

Carleton University
Institute of European, Russian, and Eurasian Studies
EURR 4303/5303F/HIST 4606/5212A: Contemporary Europe from Postwar to the
European Union
Fall 2026

Seminar: Thursday 11:35am-2:25pm—In-Person

Location: Richcraft Hall 3228

Please confirm all times and locations on Carleton Central as this information may be subject to change.

Instructor: Sean Eedy, PhD

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Office Hours: Monday 12-1pm, Friday 12-1pm

Office Location: 453 Paterson Hall

Course Description:

By 1945, the European continent had been largely devastated by war, nationalism, ethnic cleansing, and genocide. In the twenty-first century, an enlarged European Union encompasses the largest free market economy in the world, promotes values of democracy and human rights globally, and its citizens enjoy unprecedented freedom of movement. How do we explain this drastic transformation and the differing trajectories of the different parts of Europe from the immediate postwar and Cold War through to the present? How did the end of European empires and the rise of the American and Soviet “superpowers” change Europe’s relationship with the world at large? Why was the nation-state and political regimes based on the principle of popular sovereignty so integral 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 Europe Communities and, ultimately, the 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 explores 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 explore the ways that Europeans' lives were transformed by broader global changes such as decolonization and globalization as well as the collapse of Soviet-style Communism in eastern Europe. We will pay particular attention on Europeans from all walks of life as actors who had a degree of agency in all of these contested transformations.

Learning Objectives:

This course provides students with an advanced level of introduction to significant historiographical issues in the history of postwar and contemporary Europe. Students will learn about current debates in the field on a variety of key topics. In class discussions and written work, students will gain practice in participating in a scholarly community that includes debating and engaging with scholarly arguments in the literature as well as giving and receiving feedback on students' work. Students will also develop their historical research and critical thinking skills through their shorter papers and oral presentations.

REQUIREMENTS AND GRADING:

This course consists of an in-person three-hour seminar each week. The time and location of these lectures is listed above, but please check Carleton Central for the most up-to-date times and locations as changes do sometimes happen.

Students of this course are not permitted to submit work that was previously submitted for credit in another course or in this course should the student be retaking the course.

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

AI Policy for EURR 4303/5303/HIST 4606/5212:

AI USE—BASIC ASSISTANCE ONLY

AI use in this course: Students may use AI tools for basic word processing functions, including grammar and spell checking (e.g. Grammarly, Microsoft Word Editor, Copilot).

Documenting AI use: It is not necessary to document the use of AI for the permitted purposes listed above. If you have questions about a specific use of AI that is not listed above, please consult the instructor.

Why have I adopted this policy? This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by

students while allowing basic support to enhance clarity, correctness, layout, and flow of ideas. The goal of adopting a limited use of AI is to help students develop foundational skills in writing, communication, argumentation through evidence and explicit examples, and critical thinking by practicing substantive content creation without the support of AI.

Limitations: Students may not use AI for the following tasks: the writing and completion of written assignments, research, comparative analysis, etc.

Note: Should students use AI citation generators for foot/endnotes and/or bibliographic references (this is normally fine, but please confirm with your course instructor), it is advisable for students to proof-read their work (though this is always advised). The technology is not infallible and should students provide citation generators with key words rather than complete references, the AI may create incorrect or blatantly false references. Failure to cite sources and/or providing false references can result in academic misconduct and students will be held responsible for the work of AI citation generators and the like.

Required Texts:

Course readings will be made available via Brightspace (with links to the Library's Ares Course Reserve 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.

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:

- Feinberg, Melissa. *Communism in Eastern Europe*. New York: Routledge, 2021 (an excellent survey with an emphasis on the politics of everyday life and gender).
- Gilbert, Mark. *European Integration: A Political History*, 2nd edition. Lanham, MD: Rowman & Littlefield, 2020 (on the history of European integration and the European Union).
- Jarausch, Konrad H. *Out of Ashes: A New History of Europe in the Twentieth Century*. Princeton: Princeton UP, 2015 (a recent survey by the eminent scholar in the field; emphasis on the contradictions of modernity; covers both halves of the century but chapters on the postwar can be read on their own).

- Judt, Tony. *Postwar: A History of Europe since 1945*. London: Penguin, 2006 (readable narrative history by a major scholar; one of the first major works of synthesis after the Cold War).
- Stone, Dan, ed. *The 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).
- 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).

Evaluation:

Undergraduates (EURR 4303/HIST 4606)

Attendance/Participation	20%	Weekly
Reading Analysis Paper (3-4 pages)	10%	Sunday, October 11 @ 11:59pm
Book Review (3-4 pages) and Presentation (5-7 minutes)	20%	Schedule assigned in first class meeting. Book choice entered via Brightspace. → Paper due the Sunday (@11:59pm) before class session of presentation.
Proposal and Bibliography for Major Written Assignment (1-2 pages, plus bibliography)	Complete/incomplete Incomplete = 10-point deduction to mark on Major Written Assignment	Sunday, October 18 @ 11:59pm
Mini Conference Presentation (5 minutes) and Paper (3-4 pages)	20%	→ Paper due Sunday Nov. 15 @ 11:59pm → Presentation in Week 10, Thursday, Nov. 19
Major Written Assignment (10 pages)	30%	Thursday December 10 @ 11:59pm

Graduate Students (EURR 5303/HIST 5212)

Attendance/Participation	20%	Weekly
2 x Reading Analysis Papers (3-4 pages)	20%; 2@10% ea.	Due on the Sunday following class discussing those readings. →#1 due Sunday, October 11 @ 11:59pm →#2 due Sunday, November 29 @11:59pm
Book Review Paper (3-4 pages) and Presentation (5-7 minutes)	15%	Schedule assigned in first class meeting. Book choice entered via Brightspace. →Paper due the Sunday (@11:59pm) before class session of presentation.
Proposal and Bibliography for Major Written Assignment (1-2 pages, plus bibliography)	Complete/incomplete Incomplete=10 point deduction to mark on Major Written Assignment	Sunday, October 18 @ 11:59pm
Mini Conference Paper (3-4 pages) and Presentation (5 minutes)	15%	→Paper due Sunday, Nov. 15 @ 11:59pm →Presentation in Week 10, Thursday, Nov. 19
Major Written Assignment (15 pages)	30%	Thursday Dec. 10 @ 11:59pm

Note: Listed page lengths do not include notes and bibliography.

ASSIGNMENTS AND SPECIFIC REQUIREMENTS:

Attendance and Participation:

This course is a reading intensive course (approx. 100-120 pages weekly) 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 students will be able to exchange ideas with 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, and (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 instructor 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 response paper based on 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 presentation, or delay the submission of term work, should let the instructor know as soon as possible after becoming 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.

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 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 11:59pm on the Sunday 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 3-4 pages, double-spaced. 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 by 11:59pm on the Sunday following the class in which the assigned readings are discussed (ie. For Week 3 readings, the paper is due on the Sunday after the Week 3 class). You may write your paper on any week's readings (excluding weeks 1 and 10 since there are no readings assigned). You cannot write on a week that has already passed, but you may write on a later week and submit it in advance (ie. 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 (for undergraduate students, their only) reading analysis paper **by Sunday, October 11 at 11:59pm.**
- Graduate students must submit their second reading analysis paper **by Sunday, November 29 at 11:59pm.**

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 instructor. You should submit a 3-4-page paper outlining your topic, main thesis argument, 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.

You will then present your conference paper in **Week 10, November 19**, 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, 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, give 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.

Major Written Assignment:

The major written assignment may take one of 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 option is to write an historiographic paper based on secondary sources that engages in a critical discussion of the current scholarship on a particular issue. 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 the thesis, coherence of argument, logical structure, writing style, grammar, and spelling. See also the late penalties and grace period section below.

All written work requires Chicago-style footnotes-bibliography (default for History departments). See: <https://www.chicagomanualofstyle.org/home.html> or https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html for examples and additional information on Chicago citations.

Assignment Submission and Late Policy:

All assignments must be submitted via Brightspace.

Students are strongly encouraged to plan ahead, manage your time, and submit your work by due dates indicated in the course outline. That said, your instructor recognized that students are often juggling numerous commitments that can create different demands on one’s time (your professor is teaching four courses and editing a book this term, so please allow him the same courtesy). 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 that grace window, there is no need to offer any kind of excuse, explanation, extension request, self-declaration form, etc. As long as it is within the seven days, submit the assignment and it will be accepted and marked. Please note that assignments submitted by the original deadline will be prioritized when marking. Students who submit the assignment late (within the grace period) should expect to receive feedback and evaluation later than students who submitted by that original deadline.

Unless the student has contacted the instructor 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 there is an outstanding circumstance preventing the submission of an 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. Extensions may only be granted by the professor.

Course Calendar:

Week 1. Sept. 10: Syllabus and Introduction.

Week 2. Sept. 17: Displacements.

Hoffmann, Stefan-Ludwig. "Gazing at Ruins: German Defeat as Visual Experience." *Journal of Modern European History* 9, no. 3 (2011): 328–50.

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>

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>

Zahra, Tara. "'A Human Treasure': Europe's Displaced Children between Nationalism and Internationalism." *Past and Present* 210 (2011): 332–50.

Week 3. Sept. 24: Postwar Justice and Confrontations with the Past.

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>
- 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>
- Varon, Jeremy. “‘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

Week 4. Oct. 1: Reconstructions.

- 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>
- Case, Holly. “Reconstruction in East-Central Europe: Clearing the Rubble of Cold War Politics.” *Past & Present* 210, Supplement 6 (2011): 71–102.
- 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>
- Fehrenbach, Heide. “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. Oct. 8: Decolonizations.

- 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>
- 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>
- 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.
- 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.

****Reading Analysis Assignment due on or before Sunday, October 11 at 11:59pm.****

Week 6. Oct. 15: Leisure, Consumption, and Everyday Life.

- 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>
- 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>

****Proposal and Bibliography for Major Written Assignment due on or before Sunday, October 18 at 11:59pm.****

Week 7. Oct. 22: Borders and Boundaries.

- 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>
- 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.

****October 26-30—Fall Semester Reading Week—NO CLASS.****

Week 8. Nov. 5: Generational Change and Protest Culture.

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

Week 9. Nov. 12: Migration, Citizenship, and Belonging.

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

****Mini-Conference Paper due on or before Sunday, November 15 at 11:59pm.****

Week 10. Nov. 19: Mini-Conference

Please be prepared to present your paper. You will be expected to pose questions for students on other panels.

Week 11. Nov. 26: Europeanization.

- 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>
- Stella Gervas, “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.

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>

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>

****Reading Analysis Assignment #2 (graduate students only) due on or before Sunday, November 29 at 11:59pm.****

Week 12. Dec. 3 The Past in the Present.

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>

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>

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

Port, Andrew I. "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.

Week 13. Dec. 10 Individual Consultation. Major Written Assignment due.

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

****Major Written Assignment due on or before Thursday, December 10 at 11:59pm.****

REGULATIONS COMMON TO ALL HISTORY COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

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.

COURSE SHARING WEBSITES and COPYRIGHT

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective

author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

STATEMENT ON CLASS CONDUCT

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”. [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B = 73-76 (8)	C - = 60-62 (4)	F= 0-49 (0) – Failure: no academic credit
(12)			
A = 85-89 (11)	B - = 70-72 (7)	D+ = 57-59 (3)	
A - = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)	
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)	

The following additional final course grades may be assigned by instructors:

GNA	Grade not available. This is used when there is an allegation of an academic offence. This interim notation is assigned only after consultation with the Dean’s Office and indicates that the grade for this course is not available. This notation is replaced with the appropriate grade for the course as soon as it is available.
SAT	Satisfactory performance in an ungraded program requirement or option. This grade can be assigned only in courses that are designated to be graded on this basis.
UNS	Unsatisfactory performance in an ungraded program requirement or option. This grade can be assigned only in courses that are designated to be graded on this basis.
IP	In Progress – a notation (IP) assigned to a course by a faculty member when: At the undergraduate level, an undergraduate thesis or course has not been completed by the end of the period of registration. At the graduate level, a graduate thesis, research essay, independent research project or comprehensive examination has not been completed by the end of the period of registration.

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

WITHDRAWAL WITHOUT ACADEMIC PENALTY

September 30, 2026: Last day for a full fee adjustment when withdrawing from full **fall** and **fall/winter (full year)** courses (financial withdrawal). Withdrawals after this date will create no financial change to fall term fees and will result in a permanent notation of WDN appearing on your official transcript.

November 15, 2026: Last day for academic withdrawal from full **fall** courses.

March 15, 2027: Last day for academic withdrawal from **fall/winter (full year)** courses.

STUDENT MENTAL HEALTH

As a 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 consult <https://wellness.carleton.ca/>

Emergency Resources (on and off campus)

- Crisis/Urgent Counselling Support: 613-520-6674 (Mon-Fri, 8:30-4:30)
- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311, TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

ACADEMIC ACCOMMODATION

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).

Informal accommodation due to short-term incapacitation: Students may be asked by their instructor to provide the Self-Declaration for Academic Considerations form (<https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>) which replaces medical notes.

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply to the Registrar's Office for permission to write a deferred examination. The request

must be fully and specifically supported by a medical certificate or other relevant documentation. The deadline to apply for a deferral is within 3 working days after the original final examination date or the original due date of the take-home examination. Only deferral petitions submitted to the Registrar's Office will be considered.

CONTACTS

- Department of History history@carleton.ca
- Registrar's Office registrar@carleton.ca
- Academic Advising Centre academicadvising@carleton.ca
- Paul Menton Centre pmc@carleton.ca
- Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back csas@carleton.ca

Application for Graduation Deadlines

- Spring Graduation (June): April 1
- Fall Graduation (November): August 31
- Winter Graduation (February): November 30