

HTS 2037

Syllabus

METZ, SUMMER 2016

20thC Europe. The Cold War and European Integration

This course introduces students to the integration of Europe as a solution to the problems that beset the region after World War II, notably building a strong economic and democratic political system that could contain both German nationalism and Soviet communism. It covers the period from the Marshall Plan for social and economic reconstruction through the creation of the European Economic Community of the Six and of Euratom (for nuclear power), until the enlargement of the EEC. The course has two important features that set it apart. The place of science and technology as platforms for European integration is included: it is usually overlooked. Secondly the role of the Eisenhower, Kennedy, Johnson, and Nixon administrations in promoting European integration is emphasized. Particular emphasis is placed on the need to curb nuclear and missile proliferation in France and Germany in the interests of building a stable international order.

Prescribed book

William Hitchcock. *The Struggle for Europe. The Turbulent History of a Divided Continent, 1945 to the Present* (Anchor Books: 2004)

Other Books Used:

1. Geir Lundestad, *"Empire " by Integration: The United States and European Integration 1945-1997.* (Oxford, 1998.)
2. Timothy Botti, *The Long Wait: The Forging of the Anglo-American Nuclear Alliance, 1945-1958* (Praeger, 1987)
3. Frank Costigliola, *France and the United States* (Twayne, 1992)
4. Thomas Schwarz, *Lyndon Johnson and Europe: in the Shadow of Vietnam* (Harvard 2003)
5. John Krige, *American Hegemony and the Postwar Reconstruction of Science in Europe* (MIT Press, 2006)

Primary source material

Students will analyze newly available online primary source material on U.S.-French relationships.

THIS COURSE MEETS THE SOCIAL SCIENCE REQUIREMENT (CORE AREA E)

Students will demonstrate the ability to describe the social, political, and economic forces that influence social behavior. They will examine the interplay between leading social actors in the U.S. and in Western Europe during the Cold War, and study the role that science and technology played in the U.S. promotion of European integration and the curbing of nuclear proliferation. Students will demonstrate that they have met Area E outcomes by successfully passing regular quizzes (40%) and a major final exam (60%).

DETAILED LEARNING OUTCOMES. At the end of this course students should

- a) have a general understanding of the history of the postwar reconstruction of Europe from 1945 to 1980
- b) be able to describe the role of the US in that process
- c) distinguish British, French and German ambitions in the postwar period as regards nuclear weapons and their delivery systems

ASSESSMENT: Assessment is based on regular quizzes in class counting 40% and a final exam counting 60%. Marks can also be lost for failing to attend class (see below).

START TIME OF THE EXAMINATIONS: Examinations will start promptly on time. Late arrivals will be tolerated up to a maximum of ten minutes after the start of the exam. Students who arrive more than 10 minutes late will be deemed to have failed the exam.

ATTENDANCE POLICY: Attendance in class is obligatory. The register will be taken every day. Two absences without good reason are permitted. After that, each absence from class without good reason is punished by the loss of 5%.

ACCOMMODATING DIABILITIES: If you have or acquire any sort of condition that may require special arrangements please let the teacher know at the start of the session.

ACADEMIC CONDUCT: All students are expected to conduct themselves in accordance with the policies of the Georgia Tech Honor Code with respect to conduct and academic honesty. Anyone engaging in acts that violate these policies, such as plagiarism or cheating, will be penalized.

John Krige