins).

Attendance and Participation:

This course is a reading intensive course (approximately 100-120 pages per week) held in seminar format. Attendance is mandatory, and active participation in classroom discussions is vital to students' success in the course. Our aim is to create a constructive and inclusive learning community in which you will be able to exchange ideas with your peers, even if at times some of the issues discussed might be difficult or controversial. It is okay to disagree on issues or interpretations, as your peers may have different perspectives.

Students are expected to attend class on a regular basis and to come to class prepared to discuss the assigned readings. Participation grades will be determined based on: (a) attendance and attention level and (b) active participation that (i) displays knowledge of the subject (ii) contributes to the flow of conversation (iii) shows knowledge of the readings and concepts in the readings (iv) offers critical analysis of the readings and subject. Questions or comments that display a thoughtful knowledge and analysis of the class readings receive the highest participation marks.

Students who have legitimate health or similar reasons to miss a class should contact the professor ideally on or before the day of the class meeting but no more than 3 days after the class meeting to request that the absence be marked excused. Students whose absence is excused may elect to make up participation marks for the session they missed by writing a 1 page (250 words) response paper based the week's readings. This option is not available for unexcused absences.

Students with health, medical, or equivalent situations that require them to miss class, oral presentations, or delay the submission of term work, should let the instructor know as soon as possible after they become aware of the situation. Students in such situations may be asked to submit the forms for short term or long term academic consideration to the registrar's office (see links to **Academic Accommodations** below).

Students who miss a scheduled oral presentation due to an excused absence should communicate with the instructor to find an alternate date for the make-up presentation. Students who miss a scheduled oral presentation for an unexcused absence will not be able to make up the presentation, and will receive a zero for the presentation component of the assignment (see assignment rubric on Brightspace).

Book Review and Presentation:

Students will be asked to choose an academic monograph in history relevant to the week's themes, read it, write a 3-4 page (750-1000 word) paper on the book, and present the book to the class in a 5 minute presentation. A monograph is a book-length study of a particular topic based on extensive primary research (survey textbooks and edited volumes are not monographs). A list of books will be provided for each week's theme or you may find your own via the Carleton library catalogue. You will need to enter your book on a shared worksheet on Brightspace to have your book approved (to ensure the book meets criteria and to avoid multiple presentations on the same book). Your report and your presentation should outline the main argument(s) of the book; provide a brief summary of the key points (this can be chapter by chapter or a more thematic approach); and provide your own constructive critique and analysis of the book. In your critique, you may wish to consider the work's conceptualization, theoretical approach, methodology, source base, etc. You are welcome to choose a book for the assignment that is relevant to the topic of your major paper.

The written book review is due at 5:00 pm on the Friday before the class meeting of the scheduled presentation.

Reading Analysis Paper(s):

Undergraduate students will write one reading analysis paper and graduate students will write two reading analysis papers over the course of the term. The paper should be 750-1000 words, 3-4 pages. Each paper should analyze the assigned readings for a particular week. You should critically engage with arguments in the literature and should develop an overall theme and thesis argument for your paper. You do not need to necessarily cover all the readings, but you should cover more than one. Papers should not be merely descriptive but analytical.

In analyzing the readings, you may wish to think about some of the following questions — what is the conceptual approach an author uses? How does the disciplinary background inform the approach and questions posed? What methodology does the author use? What are the strengths and limitations of a particular approach to a topic? Where do authors agree and disagree, and why? Your essay should draw connections between different readings and compare or contrast the approaches.

Papers should be submitted on the Friday before 5:00 pm of the week in which the assigned readings are discussed (i.e. for Week 3 readings, the paper is due on the Friday after the Week 3 class). You may write your paper on any week's readings (excluding weeks 1, 9, and 10, of course, since readings are not assigned those weeks!). You cannot write on a week that has already passed, but you may write on a later week and submit it in advance (so for example, you could submit a paper on Week 12's readings in Week 5, but not vice versa).

- All students are required to submit their first (and for undergraduate students only) reading analysis paper **by Friday, Feb 7 at 5:00 pm (end of Week 5)**.
- Graduate students must submit their second reading analysis paper **by Friday, March 28 at 5:00 pm (end of Week 11)**.

Mini Conference Paper and Presentation:

All students will participate in a mini-conference during Week 10 that provides an opportunity to present your project for your Major Written Paper and get feedback on your ideas from your peers as well as your prof. You should submit a 3-4 page (750-1000 word) paper outlining your topic, the main thesis argument that you are making, and some of your key preliminary findings and their broader significance. Students doing a traditional research paper may wish to focus on interpreting a source or a particular body of sources while those doing a literature review paper might focus more on some of the different positions or debates around the topic they are discussing, and engage with a selection of that material in more depth. The paper gives you an opportunity to present draft material and get feedback on your arguments and findings that you can then incorporate into the writing of your final paper (both from your peers and from your prof).

You will then present your conference paper in **Week 10, March 18**, in our mini-conference. I will organize a program for the conference placing students in panels. Each panel will present their papers and then there will be time allotted for Q&A from the audience for each panel. Please note that as you only have **five minutes** to speak, so you will not be able to read the written paper, but will need to present the key points. You are encouraged to practice your oral presentation to ensure that you stick to time. The panel chair will monitor time, given a 1 minute warning, and ask you to stop if your time is used up (also standard practice at a

conference). Participation marks for that week will be based on questions posed in the Q&A. The written papers are due on or before **Friday, March 14, at 5:00 pm.**

During Week 9, there will be no assigned readings and in order to allow for time to work on your conference paper. Group meetings with each panel will be scheduled during our regular class meeting time that week to discuss your papers and presentations and answer any questions.

Major Written Assignment:

The major written assignment may take two forms: 1) Students may write a “traditional” research paper. This can be a paper that focuses in depth on an issue employing close analysis of primary sources and engaging with the secondary literature on the topic. 2) A second variant is to write a historiographic paper based on secondary sources that engages in a critical discussion of the current scholarship on a particular issues. Further details on the major written assignments will be discussed in class.

Papers will be evaluated according to the following criteria: evidence of engagement with the literature in the field, quality and thoroughness of research, soundness of thesis, use of evidence to support thesis, coherence of argument, logical structure, writing style, grammar and spelling. See also the late penalties and grace period section below.

My preferred citation format is Turabian/Chicago Manual of Style. As this is a history class, please use footnotes or endnotes rather than parenthetical citation.

Students MAY NOT hand in the same assignment (OR PARTS OF THE SAME ASSIGNMENT) for two or more courses.

SUBMISSION OF ASSIGNMENTS AND 7-DAY GRACE PERIOD

Assignment Submission and Feedback/Evaluation

Assignments should be submitted online on Brightspace. Please do not email assignments, unless you are having an issue with the Brightspace submission system. Once the issue is sorted out, you will still be required to submit via the Brightspace portal.

The instructor generally aims to provide feedback on assignments within two weeks of the original assignment due date (students who submit after the due date, can expect to receive feedback later). If it has been two weeks since you submitted and you have not received feedback on an assignment, please feel free to ask the professor for an update. There may be situations where it takes the instructor longer to provide feedback, but he will usually let you know if that is the case.

Most assignments will be marked using rubrics that are available for each assignment on Brightspace.

7 Day Grace Period for Written Assignments:

You are all adults and are strongly encouraged to plan ahead, manage your time, and submit your work by due dates indicated in the course outline.

That being said, your professor recognizes that students often are juggling many family, school, work, extracurricular, volunteer, and other obligations that can create different demands on

your time. To allow for such situations, I have instituted a seven-day grace period for late assignments. If an assignment is submitted within the seven-day grace period, no late penalties will be applied.

This means that if you are submitting within the seven-day grace period, there is no need to write to your professor with an excuse, explanation, extension request, self-declaration form, etc. If it is within seven days, just submit the assignment, and it will be accepted and marked. Please note that assignments that are submitted by the original deadline will be prioritized when marking. Students who submit the assignment late should expect to receive feedback and evaluation later than students who submitted by the original deadline.

****Unless the student has contacted the professor and had a request for an extension or other accommodation approved, assignments submitted more than seven days late will not be accepted and a mark of zero will be entered.****

If you have serious medical, mental health, bereavement, child or elder care, or other equivalent circumstance that prevents your submission of the assignment on time or within the grace period, please contact the Professor as soon as possible and ideally no more than 3 days after the original deadline to request an extension. Teaching assistants, if the course has them, may not grant extensions. Such requests are only granted by the professor.

Please also consult the university policy on academic consideration for medical or other extenuating circumstances under the academic accommodation link below. When granting extensions, the professor may require students to submit the relevant short-term or long-term requests for academic consideration forms to the registrar's office (see academic accommodation/consideration below).

*** If for any reason you are not sure about whether your particular circumstances will be considered grounds for an extension, please don't hesitate to email your professor and ask! ***

POLICY ON USE OF Artificial Intelligence Tools in Written Assignments:

- Students are prohibited from using generative artificial intelligence tools (such as ChatGPT) to compose any of their written assignments for this course (including drafts and the final version). By submitting written work in this course, you are agreeing that you are the author, not any third party (including AI).
- Submitting AI generated papers is a violation of the university's academic integrity policy and will be referred to the appropriate dean for investigation and potential penalties (see academic integrity policy above).
- Please note, as AI is increasingly integrated into many word processors and programs for spell-check, grammar correction, or translations (google translate, Deep L), use of these resources is permitted as aids in writing assignments. What is **NOT** permitted is asking a generative AI to write a part or your whole paper for you.
- An AI generated paper is highly unlikely to meet the learning outcomes for a particular assignment (which require your own reading, thought, critique, research and analysis). If you submit an AI-generated paper, you can expect to receive a lower mark than if you submit a paper that you actually write yourself.

Why the Prohibition?

- Generative AI is a tool, and it can be a useful tool in some situations, and you will likely have opportunities in life where you may need to use it. However, a key aim of this course is

for you to develop your critical thinking, interpretative, and writing skills. You can only develop those skills if you do your own critical thinking, interpretation, and writing.

- Generative AI is NOT A RELIABLE SOURCE of information. Most generative AIs are trained based on internet data that is often inaccurate and unreliable and often contains implicit biases. In many cases when AI does not 'know' the answer, it will make up information that is just plain wrong. This makes it a highly unreliable source for the writing of academic essays. In evaluating your essays, the quality and appropriateness of your source material will be assessed.
- Students suspected of using AI in their work in a manner that violates this policy may be asked to provide the instructor with their research notes and drafts of their essay. They may also be asked to meet with the instructor to discuss the assignment and the research materials consulted.

Technology in the Classroom:

Laptops, tablets, and phones may only be used for taking or consulting notes, viewing course readings or for oral presentations. Other uses such as texting, emailing, chatting, social media, streaming videos, video games, etc. are distracting both to you and to everyone around you, and are not allowed. Students who are engaging in activity that is distracting, disrespectful, or disturbing other students, may be asked to put their devices away or, if the disturbances persist, to leave the classroom.

Email Communication:

Following university policy, the instructors will communicate by e-mail with students using their Carleton University e-mail addresses (or via Brightspace). If you have a different account that you check regularly, please set up your Carleton account to forward to that one, so that you do not miss any important course-related announcements. Normally, the instructor expects to reply to e-mail queries within 2 days during the working week. The instructor generally does not answer e-mail inquiries on evenings or weekends. Students who wish to communicate with the instructor are encouraged to meet personally during office hours, at another convenient time by appointment, or, for small matters, at the end of class.

Intellectual Property:

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Students also may not engage in audio/visual recording in the classroom without the permission of the instructor (i.e. for a PMC accommodation). The dissemination of any such recordings (whether the recording was permitted or not) is also strictly prohibited.

COURSE CALENDAR:

Please note that the instructor may make changes to the syllabus over the course of the semester.

Week 1, Jan 7. Introduction: Europe as Contemporary History

Week 2, Jan 14 Displacements

- Stone, Dan. "Europe's Missing Children." In *Fate Unknown*, by Dan Stone, 351–90, Oxford University Press, 2023. <https://doi.org/10.1093/oso/9780198846598.003.0009>.
- Zahra, Tara. "'A Human Treasure': Europe's Displaced Children between Nationalism and Internationalism." *Past and Present* 210 (2011): 332–50.
- Hoffmann, Stefan-Ludwig. "Gazing at Ruins: German Defeat as Visual Experience." *Journal of Modern European History* 9, no. 3 (2011): 328–50. https://doi.org/10.17104/1611-8944_2011_3_328
- Tikhomirov, Alexey. "Practices of Humiliation, Rites of Violence, and Emotional Memory in Modern State- and Nation-Building: The Forced Removal of Germans from Eastern Europe in 1945." *The Journal of Modern History* 96, no. 2 (June 2024): 362–401. <https://doi.org/10.1086/730014>.

Week 3, Jan 21 Postwar Justice and Confrontations with the Past

- Jeremy Varon, "'Surviving Survival': Living with the Holocaust and among the Germans." in *The New Life: Jewish Students of Postwar Germany* (Wayne State University Press, 2014). 181-222
- McClintock, Louisa M. "In the Shadow of the Crematoria: Investigating Mass Atrocities in Poland, 1944–1945." *The Journal of Modern History* 96, no. 3 (September 2024): 602–31. <https://doi.org/10.1086/731362>.
- Bloch, Brandon. "'The Limits of Human Jurisdiction': Protestantism, War Crimes Trials, and Human Rights in Occupied Germany." *The Journal of Modern History* 93, no. 2 (June 2021): 363–400. <https://doi.org/10.1086/714014>.
- Kuby, Emma. "From Auschwitz to Algeria The Mediterranean Limits of the French Anti-Concentration Camp Movement, 1952–1959." In *French Mediterraneans: Transnational and Imperial Histories*, edited by Patricia M. E. Lorcin and Todd Shepard, 347–71. Lincoln: University of Nebraska Press, 2016. <https://doi.org/10.2307/j.ctt1d8h8t4>.

Week 4, Jan 28 Reconstructions

- Holly Case, "Reconstruction in East-Central Europe: Clearing the Rubble of Cold War Politics." *Past & Present* 210, Supplement 6 (2011): 71–102.
- Bryant, Chad, Kateřina Čapková, and Diana Dumitru. "Undone from Within: The Downfall of Rudolf Slánský and Czechoslovak-Soviet Dynamics under Stalin*." *The Journal of Modern History* 95, no. 4 (December 2023). <https://doi.org/10.1086/727694>.
- Dack, Mikkel. "Tailoring Truth: Memory Construction and Whitewashing the Nazi Past from Below." *German Politics and Society* 39, no. 1 (March 22, 2021): 15–37. <https://doi.org/10.3167/gps.2021.390102>.
- Heide Fehrenbach, "Black Occupation Children and the Devolution of the Nazi Racial State" in *After the Nazi Racial State: Difference and Democracy in Germany and Europe*, edited by Rita Chin, Heide Fehrenbach, Geoff Eley, and Atina Grossmann, 30-54. Ann Arbor, MI: University of Michigan Press, 2009.

Week 5, Feb 4 Decolonizations

- Marker, Emily. "Encountering Diversity in France and Eurafrica" in *Black France, White Europe: Youth, Race, and Belonging in the Postwar Era*, 139-180. Ithaca, New York: Cornell University Press, 2022.
- Buettner, Elizabeth. "'This Is Staffordshire Not Alabama': Racial Geographies of Commonwealth Immigration in Early 1960s Britain." *The Journal of Imperial and*

Commonwealth History 42, no. 4 (August 8, 2014): 710–40. <https://doi.org/10.1080/03086534.2014.962929>.

Pugach, Sara. “Eleven Nigerian Students in Cold War East Germany: Visions of Science, Modernity, and Decolonization.” *Journal of Contemporary History* 54, no. 3 (July 2019): 551–72.

Loyd, Thom. “Congo on the Dnipro: Third Worldism and the Nationalization of Soviet Internationalism in Ukraine.” *Kritika: Explorations in Russian and Eurasian History* 22, no. 4 (November 5, 2021): 787–811. <https://doi.org/10.1353/kri.2021.0053>.

***** Submit First Reading Analysis Paper on or before Friday, February 7, 5:00 pm *****

Week 6, Feb 11 Leisure, Consumption, and Everyday Life

Sneeringer, Julia. “Fans and Audiences.” In *A Social History of Early Rock ‘n’ Roll in Germany: Hamburg from Burlesque to The Beatles, 1956-69*, 91–120. London: Bloomsbury, 2018. <https://doi.org/10.5040/9781350034419>.

Herzog, Dagmar. “Between Coitus and Commodification: Young West German Women and the Impact of the Pill.” In *Between Marx and Coca-Cola*, edited by Axel Schildt and Detlef Siegfried, 261–86. Berghahn Books, 2022.

Lebow, Katherine. “The Enlightenment of Kasza.” *Unfinished Utopia: Nowa Huta, Stalinism, and Polish Society, 1949-56*, 124-151. Ithaca: Cornell University Press, 2013.

Scholz, Natalie. “Ghosts and Miracles: The Volkswagen as Imperial Debris in Postwar West Germany.” *Comparative Studies in Society and History* 62, no. 3 (2020): 487–519. <https://doi.org/10.1017/S0010417520000158>.

***** Submit Proposal for Major Written Assignment by 5:00 pm on Friday, February 14 *****

***** Reading Week – Feb 17-21 — Happy Reading! *****

Week 7, Feb 25 Borders and Boundaries

Sheffer, Edith. “Home: Life in the Prohibited Zone” in *Burned Bridge: How East and West Germans Made the Iron Curtain*, 167-194. New York: Oxford University Press, 2014.

Zahra, Tara. “The Freedom Train” in *The Great Departure: Mass Migration From Eastern Europe and the Making of the Free World*, 217-253. New York: W. W. Norton, 2016.

Glassheim, Eagle. “Unsettled Landscapes: Czech and German Conceptions of Social and Ecological Decline in the Postwar Czechoslovak Borderlands.” *Journal of Contemporary History* 50, no. 2 (April 1, 2015): 318–36.

Kahn, Michelle Lynn. “The Long Road Home: Vacations and the Making of the ‘Germanized Turk’ across Cold War Europe.” *The Journal of Modern History* 93, no. 1 (March 1, 2021): 109–49. <https://doi.org/10.1086/712801>.

Week 8 Mar 4 Generational Change and Protest Cultures

Demshuk, Andrew. “Exiling Karl Marx from Karl Marx Square: The Political Lives of a Leipzig Monument before and after 1989.” *Journal of Contemporary History* 59, no. 1 (January 2024): 11–40. <https://doi.org/10.1177/00220094221149971>.

Fidelis, Malgorzata. “Tensions of Transnationalism: Youth Rebellion, State Backlash, and 1968 in Poland.” *American Historical Review* 125, no. 4 (October 2020): 1232–59. <https://doi.org/10.1093/ahr/rhaa378>.

Kyrill Kunakhovich, "Protest: Spaces of Opposition, Spaces of Dialogue." In *Communism's Public Sphere: Culture as Politics in Cold War Poland and East Germany*, 215-248. Ithaca: Cornell University Press, 2022

Biess, Frank. "Apocalyptic Angst." In *German Angst: Fear and Democracy in the Federal Republic of Germany*, 290-330. Oxford University Press, 2020.

Week 9, Mar 11 Migration, Citizenship and Belonging

Minayo Nasiali, "Banlieue Youth and the Body Politic" in *Native to the Republic : Empire, Social Citizenship, and Everyday Life in Marseille since 1945* (Ithaca: Cornell University Press, 2016), 130-157.

Schiels, Chelsea. "A Science of Reform and Retrenchment: Black Kinship Studies, Decolonisation and the Dutch Welfare State." *Contemporary European History* 33, no. 1 (February 2024): 4–22. <https://doi.org/10.1017/S0960777323000024>.

Bösch, Frank, and Phi Hong Su. "Competing Contexts of Reception in Refugee and Immigrant Incorporation: Vietnamese in West and East Germany: Journal of Ethnic & Migration Studies." *Journal of Ethnic & Migration Studies* 47, no. 21 (December 2021): 4853–71. <https://doi.org/10.1080/1369183X.2020.1724418>.

Plamper, Jan. "Jewish Germaniya" in *We Are All Migrants: A History of Multicultural Germany*, 161-182. Cambridge: Cambridge University Press, 2023.

***** Submit Mini Conference Paper for presentation to discussion forum by 5:00 pm on Friday, March 14 Prepare and practice your conference presentation*****

Week 10, March 18 Mini-Conference

Please be prepared to present your paper. You should also review the written papers in the discussion forum of other presenters to help pose questions during the conference.

Week 11, March 25 Europeanization

Stella Ghervas, "The Spirit of Enlarged European Union: The Flight of the Monarch Butterflies" in *Conquering Peace: From the Enlightenment to the European Union*, 284-347 Harvard: Harvard UP, 2021.

Warlouzet, Laurent. "A Flanking European Welfare State: The European Community's Social Dimension, from Brandt to Delors (1969–1993)." *Contemporary European History* 33, no. 1 (February 2024): 23–36. <https://doi.org/10.1017/S0960777322000479>.

Ther, Philipp. "Cotransformation since 1990: A German Path and Perspective, with European Ramifications." In *Tangled Transformations*, edited by Kiran Klaus Patel, 33–55. University of Toronto Press, 2024. <https://doi.org/10.3138/9781487556853-004>.

Garavini, Giuliano. "Thatcher's North Sea: The Return of Cheap Oil and the 'Neo-Liberalisation' of European Energy." *Contemporary European History* 33, no. 1 (February 2024): 37–52. <https://doi.org/10.1017/S0960777322000686>.

***** GRADUATE STUDENTS ONLY ***
Submit Second Reading Analysis Paper on or before Friday, March 28, 5:00 pm *****

Week 12, April 1 The Past in the Present

- Molnar, Christopher A. "Asylum Seekers, Antiforeigner Violence, and Coming to Terms with the Past after German Reunification." *The Journal of Modern History* 94, no. 1 (March 1, 2022): 86–126
- Andrew I. Port, "It is Genocide and Must be Designated as Such," in *Never Again: Germans and Genocide After the Holocaust*, 160-193. Cambridge, MA: Harvard UP, 2023.
- Hanebrink, Paul. "The Whiteness of 'Christian Europe': the Case of Hungary." In *Off White: Central and Eastern Europe and the Global History of Race*, edited by Catherine Baker, Bogdan C. Iacob, Anikó Imre, and James Mark, 215-235. Manchester University Press, 2024. <https://doi.org/10.7765/9781526172211>.
- Evans, Jennifer V., Swen Steinberg, David Yuzva Clement, and Danielle Carron. "Settler Colonialism, Illiberal Memory, and German-Canadian Hate Networks in the Twentieth and Twenty-First Centuries." *Central European History*, July 19, 2023, 1–22. <https://doi.org/10.1017/S0008938923000432>.

Week 13, April 8. Individual Consultation. Major Written Assignment Due.

Professor available for individual consultation during extended office hours during regular class time.

***** Submit Major Written Assignment by 5:00 pm on Tuesday, April 8 *****

University Policies

Statement on Student Mental Health:

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please see: <https://carleton.ca/wellness/>

Academic Accommodations

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

Plagiarism and Academic Integrity

The University Academic Integrity Policy defines plagiarism as "presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own." This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of "F" for the course.

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.