



**The University of Western Ontario**  
**HISTORY 9417B**  
**Europe since the Second World War**  
**Fall/Winter 2018-19**  
**Monday 1:30-3:30 pm, Lawson Hall, Room 2270C**

**Instructor: Eli Nathans**

Office Hours: TBA

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**Course Description:**

The assigned texts were selected to introduce students to a range of subjects and historical methods in the larger field of post-1945 European history. No claim is made to comprehensiveness of coverage. The readings draw from a range of sub-specialties within history as well as from works by political scientists, sociologists, lawyers, journalists, and the makers of documentary films. History does not belong only to the historical profession, or to the academy, especially when the subject is such a recent period. The course is designed to stimulate reflection regarding students' own historical agendas and the approaches they propose to take in their own work.

The class begins with an examination of policies of inclusion and exclusion of immigrants and members of indigenous minorities. The post-war era was characterized by large-scale movements of population, in part as a result of policies of ethnic cleansing and forced labor during and after the Second World War, and later based on economic globalization and laws and treaties that made freedom of movement across national boundaries possible. This section begins with a class that focuses on the ways in which dramatic changes in the British Empire influenced British citizenship and immigration policies in the period between 1945 and 1970; maintenance of a common British citizenship was one method initially employed to maintain the bonds of empire, but for a range of reasons this approach was largely abandoned in the 1960s. The second class in this section of the course focuses on relations between Polish Jews and other Poles after the Second World War. That many Jewish Poles who returned to Poland from the Soviet Union after 1944 were not welcomed is clear; the exact facts of the case, and their larger meaning, is the subject of an intense historical debate, carried on in both English and Polish.

We next examine accounts of class differences in Europe, with an emphasis on the postwar period. French sociologist Pierre Bourdieu argued in an influential study published in 1979 that class position is defined above all by distinctive personalities, dispositions. Bourdieu undertook to delineate the economic logic of class-linked personality traits, and how these were expressed in tastes in food, sports, and clothing, distinctive gender relations, and attitudes towards study and work. The second text we will examine, Thomas Piketty's *Capitalism in the Twenty-First Century*, published in 2014, returns the focus to wealth and income. Piketty analyzes

and seeks to explain how and why the extent of inequality of incomes and wealth have varied over the past century, and especially since 1945, in France, Germany, Britain, and the United States.

The third section of the course examines the influence of American culture on European states, with a special focus on West Germany. The assigned materials describe how the presence of American soldiers and the influence of American goods and cultural products and practices challenged existing cultural patterns and social hierarchies.

The fourth section of the class focuses on the last years of the Soviet Union and the methods employed by Vladimir Putin to rise to power and then rule Russia. The first class in this section is based on selections from the oral histories collected by Svetlana Alexievich regarding the impact on Soviet society of the meltdown at the nuclear reactor at Chernobyl in April 1986 and, in a separate book, how Russians experienced the 1990s and the first decade of the twentieth century. Alexievich, who won a Nobel Prize for her work, interviewed hundreds of those affected by these events to create a portrait of Soviet society at the moment of its dissolution. Historians increasingly rely on evidence of this kind to go beyond the limits of officially created documents and other more traditional sources. In the next week of this section the class will examine several critical accounts of Putin's regime.

In a fifth section the course examines the writings of leading interpreters of the relationship - or potential relationship - between communities of Muslims and the societies and governments of Europe.

Students in the class will have the chance to propose a further subject or subjects for the final three weeks of the course.

This class cannot provide an overview of post-1945 European history in addition to examining texts that focus on particular subjects. Students who have not studied this period in history are urged to read at least parts of Tony Judt's *Postwar. A History of Europe since 1945* (New York: Penguin Books, 2005). Please note that the first class will start with a discussion of three assigned texts. Please read these texts before the class.

### **Course Syllabus:**

See above.

### **Course Materials:**

Please see the syllabus for a listing of the assigned texts. Starred books must be purchased. Other texts are available on the course OWL website.

### **Methods of Evaluation:**

Two to three page responses to questions in the syllabus regarding the assigned readings, due in the instructor's mailbox or sent to the instructor as an attachment (in Word) to an email by 1:00 pm on the day before each class.

	10%
Participation in class discussions	20%
Presentation to the class:	20%

Two eight to ten page essays on the assigned materials (each 25% of the course grade). **The essays are due in class on the day the material is to be discussed. Essays will not be accepted after the end of the class period. If you are unable to meet this deadline, please select a different subject for your essay. Please write at least one of these essays by the end of week seven of the course.**

50%

The response papers will be graded on the extent to which they contain responses to the questions posed for each class, and other questions regarding the assigned texts that students themselves pose, that are both thoughtful and reflect a careful reading of the sources.

Students are expected to participate in class discussions. Participation grades will be based on responses to questions posed in class and other contributions that reflect a careful reading of, and reflection regarding, the assigned texts. The quality of the contribution is more important than the number of contributions made in each class. Attendance without participation, or if participation does not reflect a reading of the assigned texts, will be assigned a grade of 40.

In calculating the grades for the responses to the assigned readings and for participation in class discussion, the instructor will exclude the lowest of the grades in each category. This means that if a student needs to miss one class, this will not be penalized; the grade for this class will be dropped. Further absences will require justification as provided by Western regulations.

Students will be asked to make one class presentation based on the assigned readings, on the day the readings are to be discussed. Students will read drafts of their presentations to the instructor on during the week before the presentation is to be made. The instructor will offer suggestions for improvement. Students will be graded entirely on the content of the final presentations, which should last for twenty to twenty-five minutes. Presentations should not be made on the same subject that a student has chosen for one of the two assigned essays.

Students are expected to attend all classes except when prevented from doing so by illness or other emergency. Please see the Western Policy on Accommodation for Illness ([http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf)). All accommodations for illness require a request from an Academic Counselor. No accommodations will be granted for late essays, for the reasons provided above.

### **Course Schedule and Readings:**

Please note that I have listed the readings for each week in the order in which I suggest that you read them.

January 7                    Inclusion and Exclusion (1): The End of Empire, Citizenship Policies, and Immigration to Great Britain, 1945-1970

Zig Layton-Henry, *The Politics of Race in Britain* (London: George Allen & Unwin, 1984), xiii-xvi, 10-74.

Winston James, "The Black Experience in Twentieth Century Britain," in *The Black Experience and the Empire*, Philip Morgan and Sean Hawkins, eds., *The Oxford History of the British Empire* (Oxford: Oxford University Press, 2004), 347-86.

Camilla Schofield, *Enoch Powell and the Making of Postcolonial Britain* (New York: Cambridge University Press, 2013), 1-39, 71-139.

What factors determined the form taken by British citizenship and immigration policies in the period between 1945 and 1970? Why did the British government, under the leadership of both the Labour and Conservative parties, initially continue to support granting the citizens of all Commonwealth nations the status of British subject, including the right to migrate to Great Britain? Why did the consensus in favor of this position break down in the course of the 1950s, and especially after 1960? Why did Enoch Powell come to oppose this consensus, and how did his position reflect his understanding of the nature of the British Empire, Britain's role in the world after 1945, and what he considered the desirable form of the British nation-state?

January 14    Inclusion and Exclusion (2): Polish Jews and other Poles, 1944-1947

\*Jan Gross, *Fear. Anti-Semitism in Poland after Auschwitz. An Essay in Historical Interpretation* (New York: Random House, 2006).

Marek Jan Chodakiewicz, *After the Holocaust. Polish-Jewish Conflict in the Wake of World War II* (Boulder: East European Monographs, 2003), 1-5, 53-62, 103-15, 131-39, 187-99.

Michael Steinlauf, *Bondage to the Dead. Poland and the Memory of the Holocaust* (Syracuse: Syracuse University Press, 1997), preface, 1-61.

Anna Cichopek-Gajraj, *Beyond Violence. Jewish Survivors in Poland and Slovakia, 1944-48* (Cambridge: Cambridge University Press, 2014), 1-10, 130-45, 179-87, 231-37.

All four authors examine the violence against Polish Jews in Poland in 1945 and 1946, violence that led most of the Jews who had returned to Poland after the defeat of Germany to leave. Are there any facts or interpretations on which the authors agree? What are the most significant differences in the interpretations of these events? Consider the following factors: the role of long-held anti-Semitic sentiments in Polish society; the influence of the German example in making these sentiments even more extreme and depraved, and more generally the brutal experience of German rule; the active part played by some Jews and former Jews in the Communist administration in those parts of Poland occupied by the Soviet Union between 1939 and 1941, and after 1944 in all of Poland; the civil war that took place between supporters and opponents of the new Communist regime in 1945 and 1946, and the general lawlessness of the period; the murder of much of the Polish elite by Nazi Germany, which deprived the country of a

significant part of its spiritual leadership; conflicts over property rights created by the return of Polish Jews whose property had been appropriated by non-Jewish Poles; the positions taken regarding the violence by leaders of the Catholic Church in Poland.

January 21 Inequality (1): The influence of class, especially in postwar France

Pierre Bourdieu, *Language and Symbolic Power* (Harvard University Press, 1991), 12-31 (introduction by John B. Thompson)

Pierre Bourdieu, *Distinction: A Social Critique of the Judgement of Taste* (Harvard University Press, 1996), 99-115, 126-131.

What are the distinctive characteristics of the disposition, or habitus, as Bourdieu uses the term? What qualities of the habitus interest Bourdieu; what are some of the most significant class-linked characteristics? To what extent does the habitus express an economic logic? Why is the habitus relevant to economic success, that is, perpetuate class distinctions? What are the problems with traditional measures of class, according to Bourdieu? What are the different forms taken by capital, in Bourdieu's account? How does one form of capital become transformed into another?

January 28 Inequality (2): The influence of class, especially in postwar France

Bourdieu, *Distinction*, 142-43, 169-219.

Michèle Lamont, *Money, Morals, and Manners. The Culture of the French and American Upper Middle Class* (Chicago: University of Chicago Press, 1992), selections.

How does Bourdieu explain what he sees as class-based differences in tastes for food, clothing, and sports? How does he relate these different tastes, in turn, to different ideals of the body and to class-based conceptions of gender-roles? What roles do distinctions in taste play in the social world Bourdieu describes?

Film: Selections from the *Seven Up* series.

February 4: Inequality (3): Changing economic bases of class in postwar Europe

\*Thomas Piketty, *Capital in the Twenty-First Century*, trans. Arthur Goldhammer (Cambridge: Harvard University Press, 2014), 1-30, 113-50, 164-94, 199-223, 237-376, 493-514.

Piketty argues that as long as return on capital ( $r$ ) exceeds the growth rate of the entire economy ( $g$ ) inequality of wealth will grow, as long as: 1) more of the return from capital is reinvested than the annual growth rate of the economy, 2) governments do not intervene in economies (for example, through income and estate taxes) to reduce inequality. What is the rationale behind this claim? Why was there a deviation from this pattern in the period between the First World War and the 1950s, according to Piketty? What role was played in the growing inequality in the societies on which Piketty focuses by income inequalities? How does Piketty

seek to explain this rise in income inequality? (see pages 506-7) How does Piketty respond to claims that rising income inequality is a product of the increasingly specialized skills that managers must possess? What role was played by minimum wage laws in explaining the phenomena that Piketty describes?

February 11: Europe and the United States: The role of American popular culture in postwar West Germany

Kaspar Maase, "Establishing Cultural Democracy: Youth, 'Americanization,' and the Irresistible Rise of Popular Culture," in *The Miracle Years. A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 428-50.

Maria Höhn, *GIs and Fräuleins. The German-American Encounter in 1950s West Germany* (Chapel Hill: University of North Carolina Press, 2002), 1-33, 38-43, 74-95, 163-73, 222-35.

Further reading to be determined

According to Kaspar Maase, what role did disputes over American popular culture play in internal conflicts in the Federal Republic? Why was the fundamental issue, according to Maase, whether those who had been excluded from power were "[legitimately entitled] to democratic participation"? (p. 430) On what kind of evidence does Maase rely to support his argument? To what extent is his article based on Bourdieu's categories? (see especially pages 442-43) Does Maase's larger argument tend to support or undermine Bourdieu's claims regarding the role of cultural capital in sustaining social hierarchies?

Maria Höhn's book also examines the efforts of German conservatives, generally members of traditional elites, to repress the influence of American models during the 1950s. While Maase focuses on the Halbstarken ("toughs") and their tastes in music and dress, Höhn examines the influences of interactions between ordinary Germans and the American military. How does this difference in focus influence the conclusions that Höhn draws regarding the effects of American culture on West Germany? Was the adoption of American styles a matter of creating a "legitimate entitlement to democratic participation," as Maase argues?

Film excerpt: selection from Edgar Reitz's *Heimat*.

February 18 SPRING READING WEEK - NO CLASS

February 25 The end of the Soviet Union and the Rise of Vladimir Putin (1): The oral histories of Svetlana Alexievich

\*Svetlana Alexievich, *Voices from Chernobyl. The Oral History of a Nuclear Disaster*, trans. Keith Gessen (New York: Picador, 2006), preface, 1-67, 105-236.

Svetlana Alexievich, *Secondhand Time. The Last of the Soviets*, trans. Bela Shayevich (New York: Random House, 2016), 3-33, 58-63, 74-77, 74-77, 99-101, 292-96, 337-49, 454-68.

Alexievich records that a Soviet citizen who was affected by the Chernobyl disaster commented that "everybody became who he really was." (p. 109) What did the experience of Chernobyl reveal about Soviet society? What were this society's principal qualities, as reflected in its response to this disaster? Consider the role of memories of the war, attitudes regarding scientific innovation, the forms taken by solidarity and hierarchy, how the government related to the public, and the roles of widespread inebriation, theft, and lying. And how did the experience of Chernobyl change those touched by it?

What are the principal characteristics of post-Soviet society, as the individuals Alexievich interviewed describe it in "Secondhand Time"?

March 4      The End of the Soviet Union and the Rise of Vladimir Putin (2)

\*Masha Gessen, *The Man without a Face. The Unlikely Rise of Vladimir Putin* (New York: Penguin, 2012).

David Satter, *The Less You Know, The Better You Sleep. Russia's Road to Terror and Dictatorship under Yeltsin and Putin* (New Haven: Yale University Press, 2016), ix-xiv, 1-29.

Karen Dawisha, *Putin's Kleptocracy. Who Owns Russia?* (New York: Simon & Schuster, 2014), 273-80, 285-93, 313-25, 340-51.

"The Litvinenko Inquiry. Report into the Death of Alexander Litvinenko," January 2016, Chairman Robert Owen. (<https://www.litvinkoinquiry.org/.../Litvinenko-Inquiry-Report-web-version.>), 9-10, 13-25, 51-58, 227-44.

What have been Vladimir Putin's principal objectives at the different stages in his career? By what methods has he sought to achieve these objectives? What sources have been available to journalists, historians, and other analysts to determine the answers to these questions? What are the principal obstacles to gaining an accurate understanding of Putin and the regime he dominates?

Documentary: Putin's Way

March 11      Muslims and European Society (1)

Oussama Cherribi, "The Growing Islamization of Europe," in *Modernizing Islam. Religion in the Public Sphere in the Middle East and Europe* (London: Hurst & Company, 2002), 193-214.

Alison Pargeter, *The New Frontiers of Jihad. Radical Islam in Europe* (Philadelphia: University of Pennsylvania Press, 2008), introduction, 1-31.

Bassam Tibi, "Euro-Islam An Alternative to Islamization and Ethnicity of Fear," in *The Other Muslims. Moderate and Secular*, ed. by Zeyno Baran

March 18 Muslims and European Society (2)

Alison Pargeter, *The New Frontiers of Jihad. Radical Islam in Europe* (Philadelphia: University of Pennsylvania, 2008), 64-105, 140-65, 187-209.

Ayaan Hirsi Ali, *Infidel* (New York: Free Press, 2007), 183-311.

Bassam Tibi, *Islamism and Islam* (Yale University Press), viii-xx, 1-30, 29-109.

Zeyno Baran, *The Other Muslims. Moderate and Secular*, selections.

March 25 Open

April 1 Open

April 8 Open

## **Additional Statements**

### ***Academic Offences:***

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ( <http://www.turnitin.com> ).



### ***Accessibility Options:***

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an accommodation.

Information regarding accommodation of exams is available on the Registrar's website:

[www.registrar.uwo.ca/examinations/accommodated\\_exams.html](http://www.registrar.uwo.ca/examinations/accommodated_exams.html)

### ***Medical Issues***

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to:

[https://studentservices.uwo.ca/secure/medical\\_accommodations\\_link\\_for\\_OOR.pdf](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf)

to read about the University's policy on medical accommodation. This site provides links to the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation: [http://counselling.ssc.uwo.ca/procedures/medical\\_accommodation.html](http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html)

### ***Plagiarism:***

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above

is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

### ***Scholastic Offences***

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:

[www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### ***Support Services***

Students who are in emotional/mental distress should refer to Mental Health@Western, [http://uwo.ca/health/mental\\_wellbeing/](http://uwo.ca/health/mental_wellbeing/) for a complete list of options about how to obtain help.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

If you have any further questions or concerns please contact, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or e-mail [vangelen@uwo.ca](mailto:vangelen@uwo.ca).

