



Mahidol University
International College

ICIR 236 Europe Since 1945

Course Description & Aims:

This course explains the political and economic history of Europe since 1945, which is also the year that the Cold War has started. The course introduced students to the study of transitions in Europe from social, political, and economic perspectives. It covers topics from the devastation of World War II to the European current issues. It aims to discuss the economic recovery programs during the Cold War, the early development of the European Economic Community, foreign policies of Britain, France, and Germany, the loss of empire, immigration issues, the collapse of communism and its consequences, the European Union, and the contemporary situation and future prospects. Students will examine a range of primary sources from the period and develop skills in the critical analysis of texts and images

A political and economic history of Europe since 1945. The devastation of World War II. Marshall Aid and economic recovery. The impact of the Cold War. The early development of the European Economic Community. The foreign policies of Britain, France, and Germany. The loss of empire. Internal political, social and economic developments in the major European countries. Immigration. The situation in Eastern Europe. The collapse of communism and its consequences. The European Union. The contemporary situation and future prospects. Students will describe; analyze; assess; explain themes in post-World War 2 Europe.

Lecturer: Dr. Natanaree Posrithong
Office number and hours – email address

Assessment

Midterm Exam	30%
Term paper	30%
Historical source analysis	25%
Group presentation	15%

Course Learning Outcomes

At the completion of the course the student will be able to:

1. Describe and understand important historical events from post-World War II Europe to current European affairs
2. Analyze causes and consequences of the development of the Cold War in Europe
3. Explain different factors which have helped shape post-World War II Europe and utilize information and data to demonstrate knowledge in contemporary European history

Topic No.	Topic
1	Introduction to Europe in 1945: The Course Overview
2	The Emergence of the Post-War Order
3	Decolonization
4	Consolidation, Conservatism: Europe in the 1950s and early 1960s
5	The Boom Years: The Economies and Societies of Europe, ca. 1950-1970
6	Review and class quiz
7	From EEC to EU
8	The Collapse of the Eastern Bloc
9	Communist Collapse
10	Group Presentations
11	Migration and Identity Politics
12	Demise or Departure? – Europe Today Brexit and future of Europe

Assessment Methods & Criteria

1. Midterm Examination 30%

Students will be given an in-class examination. This will consist of short answer questions in Part I (20%) and an essay question in part II (10%).

2. Term paper 30%

Students will choose from a given set of historical topics on contemporary European history and formulate an argumentative essay, which employs the use of primary sources. This term paper should be no more than 3,000 words. Students will be evaluated based on the use of primary sources in their papers, the formulation of argument, organization, and appropriate use of citations and referencing.

3. Historical source analysis 25%

Students will be assigned to analyse historical documents using content analysis techniques. Students will be graded on their ability to demonstrate the understanding of nature of the primary sources and to evaluate the significance of the documents in the specific historical period.

4. Group presentation 15%

Students will be divided into groups and present a well-organized presentation from the given topics covering the period from 1945 to more recent issues. Each group will have 20 minutes to present their argument and will be evaluated based on, the understanding of the topic, presentation/organization, the use of supports/argument, and references.

Introduction to Europe in 1945: The Course Overview

Topic description: Students will be introduced to the course outline, course requirements, and their expected input. The Lecturer will give the outline of post-war conditions of Europe in 1945. The brief historical background of the Second World War will also be included in this introduction. Students will be introduced to the core text books of the course.

Expected learning outcomes: Students will be able to describe the key events that triggered World War 2 and evaluate different factors, which have helped shape post-World War 2 Europe.

Readings and activities:

- Buchanan, T. (2011). *Europe's troubled peace: 1945 to the present* (Vol. 15). John Wiley & Sons.
- Fulbrook, M. (Ed.). (2001). *Europe since 1945*. OUP Oxford.

The Emergence of the Post-War Order

Topic description: Students will explore the emergence of post-war orders. The discussion will be focused on the impact of the war on the European economy as reflected in the formations of the eastern and western blocs. Specific post-war financial rehabilitation plans such as, The Marshall Plan and COMECON will be introduced in this topic.

Expected learning outcomes: Students are able to understand the post-war orders in Europe and outline the early economic development of the Cold War.

Readings and activities:

- Marshall, G. C. (1986). *Marshall Plan Speech*. George C. Marshall Foundation.
- In class: students analyze the primary documents relating to the Marshall Plan and COMECON in order to determine the economic and political objectives of the plans. They will be comparing and discussing their results in smaller groups.

Decolonization

Topic description: Students will first be introduced to the theory of Orientalism by Edward Said in order to understand the European self-perception in comparison to how they viewed the non-Europeans. Then they will explore the concept of decolonization that began in the European empires since the end of 1945. Case studies include, the fall of British Raj and the liberation movement in French Algeria and Indochina. The impact of decolonization of the economy of Europe will also be analyzed.

Expected learning outcomes: Students will be able to describe important events that led to the fall of the European empires and evaluate the impact of decolonization on the major European countries.

Readings and activities:

- Fulbrook, M. (Ed.). (2001). *Europe since 1945*. OUP Oxford.
- Said, E. W. (1995). *Orientalism: western conceptions of the Orient*. 1978. Harmondsworth, Eng.: Penguin, 115.
- In class: students will be working in groups to analyze various images provided by the instructor and apply the orientalist approach to the analysis.

Consolidation, Conservatism: Europe in the 1950s and early 1960s

Topic description: Students will explore events between between the 1950s and early 1960s that intensified the Cold War in Europe. Key events such as, the two Germanies, the formation of the Iron Curtain, the creation of NATO and Warsaw Pact will be focused in this

topic. In this week, students will be analyzing the Iron Curtain Speech of Winston Churchill.

Expected learning outcomes: Students are able to understand the important events between the 1950s and early 1960s Europe and political situation of Europe at the beginning of the Cold War.

Readings and activities:

- Fulbrook, M. (Ed.). (2001). *Europe since 1945*. OUP Oxford.
- Ryan, H. B. (1979). A New Look at Churchill's 'Iron Curtain' Speech. *The Historical Journal*, 22(4), 895-920.

The Boom Years: The Economies and Societies of Europe, ca. 1950-1970

Topic description: Students will understand the revival of the economies and societies of Europe between 1950s and 1970s. The key issue to be explore is the development of early European integration from OEEC to ECSC, and the EEC. Students will be analyzing the Schumann Declaration as a key document that integrated the European economic cooperation.

Expected learning outcomes: For students to understand the important events in Europe between 1950s and 1970s and the impact of the emergence of European integration on Europe's economy and society

Readings and activities:

- Judt, T. (2006). *Postwar: A history of Europe since 1945*. Penguin.
- Troitino, D. (2013). European Identity the European People and the European Union. *Sociology and Anthropology*, 1(3), 135-140.
- In class: Students will be working in groups to analyzing the Schumann Declaration as a key document that integrated the European economic cooperation.

Review and Midterm Examination

Topic description: Students will be given an in-class examination. This will consist of short answer questions in Part I (20%) and an essay question in part II (10%).

Expected learning outcomes: Students will be able to describe important historical events that started to shape Europe from 1945 up to 1970s and analyze the causes and effects of those events.

Readings and activities:

- Review the key events from the first week to 1970 Europe including the primary sources.

From EEC to EU

Topic description: Students explore the process of the formation of European integration from EEC to EU. The topic will be discussing the issue of membership enlargement, the competition and rejection. Various treaties will be discussed, including, Treaty of Rome and Maastricht Treaty. The creation of the European common currency will also be analyzed.

Expected learning outcomes: Students are able to describe key developments of the European integration from EEC to EU and the impact of European integration which have helped shape post-World War II in Europe

Readings and activities:

- Judt, T. (2006). *Postwar: A history of Europe since 1945*. Penguin.
- De Grauwe, P. (2006). What have we learnt about monetary integration since the Maastricht Treaty?. *JCMS: Journal of Common Market Studies*, 44(4), 711-730.

- Schimmelfennig, F. (2001). The community trap: Liberal norms, rhetorical action, and the Eastern enlargement of the European Union. *International organization*, 55(1), 47-80.

The Collapse of the Eastern Bloc

Topic description: Students will be looking at the challenges that led to the collapse of the Eastern Communist Bloc. The main case studies include, Yugoslavia under Tito, the Hungarian Uprising, the Prague Spring 1968, and the Fall of Berlin Wall. Students will be able to determine the causes of the collapse of the Eastern bloc, which relates to Gorbachev's policies, failure of centralized economic system, and the lack of freedom of speech in the Communist bloc.

Expected learning outcomes: For students to be able to evaluate the factors that caused the collapse of the Communist bloc

Readings and activities:

- Judt, T. (2006). *Postwar: A history of Europe since 1945*. Penguin.
- West, R. (2012). *Tito and the Rise and Fall of Yugoslavia*. Faber & Faber.
- Mark, J. (2010). *The unfinished revolution: Making sense of the communist past in Central-Eastern Europe* (p. 8). New Haven, CT: Yale University Press.

Communist Collapse

Topic description: Students will be able to understand the internal factors of the Soviet Union that contributed to the Communist collapse. Key issues include, Khrushchev's De-Stalinization, Brezhnev's Doctrine, Gorbachev's policies of Perestroika and Glasnost. Students will explore how these key issues served as factors that destroyed the Soviet Union in 1990. The Soviet participation in Afghanistan is also included in this topic.

Expected learning outcomes: Students are able to understand key developments and challenges faced by the Soviet administration and its domestic and foreign policies during the Cold War.

Readings and activities:

- Haug, Hilde Katrine. *Creating a socialist Yugoslavia: Tito, communist leadership and the national question*. IB Tauris, 2012.
- Fulbrook, Mary, ed. *Europe since 1945*. The Short Oxford History of Europe. Oxford: Oxford University Press, 2001.
- Lecture, multimedia materials, reading assignments, group presentations
- Historical analysis take-home assignment

Migration and Identity Politics

Topic description: Students will explore 1989 difficulties from the demographic perspective. The European migration issue, after the collapse of the Communist bloc, became a concern to many Western European states. Migration to the Nordic countries. The Swedish case and the Yugoslav migrants and the Syrian refugees are the focused case studies. Problems associated with immigrants including, Islamophobia, the rise of right-wing extremists will be considered.

Expected learning outcomes: Students are able to analyze the problems of immigration in Europe from the post- Cold War period to the present.

Readings and activities:

- Fulbrook, M. (Ed.). (2001). *Europe since 1945*. OUP Oxford.
- Zimmermann, Klaus F. 1995. "Tackling the European Migration Problems." *Journal of Economic Perspectives*, 9 (2): 45-62. DOI: 10.1257/jep.9.2.45

- In class: students participate in a smaller group discussion to analyze contemporary problems that are caused by immigration.

Group Presentations

Topic description: Group presentations from pre-assigned topics on European history since 1945. Discussions should follow each of the presentation.

Expected learning outcomes: For students to be able to describe important historical events that started to shape Europe from 1945 up to the present in the oral group presentation.

Readings and activities:

- Group presentations

Demise or Departure? – Europe Today: Brexit and Future of Europe

Topic description: Students will be exploring European current issues including refugee issues, terrorism, Greek debt crisis, aging population, and the anti-immigration. Brexit will also be the focus of this topic as a challenge to the political establishment across Europe. Consequences of Brexit will also be analysed

Expected learning outcomes: Students are able to analyze problems and challenges and how to overcome these in the future Europe.

Readings and activities:

- Sara B. Hobolt (2016) The Brexit vote: a divided nation, a divided continent, *Journal of European Public Policy*, 23:9, 1259-1277, DOI: [10.1080/13501763.2016.1225785](https://doi.org/10.1080/13501763.2016.1225785)
- Wadsworth, J. (2015) ‘Immigration and the UK Labour Market’, Centre for Economic Performance Election Analysis No. 1 (<http://cep.lse.ac.uk/pubs/download/EA019.pdf>).
- Dhingra, S., G. Ottaviano, T. Sampson and J. Van Reenen (2016) ‘The Consequences of Brexit for UK Trade and Living Standards’, CEP Brexit Analysis No. 2 (<http://cep.lse.ac.uk/pubs/download/brexit02.pdf>).
- Pearlstein, Steven (21 May 2010). “Forget Greece: Europe's real problem is Germany”. *The Washington Post*.
- In class: students will be working in groups to tackle current challenges and problems in Europe. The group will come up with the solution to solve the problem or prevent it from re-occurring in the future.
- Term paper due