

SYLLABUS HISTORY 346/ONLINE EUROPE AND THE WEST SINCE 1939 SUMMER 2008	JACK BOAS E-MAIL: jboas@linfield.edu MAILING ADDRESS: 4200 SW 103 <sup>RD</sup> CT. BEAVERTON, OR 97005
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## **Course Objectives**

The course objectives are well described in the textbook selected for this course, *Europe in the Contemporary World* by Bonnie Smith. As the author puts it: The goal is “to present a vivid, accurate, and well-rounded portrait of Europe and Europeans since the beginning of the twentieth century.” This course, however, picks up the thread in 1939. “By the end of the course, students will have a solid grasp of the dynamic and often revolutionary changes Europe underwent in the 60 plus years under consideration: World War II and its aftermath; the Cold War in Europe; the installation and collapse of communism in Soviet bloc and the Soviet Union itself; the rebirth of prosperity and rise of the welfare state; genesis and development of the Common Market and the European Union; cultural developments: recent challenges: terrorism, the rise of the right. With its excellent selection of primary documents and picture essays, the book’s format is ideally suited to achieve the stated objectives. “Setting the scene” segments provided by the instructor for each chapter contribute additional materials and focus.

## **Course Text**

Bonnie Smith, *Europe in the Contemporary World*

**Other:** Selected readings and documents from the web, as needed.

**Film.** Among others: Dr. Strangelove; Ali, Fear Eats the Soul; The Shop on Main Street; Battle of Algiers. Each student will review two films. More information about this in a separate guideline. It is strongly suggested that students temporarily join Netflix, which would seem the easiest way to get access to these films.

## **Instructor Biography**

Ph.D. University of California in Modern European History. Author of two award-winning books about the Second World War (*Boulevard des Misères: the Story of Transit Camp Westerbork* and *We Are Witnesses: Five Diaries of Teenagers Who Died in the Holocaust*), as well as numerous articles, book reviews, and occasional blogs. *Mr. Holocaust (I presume)* came out in April of 2005 in The Netherlands (not published in English). Instructor has taught at Linfield for the past 6 years.

## **Methods of Evaluation**

Students will be evaluated by means of the following criteria: discussion (40%); film reviews (20%), and a variety of group projects limning aspects of European history since 1939 in a series of photo essays (40%) modeled on the example provided in the text. Each group will consist of four students, with the results – and final grade -- to be shared by all students in that group. At the completion of the course all students will have an overview

of Europe's most recent history in word and pictures.

Grading Scale:

A 93-100 C+77-79

A- 90-92 C 73-76

B+87-89 C- 70-72

B 83-86 D+67-69

B- 80-82 D 60-66

**Flexibility Statement:** This is an organic document and may be revised as class dynamics indicate.

**Cheating and Plagiarism:** Cheating and plagiarism will not be tolerated. Any student found to be engaging in either of these activities at any point in the course will receive a failing grade for the assignment and/or the entire course and may be subject to further college sanctions. "Plagiarism is using other people's ideas and words without clearly acknowledging the source of that information." It is a serious breach of academic conduct and subject to penalization as the instructor sees fit.

### **Rules of Discussion**

The classroom, virtual or real, should be a safe haven within which individuals should feel free to discuss the widest range of topics without fearing retribution, ridicule, or attack. In order for this to happen, we must assume that we are all persons of intelligence and good will who may ultimately disagree, sometimes to a profound degree, with one another but whose characters are not impugned or intelligence disparaged because of this disagreement. The classroom is not a forum for proselytizing, nor is it a soapbox for diatribes by either students or faculty. For the academic endeavor to succeed, we must treat each other with civility, courtesy, and respect. All perspectives and questions are welcome, as long as they are impelled by a genuine desire for knowledge, can be articulated thoughtfully, and supported by sound reasoning.

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### **Schedule of Classes**

#### **WEEK 1**

(For additional background, I strongly suggest you read chapter 5, though not required.)

#### **Chapter 6: The Second World War and the Collapse of Europe.**

All students will read the primary materials at the end of each chapter. Discussions of each reading will be divided among individual groups to be determined, depending on the number of enrolled students. Each primary source is followed by discussion questions.

These, and others to be assigned, if needed, will form the basis for the discussion.

Discussion of the questions must be connected to the narrative content in the chapter; that is to say, the secondary source (the interpretation).

**WEEK 2**

**Chapter 7: Devastated Europe in an Age of Cold War, 1945-1963.**

**WEEK 3**

**Chapter 8: The Rebirth of Prosperity and the Rise of the Welfare State, the 1950s and Early 1960s**

**WEEK 4**

**Chapter 9: Postimperial Europe, c. 1947-1980**

**WEEK 5**

**Chapter 10: Postindustrial Europe and its Critics, 1965-1979**

**WEEK 6**

**Chapter 11: Europe Changes Course, the 1980s and Beyond**

**WEEK 7**

**Chapter 12: Europe in the Global Age**

**WEEK 8**

**Conclusion**