

**HTS 2037**  
**Syllabus FALL, 2016**

***20thC Europe. The Cold War and European Integration***  
**M, W, F 11.05 - 11.55am**  
**Clough Commons Rm 423**

**OFFICE HOURS: Old CE Building, Rm. 124, Wednesdays, 2pm – 4pm**

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. First, the place of science and technology as platforms for European integration is included: it is usually overlooked. Second, 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.

**Recommended book (You need NOT buy this book, but it is used extensively)**

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

**Other Books Used (for information only):**

1. Geir Lundestad, *"Empire" by Integration: The United States and European Integration 1945-1997* (Oxford, 1998)
2. Frank Costigliola, *France and the United States* (Twayne, 1992)
3. Thomas Schwarz, *Lyndon Johnson and Europe: in the Shadow of Vietnam* (Harvard, 2003)
4. John Krige, *American Hegemony and the Postwar Reconstruction of Science in Europe* (MIT Press, 2006)
5. John Krige, *Sharing Knowledge, Shaping Europe. US Technological Collaboration and Nonproliferation* (MIT Press, 2016)

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

***This course fulfills the Core Area E Social Science Requirement and the International Relations Requirement for the International Plan.***

**CORE AREA E Approved Learning Outcome**

Students will demonstrate the social, political, and economic forces that influence social behavior.

**Explain how the course satisfies the learning outcome**

This course focuses on the forces working towards European integration in the Cold War from an historical perspective. It describes the political and ideological agendas of key social actors in Europe and the United States, emphasizing areas of agreement and conflict.

To meet the Area E learning outcome, students will demonstrate that they understand the major element of contingency in an historical project of this magnitude and the importance of economic, political, and ideological factors — as well as of the role of science and technology — in constructing world order. They will examine the interplay between leading social actors 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 and a major final exam.

**Course learning outcomes**

- Students will describe the major turning points in the history of European integration from 1945 to the 1970s.
- Students will identify how economic, political and ideological forces shaped the behavior of key social actors in Europe and the United States.
- Students will analyze the dynamics of collaboration and competition in interstate relationships, showing how domestic economic, political and ideological agendas shape inter-national relations.
- Students will analyze the place of scientific and technological collaboration in the postwar reconstruction of Europe, and the key role played by American leadership in that domain.
- Students will use primary documents to gain a critical insight into the micro-processes of government decision-making.
- Students will gain a critical perspective on traditional histories of postwar Europe that overlook the role of science and technology in European integration.

**ASSESSMENT:** Assessment is based on eight quizzes in class counting 40% and a final examination that counts 60%.

**Scoring Grid**

|       |          |
|-------|----------|
| A:    | 90 – 100 |
| B:    | 80 – 89  |
| C:    | 70 – 79  |
| D:    | 60 – 69  |
| Fail: | 0 – 59   |

**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 expected. The register will be taken regularly.

**ACCOMMODATING DISABILITIES:** 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 and consult with the Office of Disability Services (<http://disabilityservices.gatech.edu>).

**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. More information, including the Honor Code, can be found on the Office of Student Integrity Website at <http://osi.gatech.edu>.

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