This course is concerned with European civilization between the end of the second World War in 1945 and the events in 1989-91 that brought the postwar era to an end. It will consider the development and course of the Cold War between the United States and the Soviet Union; the history of the Soviet Union from Stalin to Gorbachev and the consolidation and decline of Soviet control of Eastern Europe; the economic and political development of Western Europe, and the transformation of the role of Western European countries in the world through the process of decolonization.

Learning Outcomes:

Students in this course should learn:

Content:
1. A basic narrative of the histories of the Cold War, Western Europe, and Eastern Europe from 1945 until 1991;
2. To identify and explain political, economic, social and cultural connections between different regions of Europe, and their relations with other parts of the world;
3. To identify some examples of global interdependency;

Skills:
1. To use a comparative framework to demonstrate an understanding of local, national, and disciplinary issues in an international or global context;
2. To examine and explain how different nationalities may use different frameworks to understand transnational issues;
3. To evaluate evidence and use it to construct an historical argument;
4. To present, orally and in writing, their analyses and arguments.

The following readings are required and should be available in the University bookstore:

Textbook:  J. Robert Wegs and Robert Ladrech, Europe Since 1945: A Concise History. 5th edition referred to below, but earlier editions are ok. Note that chapters have changed between editions.

Readings:
Alexander Solzhenitsyn, One Day in the Life of Ivan Denisovich
John Le Carre, Tinker, Tailor, Soldier, Spy

Other readings noted below are available in electronic form through the links given below.

Grading will be done on the basis of the following:
1. Three written examinations; the first two of these will be given in class at the end of each of the first two sections of the course; I will announce the specific dates
when these will be given in class; the third will be given during the scheduled time for the final exam for this course, which is Monday, May 2, at 10:30 AM. (25% each).

Let me emphasize that I do not give early exams. Please let your employer, family and friends know that you must be in Salt Lake City on May 2.

Each examination will consist of two parts: a section on identifications of significant events, places or individuals, and an essay section. The examinations will test your command of the information covered, ability to utilize that information to formulate and validate an historical argument, ability to place the information and the historical argument in relation to larger themes about Postwar European history, and ability to relate the historical material to contemporary issues of globalization, nationalism, decolonization, and transnationalism.

2. A short (7-10 pages double-spaced) paper discussing in detail one of the assigned books (Solzhenitsyn, Le Carre). The paper should analyze the approach of the book to its topic, and place it in the larger context of the principle themes of Postwar European history. Further information on the paper will be handed out in class in advance of the due date, and you are encouraged to consult with me individually about the assignment. The paper is due Tuesday, April 12, 2016 in class (15%). Late papers will be reduced in grade by one full grade (i.e., A to B) for each day they are late.

3. Class participation will count as 10% of the final grade. Effective class participation means not only contributing on a regular basis to our discussions, but also contributing in a positive way. You should NOT assume that simply because you attend class you will receive a high class participation grade, and you should notice that 10% is a significant part of your final grade.

The following is a schedule of topics and readings for the quarter. Specific deadlines for the readings will be announced in class.

I. THE COLD WAR
   A. ORIGINS
      Read: Wegs, Ch. 1
      Read: George Kennan, “The Long Telegram.”
      http://digitalarchive.wilsoncenter.org/document/116178
      Read: “The Truman Doctrine.”
      http://digitalarchive.wilsoncenter.org/document/116182
      Read: “The Marshall Plan”
      http://digitalarchive.wilsoncenter.org/document/116183

   B. CONDUCT OF THE COLD WAR
      Nuclear War and Deterrence:
      Read: Albert Wohlstetter, “The Delicate Balance of Terror,” Foreign Affairs (1959), 211-234. (available from EBSCOhost through Marriott Library)

      Spies:
      Read: Le Carre, Tinker, Tailor, Soldier, Spy
C. DÉTENTE

Read: The Limited Nuclear Test-Ban Treaty (1963):


Read: The Anti-Ballistic Missile Treaty (1972):
http://cns.miis.edu/inventory/pdfs/aptabm.pdf

D. THE SECOND COLD WAR AND THE END OF THE COLD WAR

II. THE SOVIET UNION AND THE EASTERN BLOC

A. THE SOVIET SYSTEM AND THE PEOPLE’S DEMOCRACIES
   
Read: Solzhenitsyn, One Day in the Life of Ivan Denisovich

B. CHANGING RELATIONS IN THE SOVIET BLOC
   
Read: Wegs, Ch. 6; Ch. 9; pp. 205-209.
   
Polish and Hungarian crises, 1956

The Sino-Soviet split

Dissent in Eastern Europe:

   
Read: Wegs, Ch. 11.

Read: Gunter Schabowski Press Conference:
http://digitalarchive.wilsoncenter.org/document/113049

III. WESTERN EUROPE

A. THE LIBERATION
   
Read: Wegs, Ch. 2, 3.

B. ECONOMY AND SOCIETY BEFORE AND AFTER 1968
   
Read: Wegs, Ch. 4, 7, 8, 10, 12

C. DECOLONIZATION, POSTCOLONIALISM, and TERRORISM
   
Read: Wegs, Ch. 5, 13, 14

Julian Bourg, “Paris in Terror: France’s Long History of Political Violence”
http://bostonreview.net/world/julian-bourg-paris-terror

Americans with Disabilities Act (ADA) Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior
notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.
(www.hr.utah.edu/oee/ada/guide/faculty/)