Europe Since 1945

Class code
V57.9156.001

Instructor Details
Dr. Andrew Crozier
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07710 259 204

Academic staff normally expect to be able to provide at least an initial response to students’ emails within 48 hours, except at weekends or at times when they set automated replies to indicate their temporary unavailability. Emails sent on Friday after 12 noon, and on weekends, should be treated as having been sent at 9 am on the following Monday morning. Please be sure you use the email address for your instructor given on your syllabus.

After you receive a full response to your email, students are encouraged to acknowledge the feedback, comments etc. that they receive from academic staff.

Class Details
Fall 2011
Mondays 9.00-12.00 noon
Location to be confirmed.

Prerequisites
None

Class Description
The course will begin with an examination of the background to and condition of Europe in 1945. The outbreak of the Cold War and the division of Europe will be discussed as will the promotion of European unity, the establishment of NATO and the emergence of COMECON and the Warsaw Pact. The pressures leading to the creation of the European Economic Community (EEC) will be considered together with the firm establishment of the democratic principle in Western Europe. The Suez Crisis and Decolonisation in Britain and France will be explored together with the corollary, the first application by Britain for membership of the EEC. The effect of President de Gaulle’s presidency on France, NATO and the EEC will be considered.

The end of Stalinism in the USSR will be examined as will the first cracks in the Soviet Empire in Eastern Europe in Hungary and Poland. This will be followed by a discussion of the merits and demerits of Khrushchev’s period in power, the U2 crisis and the construction of the Berlin Wall. The Prague Spring of 1968 will be discussed.

The continued integration of Europe will be analyzed together with the impact of Ostpolitik in Germany. Brezhnev’s domination of the USSR and Détente in the 1970s will be examined. Following this, the forces that led to the triumph of Neo-Liberalism in Britain will be considered, as will the return of conservatism in Germany and the cohabitation of Mitterrand’s France. The re-launch of the European Community in the 1980s will be analysed. In Eastern Europe the Gorbachev era and the rise of Solidarność will be explored and the course will conclude with an examination of the disintegration of the Soviet Empire in Eastern Europe, the reunification of Germany, the collapse of the Soviet state and the conclusion of the Maastricht Treaty.
The course will consist of lectures and discussions. It is intended that there will be a compulsory visit to Winston Churchill’s home, Chartwell, in Kent, which will also include visits to either the Manor House at Ightham Mote, or the stately home of Knole at Sevenoaks, Kent. The date of this visit TBA

**Desired Outcomes**

- A firm grasp of the centrality of the German Question from 1945-2000
- A clear understanding of the reasons for the failure of the Soviet System in Europe
- A comprehension of the forces driving Europe towards integration

**Assessment Components**

- One short 1,000 word essay, worth 20%, to be submitted on 7 October 2011
- One essay of 2,500 words, worth 40%, to be submitted on 21 November 2011
- One essay of 2,500 words, worth 40%, to be submitted on 12 December 2011.

Failure to submit or fulfil any required course component results in failure of the class.

**Assessment Expectations**

**Grade A:** The student will have a thorough knowledge of the subject and a clear understanding of the major historiographical debates. There will be evidence of firm conceptual grasp, high analytical ability, lucid argumentation, clear originality and a sophisticated written style.

**Grade B:** The student will display good knowledge and be aware of historiographical debates. There will be good conceptual understanding with clear analytical ability and a polished written style. Analysis may be lacking in originality.

**Grade C:** The student will show satisfactory knowledge and have some awareness of historiography. Conceptual grasp may be flawed and essays will show a tendency toward narration rather than analysis. There will be little originality and work will display a strong dependency upon sources. Written style will be adequate, but lacking in polish.

**Grade D:** Factual knowledge will be adequate, but there will be little awareness of historiography. The student will display little or no conceptual grasp and written work will be confined and undiscriminating. There will be evidence of lack of reading and critical awareness.

**Grade F:** The student will demonstrate poor knowledge, both factual and historiographical. Written style will be unsophisticated and there will be strong evidence of lack of research and critical awareness.

**Grade conversion**

NYU in London uses the following scale of numerical equivalents to letter grades:

- A=94-100
- A-=90-93
- B+=87-89
- B=84-86
- B-=80-83
- C+=77-79
- C=74-76
- C-=70-73
- D+=67-69
- D=65-66
Where no specific numerical equivalent is assigned to a letter grade by the class teacher, the midpoint of the range will be used in calculating the final class grade (except in the A range, where 95.5 will be used).

NYU in London aims to have grading standards and results in all its courses similar to those that prevail at Washington Square.

In addition, Stern School of Business classes adhere to the following Stern grading guidelines:

There should be no more than:

- 25-35% A's - awarded for excellent work
- 50-70% B's - awarded for good or very good work
- 5-15% C's or below - awarded for adequate or below work

A guideline is not a curve. A guideline is just that—it gives an ideal benchmark for the distribution of grades towards which we work.

NYUL has a strict policy about course attendance. **No unexcused absences are permitted.** While students should contact their class teachers to catch up on missed work, you should NOT approach them for excused absences.

Excused absences will usually only be considered for serious, unavoidable reasons such as personal illness or illness in the immediate family. Trivial or non-essential reasons for absence will not be considered.

Excused absences can only be considered if they are reported in accordance with the guidelines that follow.

**Please note that you will need to ensure that no make-up classes – or required excursions - have been organised before making any travel plans for the semester.**

**Absence reporting**

1. On the first day of absence you should report the details of your illness by e-mailing absences@nyu.ac.uk
2. Generally a doctor’s note will be required to ensure you have sought treatment for the illness. Contact the Gower Street Health Centre on 0207 636 7628 to make an appointment, or use HTH general practitioners if you cannot get an appointment expediently at Gower Street.
3. At the end of your period of absence, you will need to complete an absence form online at https://www.surveymonkey.com/s/absence
4. Finally you must arrange an appointment to speak to David Crout (freshmen) or Nigel Freeman (non-freshmen) on your first day back at class. You must have completed the absence form before making your appointment.

Absence requests for non-illness purposes must be discussed with the Assistant Director for Freshman Programmes (Freshmen) or Assistant Director for Academic Affairs (non-freshmen) prior to the date(s) in question – no excused absences for non-illness purposes can be applied retrospectively.

Supporting documentation relating to absences must be submitted within one week of your return to class.

3% will be deducted from the student’s final course mark for each unexcused absence. Students are responsible for making up any work missed due to absence.

Unexcused absences from exams are not permitted and will result in failure of the exam. If you are granted an excused absence from an examination (with authorisation, as above), your lecturer will decide how you will make-up the assessment component, if at all (by make-up examination, extra coursework, viva voce (oral examination), or an increased weighting on an alternate assessment component, etc.). In the past, students have asked about early departure from the program at the end of the semester. This will not normally be allowed. Under no circumstances will we allow a student to take a final exam at any time other than it has been scheduled - neither before the other students in the class, nor afterwards. Students have been informed not to make return travel plans before the end of the exam week. Exams may not be held during your regularly scheduled class meeting. Please do not make plans during the exam period until you know the exact times of your exams.

NYUL also expects students to arrive to class promptly (both at the beginning and after any breaks) and to remain for the duration of the class. If timely attendance becomes a problem it is the prerogative of each instructor to deduct a mark or marks from the final grade of each late arrival and each early departure.

Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student’s responsibility to arrive at an agreed meeting point in a punctual and timely fashion.

Please refer to the Student Handbook for full details of the policies relating to attendance.

<table>
<thead>
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<th>Late Submission of Work</th>
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<td>(1) Written work due in class must be submitted during the class time to the professor.</td>
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(2) Late work should be submitted in person to the Administrative Assistant for Academic Affairs in office hours (Mon – Fri, 10:30 – 17:30), who will write on the essay or other work the date and time of submission, in the presence of the student. Another member of the administrative staff can accept the work, in person, in the absence of the Administrative Assistant for Academic Affairs and will write the date and time of submission on the work, as above. Please also send an electronic copy to academics@nyu.ac.uk for submission to Turnitin.

(3) Work submitted within 5 weekdays after the submission time without an agreed extension receives a penalty of 10 points on the 100 point scale.

(4) Written work submitted after 5 weekdays after the submission date without an agreed extension fails and is given a zero.

(5) Please note end of semester essays must be submitted on time.
Plagiarism Policy

Plagiarism: the presentation of another piece of work or words, ideas, judgements, images or data, in whole or in part, as though they were originally created by you for the assignment, whether intentionally or unintentionally, constitutes an act of plagiarism.

Please refer to the Student Handbook for full details of the plagiarism policy.

All students must submit an electronic copy of each piece of their written work to www.turnitin.com and hand in a printed copy with the digital receipt to their professor. Late submission of work rules apply to both the paper and electronic submission and failure to submit either copy of your work will result in automatic failure in the assignment and possible failure in the class.

Electronic Submission

The Turnitin database will be searched for the purpose of comparison with other students’ work or with other pre-existing writing or publications, and other academic institutions may also search it.

In order for you to be able to submit your work onto the Turnitin website, you will need to set up an account:

1) Go onto the Turnitin website http://www.turnitin.com
2) Click ‘Create Account’ in the top right hand corner
3) Select user type of ‘student’
4) Enter your class ID & Turnitin class enrolment password (these will be e-mailed to you after the drop/add period, or contact luke.harper@nyu.ac.uk if you have misplaced these).
5) Follow the online instructions to create your profile.

To submit your work for class, you will then need to:

1) Log in to the Turnitin website
2) Enter your class by clicking on the class name
3) Next to the piece of work you are submitting (please confirm the due date), click on the ‘submit’ icon
4) Enter the title of your piece of work
5) Browse for the file to upload from wherever you have saved it (USB drive, etc.), please ensure your work is in Word or PDF format, and click ‘submit’
6) Click ‘yes, submit’ to confirm you have selected the correct paper (or ‘no, go back’ to retry)
7) You will then have submitted your essay onto the Turnitin website.
8) **Please print your digital receipt and attach this to the hard copy of your paper before you submit it to your professor** (this digital receipt appears on the web site, immediately after you submit your paper and is also sent to your e-mail address). Please also note that when a paper is submitted to Turnitin all formatting, images, graphics, graphs, charts, and drawings are removed from the paper so that the program can read it accurately. Please do not print the paper in this form to submit to your lecturers, as it is obviously pretty difficult to read! You can still access the exact file you uploaded by clicking on the ‘file’ icon in the ‘content’ column.

Please also see the Late Submission of Work policy, above.

Students must retain an electronic copy of their work for one month after their grades are posted online on Albert and must supply an electronic copy of their work if requested to do so by NYU in London. **Not submitting a copy of a piece of work upon request will result in automatic failure in the assignment and possible failure in the class.** NYU in London may submit in an electronic form the work of any student to a database for use in the detection of plagiarism, without further prior notification to the student.

Penalties for confirmed cases of plagiarism are set out in the Student Handbook.
Session 1

5 September 2011

The Background to Europe in 1945

This session will look at the structural changes in the balance of power in Europe brought about by German unification in the nineteenth century and the emergence of the ‘German Problem’. It will then look at the two world wars of the twentieth century as failed attempts to solve the German Problem. The consequences of the wars – the weakening of Britain and France as imperial powers, the rise of Bolshevism in Russia, and the rise of the USA as a determining factor in European politics and economics – will be considered. The political and economic position in Europe in 1945 will be assessed.

Questions:

What constitutes the ‘German Problem’ and why had it become such a critical element in European politics and economics by 1945?
Why did the Allies win the Second World War?

Basic Reading:


Tony Judt, *Europe Since1945*, pp. 13-40


**Supplementary Reading:**

P. Alter, *The German Question and Europe*, (London, 2,000)


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**Session 2**

12 September 2011

**The Outbreak of the Cold War.**

This session will first consider the Allied proposals for post-war Europe elaborated at the Tehran, Yalta and Potsdam Conferences. It will then go on to consider the emerging conflict between the victors particularly over the future of Germany. The question as to which of the Western Powers – Britain, or America – was first to doubt Soviet intentions will be examined. The Soviet penetration of Eastern Europe will be discussed in the context of the Churchill-Stalin Percentages Agreement of October 1944. The steps that led to the formation of NATO – the Treaty of Dunkirk, the Brussels Pact and the Berlin Blockade – will be examined and analysed. Historiography of responsibility for the Cold War will be covered.

**Questions:**

Were Soviet intentions in Eastern Europe ideologically motivated?

Was NATO the inevitable outcome of the Treaty of Dunkirk?

**Basic Reading:**

Buchanan, p. 36-59.

Judt, pp. 100-64.

Wegs/Ladrech, pp. 1-26.

**Supplementary Reading:**


Fulbrook, pp. 196-227

Laver, pp. 375-392.

First Steps in the Integration of Western Europe.

The inter-war background – Richard Coudenhove-Kalergi and Pan European Union, the Briand Plan, Federal Union – will be addressed. Wartime hopes of post-war European Union will be covered alongside the attitude of Britain towards them. The change in the American attitude towards European integration will be critically analysed in the context of the Truman Doctrine, the Marshall Plan, and the notion of the export of the American ‘New Deal’ to Europe. The historiographical debate on the significance of the Marshall Plan for the economic development of Europe will be examined. The emergence of the Third Force concept will be discussed. The Hague Congress, the establishment of The Council of Europe, and the formation of the Organisation for European Economic Co-operation will be assessed in the light of Britain’s attitude towards them. The debate over intergovernmental or supranational European institutions will be considered.

Questions:

Why did so many of Europeans favour a united Europe after 1945?

How critical was the Marshall Plan for the economic recovery of Europe

Basic Reading:

Buchanan, pp. 47-55, 61-3.

Judt, pp. 153-60.

Wegs/Ladrech, pp. 12-7, 36, 41-3 45-59, 121-3.

Supplementary Reading:

Desmond Dinan, Ever Closer Union?, (London, 1999)


Fulbrook, pp. 101-123, 196-226.


Laver, pp. 332-7.


The following topics will be covered:

(a) France: General de Gaulle and the Foundation of the Fourth Republic; economic revival and the Monnet Plan; governmental instability; imperial retreat and the Algerian ulcer.

(b) West Germany: Four Power Control in Germany; Denazification; the creation of Bizonia; the currency reform of 1948; Konrad Adenauer and the emergence of the Federal Republic of Germany in 1949; the gradual reacquisition of full sovereignty and the economic miracle.

(c) Britain: The election of Labour and Attlee’s quiet revolution; imperial retrenchment; nationalisation and welfare; the impact of the Suez crisis and economic decline. The question as to whether or not 1945 marks a great caesura in British political life will be discussed.

Questions:
Discuss and compare the success of post-war readjustment in France and West Germany.

How transformed was Britain by the Labour governments of 1945-1951?

Basic Reading:
Buchanan, pp. 61-74, 91-99, 103-116.
Wegs/Ladrech, pp. 27-77, 80-88.

Supplementary Reading:
P.M. Williams, Crisis and Compromise: Politics in the Fourth Republic, (London, 1964)

Session 5
3 October 2011

The European Coal and Steel Community and the European Economic Community.
The pressures leading to the announcement of the Schuman Plan in May 1950 and the subsequent creation of the European Coal and Steel Community (ECSC) will be analysed. The functional approach to European integration will be considered. The European Defence Community (EDC) and its failure will be discussed alongside the seeming triumph of the British intergovernmental view of integration in the creation of the Western European Union (WEU). The Messina Conference of 1955 and the role of the Low Countries in the conclusion of the Treaties of Rome in 1957 will be examined. Finally, the views of Milward and Moravcsik on the emergence of the European Economic Community (EEC) will be examined.

Questions:
Was the ECSC really a supranational body?
What did the signatories to the Treaties of Rome hope to gain from them?

**Basic Reading:**

Buchanan, pp. 224-233.


Wegs/Ladrech, pp. 123-5.

**Supplementary Reading:**


Dinan, *op.cit*

Fulbrook, pp. 227-237.

J. Gillingham, *Coal, Steel and the Rebirth of Europe*, (Cambridge, 1991)

Laver, pp. 337-47


Stirk, *op.cit.*

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**Session 6**

7 October 2011

**The USSR and the Soviet Empire in Eastern Europe 1945-1964.**

This session will look at the closing years of Stalinist rule in the Soviet Union, the extension of Stalinist rule into Eastern Europe, the creation of the Council for Mutual Economic Assistance (Comecon), and the conclusion of the Warsaw Pact. This will be followed by an analysis of the power struggle that followed Stalin’s death, resulting in the emergence of Nikita Khrushchev as the most dominant personality. Destalinisation and Khrushchev’s speech to the 20th Party Congress in 1956 will be examined together with the sequel of the Hungarian Revolution of October 1956 and the ‘Polish Spring’ of the same year. The implications of the Soviet space programme will be examined. This session will end with a discussion of the U2 Crisis, the erection of the Berlin Wall and Khrushchev’s ouster in 1964.

**Questions:**

How successful was Khrushchev in destalinising the Soviet Union?

What factors promoted disturbances in the Soviet satellite countries and how stabilised was the Soviet system in Eastern Europe by the time of Stalin’s fall?

**Basic Reading:**

Buchanan, pp. 144 -167.
Supplementary Reading:

Fulbrook, pp. 18-27


Swain and Swain, op.cit.

Date for the submission of short 1,000 word essay

Session 7

10 October 2011

The Decade of De Gaulle.

The following issues will be covered:

(a) De Gaulle, decolonisation and the founding of the Fifth Republic; the Franco-German Reconciliation Treaty of 1963; de Gaulle, the EEC and the Luxemburg Compromise; domestic unrest and de Gaulle’s resignation;

(b) The end of the Adenauer era in West Germany; the electoral triumph of the SPD; Chancellor Brandt and *Ostpolitik*;

(c) The Macmillan era in Britain – ‘You never had it so good’; the European Free Trade Association (EFTA); full convertibility of sterling and the alteration of Britain’s pattern of trade; the acceleration of decolonisation; Anglo-American relations and Britain’s first application for EEC membership – British appeasement of America?; the election of Labour and Prime Minister Wilson in 1964; further economic failure and the second application for British membership of the EEC; Labour the Trade Unions and electoral failure.

Questions:

Why was President de Gaulle so hostile towards British membership of the European Community?

What factors determined West German policy towards the European Community, the Soviet Union and Eastern Europe?

Basic Reading:

Buchanan, pp. 118-143.

Judt, pp. 324-421.

Wegs/Ladrech, pp. 53-8, 61-77, 89-99, 139-170, 196-205.
Supplementary Reading:

Balfour, *op.cit.*


Fulbrook, pp. 34-8, 95-123.


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**Session 8**

17 October 2011

The Brezhnev Era in the USSR, Détente and the Prague Spring.

This session will look at the situation in the Soviet Union following the ouster of Khrushchev. The retightening of the Soviet system under Brezhnev and Kosygin will be discussed in the context of the Sinyavsky-Daniel Trial. Simultaneously, the Cold War thaw and détente will be discussed from the Nixon-Brezhnev summit in 1972 to the Soviet occupation of Afghanistan in 1979. Consideration will also be given to the Helsinki Accords. The continued problems for the Soviet Union in Eastern Europe will be discussed in relation to the ‘Prague Spring’ of 1968. Finally, economic stagnation under the Soviet system, the rise of Solidarność in Poland and the end of the Brezhnev era will be examined.

**Questions:**

Does the term ‘stagnation’ accurately reflect the main characteristics of the Brezhnev era in both the Soviet Union and the satellite states of Eastern Europe?

Is the term ‘détente’ a misnomer when applied to international relations in the 1970s?

**Basic Reading:**

Buchanan, pp. 160-167.

Judt, pp. 422-449, 578-584, 592-594.

Wegs/Ladrech, pp. 205-9, 216-46.

**Supplementary Reading:**

Fulbrook, pp. 45-9.

Hosking, *op.cit.*

Laver, pp. 114-9, 132-6, 141-8, 168-9, 177-9, 189-90, 192-5.


Swain and Swain, *op.cit.*
The End of Consensus and the Rise of Neo-Liberalism in Western Europe.

This session will examine the failure of Conservative and Labour governments to solve the problem of Labour and the Trade Unions during the 1970s. It will also focus on Britain’s successful entry into the European Community in 1973 under the Conservative government of Edward Heath and the second thoughts under Labour reflected in the referendum of 1975. It will then examine the elaboration under Mrs. Thatcher of a monetarist and anti-statist Neo-Liberal politics that ended the post-war consensus. The election to the premiership of Mrs. Thatcher in 1979, it will be argued, marks the great caesura in British politics and economics in the twentieth century.

Questions:

Were the British Labour governments of 1974 to 1979 a failure?

How radical was the first government of Mrs. Thatcher?

Basic Reading:


Wegs/Ladrech, pp. 288-97.

Supplementary Reading:

Fulbrook, pp.39-45.

Peter Jenkins, Mrs. Thatcher’s Revolution, (London, 1988)

Sked and Cook, op.cit.

Hugo Young, One of Us, (London, 1989)

The Failure of Socialism in France and the Return of the Right in West Germany.

This session will look at France in the 1970s following the fall of de Gaulle. The presidencies of M. Pompidou and M. Giscard d’Estaing will be considered in the context of the oil crisis of the early 1970s, and the rise in unemployment and emergence of economic difficulties by the early 1980s. The rise in the fortunes of the Socialist Party under the leadership of M. Mitterand will be examined together with the reasons for Mitterand’s success in the presidential elections of 1981. The economic failure of the socialist programme in France will be discussed, together with the subsequent programme of austerity and the phenomenon of cohabitation. The session will also cover West Germany under the leadership of Helmut Schmidt and the decline in the fortunes of Social Democracy in Germany after 1979. It will also assess the process by which Helmut Kohl and the CDU (Conservatives) came to power on the basis of a neo-liberal programme.

Questions:

To what extent did the presidency of M. Mitterrand confirm the success of the Fifth Republic?

How far were economic difficulties responsible for the collapse of Helmut Schmidt’s government?

Basic Reading:
The Relaunch of the European Community in the 1980s.

14 November 2011

The relative stagnation of the European Community in the 1970s will be considered culminating in the establishment of the European Monetary System (EMS) in 1979. This will be followed by a discussion of the emergence of Britain under Mrs. Thatcher as the awkward partner in Europe. This session will then consider the pressures for institutional reform in the Tindemans Report, the Genscher-Colombo Plan, direct elections to the European Parliament, the Spinelli Institutional Committee and the Mediterranean enlargement of the European Community. The Addonino and Dooge Committees and the Single European Act of 1986 will then be discussed. Finally, the impact of Jacques Delors presidency of the European Commission will be examined together with Mrs, Thatcher’s Bruges Speech in 1989.

Questions:

What were the fundamental characteristics of Britain’s relations with the European Community during the 1980s?

Did the Single European Act markedly erode the sovereignty of member nations of the European Community?

Basic Reading:

Buchanan, pp. 237-246.

Judt, pp. 504-534.

Wegs/Ladrech, pp. 132-7.

Supplementary Reading:

Dinan, op.cit

Fulbrook, pp. 234-9.

Session 12

Solidarność, Glasnost and Perestroika.

21 November 2011

This session will look at the continued impact of Lech Walesa and Solidarity. It will then consider the impact of the presidency of Ronald Reagan in the United States and the possibility of an arms race that the Soviet Union could no longer afford. The appointment of Mikhail Gorbachev as Soviet leader in 1985 and the significance of his policies of *glasnost* (openness) and *perestroika* (restructuring) will be reviewed. This will be followed by a discussion of the process by which the USSR’s bonds upon the states of Eastern Europe were loosened, which will cover the renunciation of the Brezhnev Doctrine in 1989, the effect of liberalisation in Kadar’s Hungary and Solidarność and the Polish elections of 1989.

**Questions:**

How significant were events in Hungary and Poland during the 1980s in hastening the collapse of the Soviet System?

Did Gorbachev unleash a train of events that he could not control?

**Basic Reading:**

Buchanan, pp. 251-268.

Judt, 559-633.

Wegs, 216-48.

**Supplementary Reading:**


Fulbrook, 45-52.


Laver, 117-151, 161-197

Swain and Swain, *op.cit.*.

**Date for submission of first 2,500 word essay**

Session 13

The Reunification of Germany and the Treaty of Maastricht.

28 November 2011

This session will look at the flight of the citizens of East Germany into West Germany through Hungary and the way in which Gorbachev government effectively failed to support the Honecker regime in East Germany. The resignation of Honecker and the opening of the Berlin Wall at the end of 1989 will be explored. This will be followed by an examination of the disintegration of Communist rule elsewhere in Eastern Europe. Reservations about the reunification of Germany in Paris and London will be discussed. The reunification process in Germany in 1990 and the conclusion of the Two plus Four treaty of the same year will be analysed. This session will conclude...
with a discussion of the proposition that with the reunification of Germany in the context of a European Community that was to be deepened in the European Union of the Treaty of Maastricht of 1991 the German Problem had come to an end.

Questions:

Why did the prospect of German reunification excite such anxiety?

Discuss the view that the events of 1989-1990 show that the Soviet system never had legitimacy anywhere in Eastern Europe.

Basic Reading:

Buchanan, pp. 239-245, pp. 264-268.

Judt, pp. 637-664 701-748,

Wegs, 132-7, 264-72.

Supplementary Reading:

Dinan, op.cit.


Larres and Panayi, *op.cit.*

Laver, 50-54, 355-365

Submission of 3,000 word coursework essay

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Session 14

5 December 2011

The End of the Soviet Union and ‘The End of History?’

This session will focus on the events that led to the collapse and disintegration of the Soviet Union in 1991 and there will follow a discussion of the view of the former US State Department official, Francis Fukuyama, that in the ideological struggle between Marxism-Leninism and Liberal Democracy the latter had won a clear victory and could not be challenged in the future.

Questions:

Was the collapse of the Soviet Union implicit in the adoption of *glasnost* and *perestroika*?

Assess the problems left by the collapse of the Soviet regime.

Basic Reading:

Buchanan, pp. 269—271, 287-292.

Wegs, 220-4.

**Session 15**

**Date for submission of second 2,500 word essay by 12 noon.**

**Classroom Etiquette**

- Toilet breaks should be taken before or after class or during class breaks.
- Food & drink, including gum, are not to be consumed in class.
- Mobile phones should be set on silent and should not be used in class except for emergencies.
- Laptops are only to be used with the express permission of the teacher.
- Please kindly dispose of rubbish in the bins provided.

**Required Co-curricular Activities**

There will be a visit to Winston Churchill’s home at Chartwell in Kent. This will be combined with a visit to either the Manor House at Ightham Mote or the stately home, Knole House, at Sevenoaks in Kent. There will also be a visit to Eltham Palace and Bob Hope’s birthplace. These two events will take place on a Sunday and Friday during September 2011.

**Suggested Co-curricular Activities**