

Department History

Course Number 317

Course Name: Rebuilding Democracy in Postwar Europe

AREAS OF INQUIRY

IDENTITY, INSTITUTIONS, AND SOCIETIES

This form must be submitted to the Faculty Council on Liberal Learning and Academic Life as part of the submission process.

Please attach a proposed syllabus for this course and the Undergraduate Curriculum Course Proposal Form.

DEADLINE FOR PROPOSALS: **16 September 2005**

Please answer the following questions:

Check Only One:

- ☐ This course is an existing course (in the current curriculum) that we are now proposing for this Area of Inquiry.
- ☒ This is a new course that we are now proposing for this Area of Inquiry.

1. Name and contact information for the department chair administering this course.

Shumet Sishagne

McMurrin Hall 218

594-7118

2. In any given semester, how many sections of this course is your department willing to offer?

As many as three.

3. Why is this course being offered/what is it designed to achieve (Course purpose/goal)?

This course is being offered to enhance students' understanding of contemporary Europe and the forces that have shaped its development. In particular, the goal of this course is to examine the political, economic, social, and cultural institutions that have contributed to the rebuilding, stabilization, and spread of democracy on the European continent. In discussing these institutions, students will acquire a better knowledge of both the internal and external challenges to democratic systems and the effects of democracy on various European cultures. At the same time, students will encounter the complicated landscape of European national, political, social, religious, ethnic, and linguistic communities. Students will navigate the transformation of postwar Europe through studying these overlapping and sometimes conflicting identities. Understanding how occupation, decolonization, economic crisis, student protest, war, and supranational institutions affect democracy holds direct relevance for all of our students. So, too, is it vital for them to appreciate the many factors that contribute to individual identity formation. Our classroom discussion of the European experience will help them better understand the democracy in which they live.

4. Check the learner objectives below that the course will address. The first objective is required and every proposal must include at least two more objectives from the list below.

☒ Identify concepts, patterns, and issues that affect the organization of societies, shape individual thought, or

shape social mores (**required**)

- X Compare and contrast the effects of these concepts, patterns and issues on individuals, cultural institutions, or societies
- X Identify an institutional or societal structure (or structures) and its (or their) influence on individuals
- X Explain the fluid role of the individual within society (reflecting the multiple and sometimes contradictory roles of individuals within society)
- ◇ Recognize the influence of societal or cultural context on self and others as individuals
- ◇ Objectively and critically evaluate concepts of self and individuality

5. Briefly explain how this class addresses the above objectives. A course may cover more than three objectives.

a.) This course will examine several major developments that have shaped the diverse European social landscape over the past sixty years. Among the issues we will discuss: the lingering impact of World War II, decolonization, the Cold War, economic rebuilding, the construction of communist regimes in Eastern Europe, social protest movements, European unity, the Balkan Wars, and recent immigration and religious tensions on the continent. Students will engage these issues through lectures, reading primary sources, secondary sources, film, and classroom discussions.

b.) Beyond analyzing the aforementioned topics, we will also evaluate the impact of new postwar institutions on European citizens and their identities. In discussing the rise of a consumer society after the war, we will talk about what groups were most affected by America's growing cultural influence. In discussing the protest movements that developed in Eastern Europe (Hungary, Poland, Czechoslovakia) throughout the postwar era, we will examine what groups were most involved and the reasons for their actions. In discussing the social upheaval of the 1960s and 1970s, we will evaluate the responses of institutions – particularly governments, police, and schools – to the tumultuous events. Perhaps the most interesting portion of the class will be devoted to the evolution of the European Union and its effects on nations, political parties, businesses, and individuals. In this last case, students will consider the ramifications of the EU on Europe's democracies (old and new) through key documents, contemporary press coverage, and opinion polls. We will also debate the advantages and disadvantages of greater European integration in class.

c.) Because of my interest in democracy and its continual evolution, the course will be guided by our analysis of democratic political systems. Among the questions with which students will grapple during the course:

-- How are democracies formed? How can they be stabilized? What impact do these new systems have on their populations? (examples: West Germany, Italy, Spain)

-- How do democracies respond to internal threats to their authority? What responsibilities do citizens have in free societies? How can they express their will? (examples: West Germany/terrorism, France/decolonization, Great Britain/Northern Ireland conflict)

-- How do democracies respond to external threats to the ideals of democracy? What responsibilities to democracies have to others outside their own states? How can they uphold the values that they hold dear? (examples: Germany during the Cold War, responses of western Europe to Bosnia)

-- What forces are behind protests that demand reform and change? How do these movements express their wishes? What groups belong to these movements? What are their goals? How do they succeed? (examples: East Germany, Czechoslovakia, Poland, and also the events of 1968 in the West)

-- How does democracy evolve? What forces affect its progress? What does this mean for its citizens? What is the future of democracy? (example: Italy/new parties in government, Great Britain/devolution, Germany/reunification; also European Union)

-- What role does democracy play in forming individual identities? How do questions of politics, social status, and nationality intersect these ideas? How are identities being reshaped in a new world of European unity?

What influence might this have on patriotism, nationalism, and domestic politics? (example: postwar West Germany, post-1989 eastern Europe; recently-expanded European Union).

These questions will be engaged during lectures, scheduled class discussions, and through readings (which will include questions for guiding students through the text).

d.) Students will evaluate the challenges of fostering integration in a place where people continue to grapple with multiple, overlapping, and sometimes contradictory identities. We will examine the new identities forged in the immediate postwar period and analyze how they evolved over the next several decades. Likewise, students will be expected to discuss the Europe of the twenty-first century and the competing claims (politics, class, race, religion, nationality, language, and ethnicity) that hamper the creation of a shared European identity.

6. Course Assessment: **Identify how this course will accomplish the above objectives (choose at least one).**

X Participating in class discussion and debate

◇ Engaging in teamwork and other collaborative exercises

X Writing analytical or evaluative papers, perhaps incorporating original research

◇ Making oral presentations

◇ Creating an artistic product or a performance

◇ Participating in fieldwork

◇ Other means – please identify

7. Attach a proposed syllabus, which includes a statement of purpose, course objectives, and how these objectives will be accomplished.

Please see attached syllabus.

8. If this course contributes to any of the foundations for liberal learning given below, please explain how.

◇ Oral Communication Literacy:

Yes, this course will contribute to oral communication literacy through classroom discussions of assigned readings. There will be three core readings (in addition to the regular textbook) and one required film that we will examine during the course of the semester. We will devote at least 50 minutes of class time to a discussion of each of these sources. Additionally, students will read short primary sources throughout the semester that we will discuss during lectures. Finally, at the end of the course, we will turn our attention to the most recent developments in Europe such as the European Constitution and immigration. This will require that students read supplementary articles (from such sources as *The Economist*) that we will also discuss in class.

◇ Information Literacy:

This course will also contribute to the information literacy component of the liberal learning curriculum. Students will expand and enrich their knowledge of Europe in the postwar era. We will engage a variety of important themes in the European context that will also increase students' understanding of the development of the United States and the rest of the world since 1945. Among the most important themes we will examine are: democratization, decolonization, Americanization, the demise of Communism, social protest movements, European unity, the Balkan Wars, and recent immigration and religious tensions. I would argue that several of these issues – democratization, Americanization, immigration, and social protest movements being the most obvious examples – relate directly to contemporary developments beyond the European stage.

◇ Writing Literacy:

Writing is an important part of this course. Students will complete two analytical essays of 5 to 6 pages each during the semester in which they are required to engage critically with important course themes. These assignments incorporate lecture material, the assigned readings (and film), and our classroom discussion of these sources. For the first assignment, students might be required to write an essay on decolonization and its effects. For this, they would utilize *The Battle of Algiers* as well as class lectures and discussion. Examining the British and French experiences with decolonization would require them to make important comparisons, examine issues from a non-European perspective, and draw conclusions of their own based on what they perceive to be “successes” and “failures.” Another possible assignment might require students – after reading and discussing Peter Schneider’s *The German Comedy* – to write a paper explaining the factors for the fall of the Berlin Wall and the reactions of Germans in both East and West. These essays would also ask students to provide a prognosis for Germany’s future. Are fears of a newly aggressive, nationalistic Germany justified? Can Germany continue to be a “good European?”

9. Explain how this course connects to Vision 2010 – the CNU Strategic Plan (www.cnu.edu/Vision2010).

This course fulfills several of the goals outlined in University Priority I of the Vision 2010 statement. First, this class cultivates analytical and integrative thinking while at the same time emphasizing the changing nature of history. Students will not passively receive a static picture of Europe’s development since 1945. Instead, they will take active part in our examination of the various individuals, events, and institutions that have shaped – and continue to shape – the continent. This approach “treats knowledge as vibrant and changing” and encourages “analytical and integrative thinking within and across the disciplines.” (Vision 2010, Priority I, Goal B, p. 3) The approach in this course is indeed interdisciplinary. In addition to history, we will employ methods and ideas from political science, sociology, film studies, and cultural studies. Second, studying recent European history will foster independent learning among students. Introducing students to contemporary themes and exposing them to European publications (*The Economist*, *The Times*, *The Guardian*, and others for students with foreign language abilities) should create a “desire for reading and further inquiry” in the field and “stimulate a lifelong interest in the subject.” (Vision 2010, Priority I, Goal C, p. 4) The goal here is to motivate students to stay connected to contemporary Europe and continue their study beyond the course. To do this, I am in the process of putting together a study abroad opportunity that would be open to all CNU students but particularly valuable for those who have completed this course. This would, additionally, intersect with the university’s commitment to promoting study abroad opportunities for CNU students. (Vision 2010, Priority II, Goal E, p. 8) Finally, our discussions of democracy in Europe will engage issues of direct relevance in modern America. In discussing the influence and response to wars, terrorism, popular activism and protests, and immigration, students will be able to draw on their own experiences as Americans, as well as connect classroom themes to questions with which the United States now grapples. In addressing these challenging issues related to democracy, the course connects liberal learning to both “ethical conduct and civic responsibility.” (Vision 2010, Priority I, Goal D, p. 4) In these ways, I believe that this course reflects a commitment to the ideas contained in the Vision 2010 statement.

Submission Checklist:

By the deadline, submit a packet with the following documents to the Assistant Dean for Liberal Learning. Please submit in electronic and hard copy form.

☒ Area of Inquiry Course Proposal Form

☒ Syllabus for the Course

If needed:

☒ Undergraduate Curriculum Committee New Course Proposal Form

☐ Undergraduate Curriculum Committee Change to Existing Course Form

HISTORY 317 – Rebuilding Democracy in Postwar Europe

Fall 2006

McMurrin Hall xxx

MW 5:30-6:45PM

Professor Brian M. Puaca

Office: Commonwealth Hall 18

Office Phone: 594-7225

Email: bpuaca@cnu.edu

This course will examine the reconstruction of democracy throughout Europe since the Second World War. In so doing, we will address the economic, political, social, and cultural developments that have shaken old democracies and facilitated new ones. Among the themes we will discuss as we proceed through the semester: the years of rebuilding in the aftermath of the war; the subsequent economic prosperity and renewal; the cultural upheaval of the 1960s; the economic challenges of the 1970s; the demise of communism; the outbreak of genocide in the Balkans; immigration and its effects; and the evolution of the European Union. We will devote attention not only to the larger countries – Germany, France, Italy, and Britain – but also to those such as Ireland, Spain, the eastern bloc, and the former Yugoslavia, whose experiences speak most directly to the challenges and promises of democracy. The course will also consider the multiple, overlapping, and sometimes contradictory claims that define the identities of so many Europeans. Finally, in our discussion of the European Union, we will consider the compatibility of national sovereignty and supranational institutions and the future of the European continent.

Requirements:

There will be two exams during the course of the semester: a midterm (worth 25% of the final grade) and a final (worth 35% overall). These examinations will consist of several identifications and an essay. Additionally, there will be two writing assignments of 5-6 pages each. The first written assignment, due **October 12th**, will ask you to examine the process of rebuilding democracy in the country of your choice. The second, due on **November 21st**, will require that you choose a specific event since 1989 and examine how it has influenced the existence of democracy on the continent. You will receive more specific information on these assignments, along with a list of possible topics, in a future class meeting. These assignments are worth 15% each (of the total course grade).

The final 10% of the grade will be based upon your participation in class. During our Wednesday meetings, we will devote a certain amount of time to discussing the assigned readings for the week. This will comprise an important part of the course. These sessions are a chance for you to offer analysis of the reading, relate it to other class topics, and explore larger themes in the course. Please prepare for our discussions by completing the assigned readings **BEFORE CLASS ON WEDNESDAY**.

Course Policies:

-- In order to succeed in the course, you will need to attend class every day. Likewise, your participation in discussions will factor into your final evaluation. So, prepare before class and contribute when you're here.

-- Please be considerate of others at all times. Arrive for class on time and please do not leave early. If special circumstances exist, let me know in advance. Turn off cellular phones before class begins.

-- Plagiarism occurs when a student, with intent to deceive or with reckless disregard for proper scholarly procedures, presents any information, ideas or phrasing of another as if they were his or her own and does not give appropriate credit to the original source. All cases of academic dishonesty (plagiarism, cheating, etc.) will result in a zero for the assignment and will be reported to the Academic Hearing Board. If there are ever any questions about what constitutes academic dishonesty, please contact me.

-- Make-up examinations can only be given if the original test date is missed because of an excused absence. Students may only be excused for required attendance at a university-sponsored event; illness

or accident; a death or emergency in their immediate family; or similar conditions. In such an event, please provide written verification (doctor's note, letter from dean) of the absence to me as soon as possible.

-- If you miss a quiz or examination because of an excused absence, you must make up the missed work before the next scheduled class. All make-up exams will be taken in my office or given by the departmental secretary.

-- If you believe you have a disability, you should make an appointment to see me to discuss your needs. In order to receive accommodation, your disability must be on record with Disability Services at the Academic Advising Center in Room 101, McMurran Hall Annex, telephone: 594-8763.

Office Hours:

Monday, Wednesday, and Friday from 10:00am-12:00pm; and by appointment. My office is in Commonwealth Hall 18. The best way to reach me is via email: (bpuaca@cnu.edu). I can also be contacted by phone (594-7225).

Course Website:

The course website will serve as a valuable resource for you during the semester. I will use it to post the course syllabus, reading guides, and review sheets before exams. Also, there will be short primary source readings available on the site.

The website address is: <http://users.cnu.edu/bpuaca/HIST317.html>.

Required Texts:

The following works are available as paperbacks in the campus bookstore.

William I. Hitchcock, *The Struggle for Europe: The Turbulent History of a Divided Continent, 1945 to the Present*. Anchor, 2004. ISBN: 0385497997.

Milan Kundera, *The Joke*. Perennial Reprint Edition, 1993. ISBN: 006099505X.

Chuck Sudetic, *Blood and Vengeance*. Penguin, 1999. ISBN: 0140286810.

Peter Schneider, *The German Comedy*. Noonday, 1992. ISBN: 0374523584.

Also, short primary source readings are available on the course website. These are required.

Please note: there will be one film that you will be required to see this semester as a class assignment. We will decide upon a time for class viewing of this film a week before it is scheduled. If you cannot participate in our class viewing, you will be responsible for seeing film at the library, where it will be placed on reserve for your use.

Course Schedule

Aug. 22 Introduction and Themes / World War II and its Aftermath
24 The Occupation of Germany
ASSIGNMENT: Hitchcock, Chapter 1

29 Rebuilding the West I: The Victors
31 Rebuilding the West II: The Vanquished
ASSIGNMENT: Hitchcock, Chapters 2-3

Sept 5 Constructing the Soviet Sphere
7 A Different Kind of Democracy: Life Behind the Iron Curtain
ASSIGNMENT: Hitchcock, Chapter 4; Kundera, *The Joke*

12 Democracy Takes Root: Economic Boom and Consumer Culture in the West

14 The Conservative 1950s?

ASSIGNMENT: Hitchcock, Chapter 5; Web Readings 1

19 The Democratic Paradox I: The French and Decolonization in Africa and Asia

21 The Democratic Paradox II: Dissolving the British Empire

ASSIGNMENT: Hitchcock, Chapter 6; Film: *The Battle of Algiers*

26 De-Stalinization and the Promises of the Future

28 The Cold War Gets Hot: Crisis in Berlin

ASSIGNMENT: Hitchcock, Chapter 7; Web Readings 2

Oct 3 The Gaullist Alternative

5 **MIDTERM EXAM**

ASSIGNMENT: Hitchcock, Chapter 8

10 FALL BREAK

12 1968: Challenging or Reaffirming Democracy? **PAPER #1 DUE**

ASSIGNMENT: Hitchcock, Chapter 9; Web Readings 3

17 The Welfare State vs. Neoliberalism

19 “The Troubles”: Pursuing Democracy in Northern Ireland

ASSIGNMENT: Hitchcock, Chapter 12; Web Readings 4

24 Challenging Authority in Eastern Europe

26 Democracy Comes to Southern Europe (Portugal, Spain, and Greece)

ASSIGNMENT: Hitchcock, Chapters 10 and 11; Web Readings 5

31 Towards 1989

Nov 2 The Demise of Communism

ASSIGNMENT: Hitchcock, Chapter 13; Schneider, *The German Comedy*

7 The Balkan Wars I

9 The Balkan Wars II

ASSIGNMENT: Hitchcock, Chapter 14; Sudetic, *Blood and Vengeance*

14 European Politics in the 1990s: A Third Way?

16 Immigration: The Changing Face of Europe

ASSIGNMENT: Hitchcock, Chapter 15

21 European Integration since 1989 **PAPER #2 DUE**

23 NO CLASS – THANKSGIVING HOLIDAY

ASSIGNMENT: Hitchcock, Chapter 16

28 European Democracies in the New Millennium

30 What is Europe? Who is European? / Review

ASSIGNMENT: Prepare for exam workshop

FINAL EXAMINATION

**UNDERGRADUATE CURRICULUM COMMITTEE
NEW COURSE PROPOSAL FORM**

Does this proposal affect Liberal Learning requirements? Yes X No

1. Title of Course: Rebuilding Democracy in Postwar Europe

Proposed Course Number (cleared with Registrar): HIST 317

Prerequisite Courses:

(if you require a minimum acceptable grade greater than the default of D- , please indicate the grade you require)

Catalogue Description (including credits, lecture, and lab hours): Lecture, 3.0 credits

This course will examine the reconstruction of democracy in Europe since the Second World War. It will address the political, economic, social, and cultural developments that have shaken old democracies and facilitated new ones. In particular, the course will concentrate how democracies and their citizens have responded to a variety of challenges, including war, occupation, decolonization, immigration, terrorism, civic protests, and the emergence of supranational institutions. Students will engage key themes through lecture, film, classroom discussion, and the use of primary and secondary sources.

Is the course cross-listed? If so, what is the number of the other course?

No.

****A proposed syllabus, including complete text and/or reference information, as well as any relevant information to this decision, must be appended.**

NOTE: All affected department chairs must sign approval on last page.

2. For whom is the course primarily intended? Explain why it should be added to the curriculum.

Upper-level students, primarily juniors and seniors, particularly history majors.

The course examines the important developments that have shaped Europe since the end of World War II. In particular, it forces students to examine the foundations of democracy and how governments and citizens respond to challenges to stability and order. Likewise, we will analyze the role of political and social institutions on identity formation and examine the complicated European landscape of competing political, national, social, religious, ethnic, and linguistic communities. The questions we will visit in the European context are directly relatable to the American experience.

3. If this course is required, append a description of how the course fits into the curriculum. Indicate how it affects hours required for graduation.

Not a required course.

4. Has this course been offered previously as a special topics course? If so, when? What course number was used?

No.

5. Has this course, or one closely related to it, been offered at CNU previously?
If so, is that course currently being offered? How does the proposed course differ? When is the last term the old course will be offered?

Yes, this course is based on HIST 395/495 "Postwar Europe" taught in Fall 2005. This is the only semester the course has been taught. It differs from the broader survey course in that it devotes particular attention to the evolution of democracy on the European continent.

6. What is the anticipated enrollment per offering for the next three years? 19 students/semester.

During which term will this course first be offered?

Fall 2006 Spring 20____ Summer 20____

During which semesters will this course regularly be offered?

Fall 2006; Fall 2008; Fall 2010

Print in the 2006-2007 (academic year) Undergraduate Catalog.

7. How will the course be staffed?

Professor Brian M. Puaca will teach the course.

8. Does the course involve a particular classroom, special equipment, or costs beyond those usually associated with a course at CNU? If so, please explain.

No.

9. Is the course repeatable for additional credit? If so, is there a limit to the number of times the course can be repeated? (e.g., applied music courses)

No.

10. If this course is for an Area of Inquiry

- a. Identify the Area of Inquiry Identity, Institutions, and Societies
b. Demonstrate how your course will meet the objectives of this Area of Inquiry

It will fulfill four of the objectives for the Area of Inquiry. Please see attached sheets.

This course was approved by:

(Liberal learning core courses must be reviewed by BOTH academic Deans.)

Concur

Do Not

Concur**

Department(s): (1) _____ Date: _____

☐☐

(2) _____ Date: _____

☐☐

College Curriculum
Committee: _____ Date: _____

☐☐

Dean: _____ Date: _____

☐☐

Dean: _____ Date: _____

☐☐

Undergraduate Curriculum
Committee: _____ Date: _____

☐☐

Changes to the Liberal Learning requirements must be reviewed by the Faculty Senate.

Faculty Senate President: _____ Date: _____

☐☐

Provost _____ Date: _____

☐☐

Distribution by Provost Office following approval:

Department Chair(s), UCC Chair, Deans, Registrar

**** If "Do Not Concur" is checked, please attach a statement of explanation.**

Rev. 03/20/05