

**San José State University
History Department
Hist145 (48369), Europe and the World Since 1945, Fall
2022**

This class provides 4 Units of University Credit

Instructor:	Prof. Allison Katsev
Office Location:	DMH 140
Telephone:	408-924-5508
Email:	Allison.Katsev@sjsu.edu Please, feel free to e-mail me or come to office hours with any questions you have, big or small!
Office Hours:	Thursday 12:00pm-1:00pm Also via email and by appointment
Class Days/Time:	TuTh, 9:00am-10:15am
Classroom:	DMH 163
Units:	4 units

Faculty Web Page and MYSJSU Messaging

Course materials (the syllabus, guidelines for assignments, readings or links to readings) may be found on the course website on Canvas. You are responsible for regularly checking email for important messages about the class.

Course Description

Political, economic and social developments since World War II, with emphasis on Europe. Prerequisite: Upper division standing. This is a 4-unit course.

In the first decades of the 20th century, Europe sparked two world wars and unprecedented devastation. After World War II, on rubble and graveyards, a new Europe seemed to arise. In this course, we will focus on Europe from 1945 to the

present, in particular exploring how Europeans dealt with these pressing questions: What type of society would bring justice and prosperity and stability? How do nations move forward from their shameful past—by forgetting it or by confronting it? Can a colonial power relinquish its colonies, yet remain globally relevant? Can Europe, so recently the site of fratricidal--even genocidal--politics, forge a new identity that includes the marginalized social groups of an ever changing continent?

The course will involve significant student involvement in every class meeting. Issues will often be framed by a brief lecture at the beginning of class, but class time will be primarily devoted to grappling with key historical questions, through in-depth analysis of primary sources, supplemented by reading from the textbook and elsewhere. In addition, twice during the semester, students will work on group projects that will inform their individual essays.

Course Format

This class will be taught in person.

HIST 145 Course Goals and Student Learning Objectives

Course Learning Outcomes (CLO's)

Upon completion of this course, students will be able to:

Based on discussion and timed exams:

CLO 1: Articulate with precision key features of the European phenomena under study in this class (in particular, key institutions and ideologies of Western and Eastern Europe and how/why they changed during this period; decolonization and its reverberations within Europe; European attempts to forget, remember and prevent genocide; and major cultural movements including existentialism, feminism and post-modernism).

CLO 2: Analyze with nuance causes, effects and the significance of these phenomena.

Based on Reading Reflections:

CLO 3: Articulate precise and nuanced readings of historical documents, attentive to concerns of the moment, tensions in the text, and broader significance.

Based on group projects:

CLO 4: Investigate independently, working with a group, key patterns in European history, 1945-present.

CLO 5: Present orally an argument that is engaging and evidence-based, as part of a coherent group presentation.

Based on two essays:

CLO 6: Write evidence-based essays that are grammatical, clear, concise and coherent, exploring in depth key aspects of European history, 1945-present.

Required Texts/Readings

NOTES:

***ALL OF THE READINGS IN THIS CLASS ARE AVAILABLE FREE ONLINE.**

***LINKS TO EACH DAY'S READING ARE PROVIDED IN THE DAILY SCHEDULE IN THE SYLLABUS ON CANVAS.**

***WHENEVER POSSIBLE, THE READINGS WILL ALSO BE IN THE COURSE "FILES" ON CANVAS.**

Textbooks

Brooks, Christopher. Western Civilization: A Concise History, Volume 3. Last updated February 2020 (free through open access; [PUT IN LINK HERE](#))

Primary sources and articles

Links are provided in the daily schedule in syllabus.

Other technology requirements / equipment / material

Students need to regular access to Canvas in order to see the assignments and read the materials assigned for the class. SJSU has a free equipment loan program (<https://www.sjsu.edu/learnanywhere/equipment/index.php>) available for students.

Students need to bring the reading to class. You can bring a laptop to class to access the reading or you can print out the material ahead of time. There are multiple options on campus for printing your materials:

<https://www.sjsu.edu/it/services/collaboration/print/index.php>

Course Requirements and Assignments

- 1) **MIDTERM EXAM, OCTOBER 6 (15% of grade) IN CLASS:** Quote analysis, and long essays covering the themes of the past weeks. The midterm will consist of two sections: 1) quotes from primary sources we discussed to analyze in terms of key issues of the class; 2) a longer essay in which you explore in more depth connections between phenomena. More details will be provided before the midterm exam. **YOU MAY BRING 1 PIECE OF PAPER (8 X 1) WITH HANDWRITTEN NOTES ON BOTH SIDES. YOU'LL TURN THE PAPER IN WITH YOUR EXAM.** Other than that piece of paper, NO notes or books.

- 2) **FIRST ESSAY, DUE OCTOBER 9 AT 11:59 PM ON CANVAS (5 PAGES) (20% of grade):** An individual essay proving thesis based on debate topic from the group projects. Specific requirements will be posted on Canvas and discussed well ahead of time.
- 3) **SECOND ESSAY, DUE DECEMBER 8, AT 11:59 PM ON CANVAS (5 PAGES) (20% of grade):** For individual this essay, the student will explore one key issue, building on work from the group project. Specific requirements will be posted on Canvas and discussed well ahead of time.
- 4) **FINAL EXAM, WEDNESDAY, DECEMBER 14, 7:15AM-9:30AM (20% of grade):** Quote analysis, and long essays covering the themes of the past weeks. The exam will consist of two sections: 1) quotes from primary sources we discussed to analyze in terms of key issues of the class; 2) two longer essays in which you explore in more depth connections between phenomena. One essay will ask you to make connections between both parts of the semester. More details will be provided before the final exam. **YOU MAY BRING 1 PIECE OF PAPER (8 X 1) WITH HANDWRITTEN NOTES ON BOTH SIDES. YOU'LL TURN THE PAPER IN WITH YOUR EXAM.** Other than that piece of paper, NO notes or books.
- 5) **CLASS PARTICIPATION INCLUDING READING REFLECTIONS AND GROUP PROJECT (25% of grade):**
 - You should come to class having done the assigned reading.
 - You should bring the assigned reading to class (on your laptop or printed out).
 - Ways you can participate during class time: help gather evidence in response to questions I pose, ask questions, listen to others and respond to their ideas, be willing to consider propose the possible significance of our findings in class.
 - **“Reading Reflection” due on Canvas by 8:30 am on day of each assigned reading:** For each reading, you will be given a question. You should respond to the question in one or two thoughtful paragraphs. Your response include evidence from one or more of the assigned readings to back up your points, but should also go beyond describing the texts to considering what the texts imply and assume, and what might be the implications and significance of your findings. I'll grade one early in the semester to give you feedback, and also at least one more during the semester (Think of this as being similar in function to an occasional “pop quiz.”). Because the reflections require you to interpret documents, you will be graded on thoughtfulness and effort, as well as accuracy. You can also make an appointment or come to office hours to get feedback on any of them. You can turn Reading Reflections late (but not after the last day of class) for partial credit. At the end of the semester, I'll review all of your submissions as part of your participation grade.
 - **TWO Group Projects:** In conjunction with each of your essays, you will prepare an oral presentation on the same topic. The oral presentations will be group projects that will involve substantial work in preparation. You will be expected to work with the members of your group during class time and communicate with them outside of class to ensure that your group is prepared for your presentations on September 27

and on November 29. You will be assessed not only on the final product but also on the process by which you got there. Specific requirements will be made available and discussed well ahead of time.

- 6) Extra Credit Opportunities (can raise your final grade by up to 2%): 1) Write a 3-page essay connecting a current news article or item of art or entertainment to issues and events studied in our class. The essay could explore various ways that knowledge of these past eras illuminates your thinking about this current moment; OR 2) Visit a museum in the Bay Area. Choose one or two pieces in their collection and write a 2-page essay putting the piece in the context of its times in such a way that you illuminate the significance of the piece. You are limited to one extra credit project. If you're interested in either of these options, come see me to work out the details.

Final Examination or Evaluation

FINAL EXAM, WEDNESDAY, DECEMBER 14, 7:15AM-9:30AM (20% of grade): Quote analysis, and long essays covering the themes of the past weeks. The exam will consist of two sections: 1) quotes from primary sources we discussed to analyze in terms of key issues of the class; 2) two longer essays in which you explore in more depth connections between phenomena. One essay will ask you to make connections between both parts of the semester. More details will be provided before the final exam. **YOU MAY BRING 1 PIECE OF PAPER (8 X 1) WITH HANDWRITTEN NOTES ON BOTH SIDES. YOU'LL TURN THE PAPER IN WITH YOUR EXAM.** Other than that piece of paper, NO notes or books.

Grading Information

Determination of Grades

Grades on assignments will be regularly updated on Canvas. You can always email with questions about your current grade.

Letter grades are assigned as follows:

A plus = 97 to 100 points

A = 93 to 96.99 points

A minus = 90 to 92.99 points

B plus = 87 to 89.99 points

B = 83 to 86.99 points

B minus = 80 to 82.99 points

C plus = 77 to 79.99

C = 73 to 76.99 points

C minus = 70 to 72.99 points

D plus = 67 to 69.99
D = 63 to 66.99 points
D minus = 60 to 62.99 points
F = below 60 points

Weighting of Assignments

Exams: 35%; Papers: 40%; Participation: 25%.

Policy on Late Work: Late papers will be marked down 1/3 grade for each day late. For example, a B will be reduced to a B- if turned in one day late. I do not grant extensions except in cases of unforeseeable circumstances. If such circumstances arise, you should contact me immediately. For the second essay, in order to get grades in at the end of the semester, I will not accept any papers after the final exam is due except in truly extraordinary, unforeseeable circumstances. If such circumstances arise, you must contact me immediately.

Classroom Protocol

You are expected to arrive to class on time. Do not use cellphones, texting, or email in class. You may bring a laptop to class in order to access the assigned readings. Everyone in the class must wear a mask over mouth and nose at all times. Do not eat or drink in class

University Policies

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>". Make sure to visit this page, review and be familiar with these university policies and resources.

Course Workload

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with one of the hours used for lecture) for instruction or preparation/studying or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus. (See SJSU Academic Senate Policy S12-3.)

Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments. Careful time management will be required to keep up with readings and assignments in an intensive course such as this one.

For this class, students will complete in-class midterm and final examinations, two group projects and two take-home analytical essays building on the work for the group project.

In addition, students will prepare for class discussions through close and careful reading of multiple primary sources. Details for all assignments will be distributed well in advance and reviewed in class.

Hist145 / Europe and the World Since 1945, Fall 2022 Schedule

The schedule is subject to change with fair notice via email and in class.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug. 23	Introductions
1	Aug.25	<p>THEME 1: OVERCOMING A HAUNTED PAST?</p> <p>European Ghosts in 1945 READINGS: *Western Civilization, vol 3 LINK *Chapter 7 pp. 127-130 (Intro to Chapter 7; “Background to the War”), pp. 142-144 (“The Aftermath”). *Chapter 9, whole chapter. *Chapter 10, whole chapter. *Chapter 11, whole chapter.</p> <p>NOTE: Page numbers in textbook always refer to the numbers at the bottom right of the physical page (not the number it might show on the Adobe PDF app)</p> <p><u>DUE: “Reading Reflection” Question due on Canvas at 8:30am:</u> By 1945, much of Europe lay in ruins. From the reading, what is one event (big or small) between 1914 and 1945 that contributed to the destruction of Europe (physical, political, social, cultural, moral, or economic)? Explain your thinking, and then comment: what does this event and its destructive causes or effects suggest about challenges Europeans would need to overcome in the post-World War II period?</p> <p>REMINDERS: You should respond to the question in one or two thoughtful paragraphs. Your response should include evidence from one or more of the assigned readings to back up your points, but should also go beyond describing the texts to considering what the texts imply and assume, and what might be the implications and significance of</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>your findings. I'll grade one early in the semester to give you feedback, and also at least one more during the semester (Think of this as being similar in function to an occasional "pop quiz."). Because the reflections require you to interpret documents, you will be graded on thoughtfulness and effort, as well as accuracy. You can also make an appointment or come to office hours to get feedback on any of them. You can turn Reading Reflections late (but not after the last day of class) for partial credit. At the end of the semester, I'll review all of your submissions as part of your participation grade.</p>
	Aug. 30	<p>Challenges of a Post-World War World READINGS: *Western Civilization, vol 3 LINK *Chapter 12, pp. 211-221 (Intro to Chapter 12; "Stalinism;" "World War II and its Aftermath;" "The Cold War.") *Winston Churchill, "The Iron Curtain" (1946) LINK</p> <p>VIEWED IN CLASS: * "Bicycle Thieves" (1948) (excerpt)</p> <p><u>DUE: "Reading Reflection" Question due on Canvas at 8:30am:</u> What does Winston Churchill see as the obstacles to a peaceful and democratic post-war Europe? What solutions does he propose? In what ways do you find his perspective convincing or not?</p>
2	Sept. 1	<p>A New European Way? United, Stable and Prosperous READINGS: *Western Civilization, vol 3 LINK *Chapter 14, pp. 245-249 (Intro to chapter 14; "Social Democracy;" "The Postwar Boom and Cultural Change"). *Chapter 15, pp. 269-270 ("The European Union") *Charter of the United Nations (excerpts) (1946) LINK *George Marshall, "Laying the Foundations for Recovery" (1947) LINK *The North Atlantic Treaty (1949) LINK *Schuman Declaration (1950) LINK</p> <p><u>DUE: "Reading Reflection" Question due on Canvas at 8:30am:</u> For the past two classes, we have been listing the many obstacles</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>faced by Europe by 1945. 1) Choose one of these obstacles that you think is addressed in any of today’s readings (primary sources or textbook). How is it addressed? Would you expect the remedy to be successful? 2) Can you think of a major obstacle that is not being addressed by any of the documents/policies covered in today’s reading?</p>
3	Sept. 6	<p>THEME II: OTHER EUROPES</p> <p>The Other Europe: The Soviet Union and Late Stalinism READINGS: *Alexander Solzhenitsyn, <i>One Day in the Life of Ivan Denisovich</i> (excerpt) (1962) LINK *Yuri Trifonov, <i>Students</i> (excerpts) (1953) LINK</p> <p><u>DUE: “Reading Reflection” Question due on Canvas at 8:30am:</u> The two readings present very different views of postwar life in the Soviet Union under Stalin. <i>One Day in the Life of Ivan Denisovich</i> tells the story of one day in the life of a fictional prisoner, Ivan Denisovich Shukhov, sent to the Gulag (the Soviet system of prison camps) for the “crime” of having been taken prisoner by the Germans during WWII. The novel was published in 1962 during a “thaw” in censorship after Stalin’s death; <i>Students</i> tells the story of a young dedicated communist returning to Moscow after WWII. The novel was first published in 1950, during the height of the late Stalinism and won the Stalin Prize. Thinking about what each source says and implies, put together <u>two descriptions</u> of the value system of postwar Stalinist Soviet Union: 1) Officially, what types of behaviors, relationships and values were promoted by the Soviet system? 2) What other types of behaviors, relationships and values seem to have in fact been promoted by the Soviet system?</p> <p>NOTE: A “zek” is Russian slang for a prisoner.</p>
3	Sept. 8	<p>An Anti-Imperial Empire? READINGS: *“Debate on the Draft Constitution (Basic Law) of the Georgian Soviet Socialist Republic. March 24, 1978” LINK *“Editorial, We are the Soviet People. November 1, 1982” LINK</p> <p><u>DUE: “Reading Reflection” Question due on Canvas at 8:30am:</u></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>The Soviet Union was made up of 15 republics, each containing a dominant ethnic group (for example, Georgians in the Georgian Soviet Socialist Republic) as well as often numerous other ethnic groups. Using the two sources assigned for today as your evidence (both of which reflect the official Soviet view of its many nationalities), do you think that Soviet policies and propaganda were likely to decrease or increase distinct nationalist sentiments among the different peoples living in the Soviet Union? Try to find evidence for both sides.</p> <p><u>I WILL ALSO GO OVER THE FIRST GROUP PROJECT AND PAPERS ON THIS DAY</u></p>
4	Sept. 13	<p>Post-Stalinist Life Behind the Iron Curtain: Soviet knowledge, Soviet Secrets</p> <p>READINGS:</p> <ul style="list-style-type: none"> *Western Civilization, vol 3 LINK *Chapter 12, pp. 221-227 (“The USSR During the Cold War” and “Conclusion: What went Wrong with the USSR”) *Victor Zaslavsky, “Mystery in a Soviet Library” (1988) LINK <p><u>DUE: “Reading Reflection” Question due on Canvas at 8:30am:</u> Based on the two readings assigned for today, what different roles did knowledge play in the Soviet Union? What different roles did secrecy play? (For the Zaslavsky reading, you might want to look up on Wikipedia the names he mentions).</p>
4	Sept. 15	<p>Revolutions in Socialism and Capitalism</p> <p>READINGS:</p> <ul style="list-style-type: none"> *Western Civilization, vol 3 LINK *Chapter 15, pp. 262-265 (“The End of the Postwar Compromise”) *The Communist Party of Czechoslovakia, “Action Program” (1968) LINK *Margaret Thatcher, “The Free Market Versus State Intervention” (1979) LINK <p><u>DUE: “Reading Reflection” Question due on Canvas at 8:30am:</u> According to the “Action Program,” a plan to invigorate socialism in Czechoslovakia by giving it “a human face,” what are the strengths of socialism? What are the</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>failings of capitalism? According to Margaret Thatcher, who hoped to invigorate Britain by limiting the role of the state and privatizing key industries, what are the strengths of free-market capitalism? What are the failings of socialism? Is there anything that the two documents agree about?</p> <p>NOTE: We will also have the first mandatory meeting for group projects today.</p>
	Sept. 20	<p>Debate Preparation</p> <p>DO NOT MISS CLASS</p>
5	Sept. 22	<p>Debate Preparation</p> <p>DO NOT MISS CLASS</p>
6	Sept 27	<p>DEBATES</p> <p>DO NOT MISS CLASS</p>
6	Sept. 29	<p>DEBATES</p> <p>DO NOT MISS CLASS</p>
7	Oct. 4	<p>OPEN OFFICE HOURS—TIME TO STUDY AND WORK ON PAPER.</p>
7	Oct. 6	<p>In-Class Midterm Examination</p> <ol style="list-style-type: none"> 1) Quotes from primary sources we discussed to analyze in terms of key issues of the class; 2) a longer essay in which you explore in more depth connections between phenomena. <p>More details will be provided before the midterm exam. YOU MAY BRING 1 PIECE OF PAPER (8 X 1) WITH HANDWRITTEN NOTES ON BOTH SIDES. YOU'LL TURN THE PAPER IN WITH YOUR EXAM. Other than that piece of paper, NO notes or books.</p>
8	Oct. 11	<p>THEME 3: FACING HISTORY</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Existentialism: Taking Responsibility in an Absurd World READINGS: *Western Civilization, vol 3 LINK *Chapter 14, pp. 249-257 (“Philosophy and Art” and “The Youth Movement and Cultural Revolution”) *Jean-Paul Sartre, “Existentialism and Humanism” (1946) LINK</p> <p>VIEWED IN CLASS: * “The Seventh Seal” (1957) (excerpt)</p> <p><u>DUE: “Reading Reflection” Question due on Canvas at 8:30am:</u> In the essay “Existentialism and Humanism,” existentialist philosopher Jean-Paul Sartre insists that all humans are fundamentally free. He makes part of this case by comparing humans to paper-knives on pp. 27-29. In his example, in what ways are knives not free? Why are humans more free than knives?</p> <p><u>PAPER DUE OCTOBER 9 AT 11:59PM</u></p>
8	Oct. 13	<p>Struggles over History: Forgetting and Remembering the Holocaust in Germany READINGS: *Robert Leicht, “Only by Facing the Past Can We Be Free. We Are Our Own Past: German History Should Not Be Retouched” (1986) LINK</p> <p><u>DUE: “Reading Reflection” Question due on Canvas at 8:30am:</u> This article was part of a huge public debate in 1986 among German historians and intellectuals about whether Germans were being unfairly blamed for the Nazi era or whether the opposite was true--Germans needed to start taking responsibility for their Nazi past. According to Leicht, what does it mean to take responsibility for the German past? Why should Germans do that, in his view?</p>
9	Oct. 18	<p>The Struggle with Empire: Decolonization READINGS: *Western Civilization, vol 3 LINK *Chapter 13 (the whole chapter)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>*Frantz Fanon, <i>The Wretched of the Earth</i> (excerpt) (1961) LINK</p> <p><u>DUE: “Reading Reflection” Question due on Canvas at 8:30am:</u> Both France and Britain considered themselves civilizing forces that spread liberty in their lands. Using the evidence of the textbook and the excerpt by Frantz Fanon (a Black French writer born in the colony of Martinique; Fanon went to Algeria and actively supported Algeria’s War of Independence against France), in what ways did Britain and France’s imperial experiences challenge that view of themselves as champions of liberty? What were ways that France and Britain tried to make the two—champion of liberty and colonizer—fit together?</p>
9	Oct. 20	<p>The Intersections of Past and Present: Colonial Struggles and Holocaust Memories FILM VIEWING AND DISCUSSION: *<i>Chronicles of a Summer</i> (1961)</p> <p><u>No reading or reflection due today. We will watch and discuss parts of the film.</u></p>
10	Oct. 25	<p>New Humanitarianism: A Post-Colonial Relationship?</p> <p><u>NO READING OR REFLECTION DUE TODAY (We will discuss images presented in class).</u></p>
10	Oct. 27	<p>The Falls of Communism READINGS: *Western Civilization, vol 3 LINK *Chapter 15, pp. 265-269 (“Eastern Europe”) **“The Disintegration of Yugoslavia” LINK *Kofi Anan, “Report on the Fall of Srebrenica” (1999) Link</p> <p><u>DUE: “Reading Reflection” Question due on Canvas at 8:30am:</u> Your readings today describe the relatively bloodless end of Communism in Eastern Europe, with the stunning exception of Yugoslavia exemplified by the “ethnic cleansing” (that is, execution) by Serb forces of more than 8,000 Bosnian Muslim men and boys in the Bosnian town of</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Srebrenica. The rest of the town’s women and children were driven out. From today’s readings, why was the end of Communism in the Soviet Bloc for the most part relatively peaceful? Why was the end of Yugoslavia genocidal? (You can focus on one reason each in your responses to these questions.)</p>
11	Nov. 1	<p>THEME 4: A EUROPE REDEFINED?</p> <p>Post-Modern Critiques and Possibilities READINGS: *Western Civilization, vol 3 LINK *REVIEW Chapter 14, pp. 249-257 (“Philosophy and Art” and “The Youth Movement and Cultural Revolution”) *Michel Foucault, “The Panopticon,” (1975) LINK</p> <p><u>DUE: “Reading Reflection” Question due on Canvas at 8:30am:</u> The panopticon was a model for the ideal institution—prison, school, factory, poorhouse, “mad-house”-- designed by Jeremy Bentham in 1787. Michel Foucault claims that the panopticon represents in microcosm the mechanisms of power and discipline (how people are controlled and control themselves) in modern society. Look carefully at the specific features of the “panopticon” as described by Foucault (visibility, anonymity of power, individuation, etc.) To what extent do you agree with Foucault? Think of specific examples that confirm or challenge his claim.</p>
11	Nov. 3	<p>Women’s Places and Second Wave Feminism READINGS: *Western Civilization, vol 3 LINK *Chapter 14, pp. 257-260 (“Second-Wave Feminism”). *Simone de Beauvoir, “I am a Feminist” 1972 LINK</p> <p><u>DUE: “Reading Reflection” Question due on Canvas at 8:30am:</u> Using the two assigned readings, what were the main obstacles to women’s full and equal participation in European life in the decades after World War II?</p> <p>I WILL ALSO GO OVER THE SECOND GROUP PROJECTS</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<u>AND PAPERS ON THIS DAY.</u>
12	Nov. 8	<p>Who is Europe? READINGS: *Western Civilization, vol 3 LINK *REVIEW Chapter 13, pp. 242-244 (“The Non-Aligned Movement and Immigration”) *REVIEW Chapter 15, pp. 262-270 (“The End of the Postwar Compromise”; “Eastern Europe,” and “The European Union.”) *Chapter 15, pp. 271-274 (“The Middle East” and “Toward the Present”) *Johnny Pitts, “Introduction” (excerpt) and “A Tour of Black Paris” from <i>Afropean: Notes from Black Europe</i> (2019) LINK</p> <p><u>DUE: “Reading Reflection” Question due on Canvas at 8:30am:</u> Based on the reading, what are possible meanings of “Afropean”? Why might someone want to embrace this identity? What are impediments to an Afropean identity?</p>
12	Nov. 10	<p>Intersections: The Experiences of Minority Women FILM VIEWING AND DISCUSSION: *<i>Speak Up</i> (2017)</p> <p><u>No reading or reflection due today. We will watch and discuss parts of the film</u></p> <p>NOTE: We will also have the first mandatory meeting for group projects today.</p>
13	Nov. 15	<p>Democracy or Authoritarianism? READINGS: *Western Civilization, vol 3 LINK *Chapter 15, pp. 261-262 (Introduction to chapter) *Paul Kirby, “Why Has Russia Invaded Ukraine and What Does Putin Want?” (May 9, 2022) LINK *Max Fisher, “Putin’s Case for War. Annotated” (February 24, 2022) LINK *Roberto Foa and Yascha Mounk, “The Democratic Disconnect” (2016) LINK *Leonid Bershidsky, “Most Dictators Self-Destruct. Why?”</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>(2017) LINK</p> <p><u>DUE: “Reading Reflection” Question due on Canvas at 8:30am:</u> <u>PART I:</u> Some have said that with his current war in Ukraine (covered in two of today’s readings), Vladimir Putin is rejecting the European order that has developed since the end of World War II. Do you agree? To answer this question, think back over the whole semester and identify what you see as one key aspect of the European postwar order that developed. Then comment on how Putin’s recent statements and actions do or do not fit with that key aspect. <u>PART II:</u> Based on all of the readings for today, what are key threats to democracy in Europe right now?</p>
P	Nov. 17	<p>Group Preparations for Presentations</p> <p>DO NOT MISS CLASS</p>
14	Nov. 22	<p>Group Preparations for Presentations</p> <p>DO NOT MISS CLASS</p>
14	Nov. 24	<p>Thanksgiving Break—No class</p>
15	Nov. 29	<p>Group Presentations— DO NOT MISS CLASS</p>
15	Dec. 1	<p>Group Presentations</p> <p>DO NOT MISS CLASS</p>
16	December 6	<p>Concluding Thoughts; Exam Review</p> <p>SECOND ESSAY DUE ON CANVAS ON DECEMBER 8 AT 11:59 PM (5 PAGES)</p>
Final Exam	Wednesday, Dec. 14, 7:15AM-9:30AM	<p>FINAL EXAM:</p> <p>1) quotes from primary sources we discussed to analyze in terms of key issues of the class; 2) two longer essays in which you explore in more depth connections between phenomena. One essay will ask you to make connections between both parts of the semester. More details will be provided before the midterm exam. YOU MAY BRING 1 PIECE OF PAPER (8 X 1) WITH HANDWRITTEN NOTES ON BOTH SIDES. YOU’LL TURN THE PAPER IN WITH YOUR EXAM. Other than that piece of paper, NO notes or books.</p>