



University of
New Haven

Political & Economic History of Europe in the Twentieth Century

Section I: Course Overview

Course Code: HIS318

Subject Area(s): History

Prerequisites: none

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: none

Course Description

This course offers a comprehensive examination of the History of Europe in the Twentieth century, with a focus on major political-economic processes and events. Through an in-depth analysis, students explore the interconnectedness of European development with national and international contexts, observing the reciprocal influences that shaped the course of history. From the crisis of empires and colonial powers at the dawn of the century to the complexities of contemporary geopolitics, students will scrutinize pivotal moments such as the World Wars, the Bolshevik Revolution, and the fall of the Soviet bloc.

European political doctrines and ideologies such as liberalism, democracy, fascism, Nazism, and Communism, are presented alongside economic systems including capitalism, socialism, single market, and monetary union. Additionally, students examine parallels between Western and Eastern paradigms, aiming to underscore both the disparities and convergences between them.

Learning Objectives

Upon successful completion of this course, students are able to:

- Analyze key political and economic issues present in 20th century Europe
- Explain the peculiarities of European political and economic systems
- Discuss the role of various countries in the making of European politics and economy

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: TBC

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

Short Written Assignments (3) - 20% (5%+5%+10%)

Mid-Term Exam - 20%

Final Exam - 20%

Research Project (Oral Presentation & Paper - 20% (5% +15%)

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Short Written Assignments (20%) The 3 short (750 words the first two, 1500 the third) written assignments consisted in the analysis of four works (two texts and one movie) and should demonstrate that students have good knowledge and deep understanding of the assigned topic, along with a spirit of criticism and the capacity to develop it creatively. Students must integrate at least 1 UN SDG in each of the first two and 2 UN SDGs in the third.

1. Marinetti's "Manifesto of Futurism" (5%)

2. Wilson's "Fourteen Points" (5%)
3. Eisenstein's *October* (movie) (10%)

Mid-Term Exam (20%): The Mid-Term Exam is based on the material covered in the first half of the semester and includes two sections. Section one will be 8 short answer questions (40 points). The second section will be an essay question (60 points). Students must integrate at least 2 SDGs.

Final Exam (20%): The Final Exam includes two sections and covers everything taught in the course after the Mid-Term Exam. The first section is a main essay on a relevant topic covered in class (60%). The second section [to be written in advance and hand in and presented on the exam day] is a secondary reflection essay where students will share their thoughts on the future of European politics and economy – *A Manifesto for Europe!* (40%). Students must integrate at least 2 SDGs in the main essay and at least 1 in the secondary reflection.

Research Project (20%).

Oral Presentation (5%): The topics for the oral presentations is proposed by students and confirmed by the professor by week 5 and an outline due by week 9. Students can focus on a topic of their liking. Each presentation should not exceed 10 minutes. Presentations start the second week after the break and ends by week 13.

Research Paper (15%): Students should transform their presentation into a paper of about 2500 words. The paper should include clear references to at least four secondary academic sources. Criticism and personal opinions are particularly encouraged. Papers are due at the beginning of week 14.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- Giubbe Rosse Historic Café (Debate on Futurism)
- Other relevant neighbourhood tours (fascist architecture, WW2 sites, etc.)

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required

Bernays, E. L. (1928): *Propaganda*, New York: Horace Liveright:
http://www.voltairenet.org/IMG/pdf/Bernays_Propaganda_in_english_.pdf

Brose, E. D. (2005): *A History of Europe in the Twenty Century*, New York – Oxford, Oxford U.P.

Buchanan T. (2006): *Europe's Troubled Peace 1945–2000*, Blackwell Publishing.

Dulles, A. W. (1993): *The Marshal Plan*, edited and with an Introduction by Michael Wala, Berg, Providence/Oxford. Chap. 5: “The Means to the End”, 63–95.

Gilbert, F., Large, D. C. (2009): *The End of the European Era. 1890 to the Present*, W. W. Norton & Company, New York–London, 6th edition.

Marinetti, F. T. (1909): “The Futurist Manifesto”: http://viola.informatik.uni-bremen.de/typo/fileadmin/media/lernen/Futurist_Manifesto.pdf

Mazower, M. (1998): *Dark Continent. Europe's Twentieth Century*, Vintage Books, New York. Chap. 5: “Hitler's New Order, 1938–45”, 141–184.

Morgan, Ph. (2004): *Italian Fascism, 1915–1945*, New-York, Palgrave Macmillan. Chap. 3: “The Construction of the ‘Totalitarian’ State, 1925–29”, 96–124.

Mussolini, B. (1932): “Doctrine of Fascism”:
<https://ia700407.us.archive.org/7/items/DoctrineOfFascism/doc.pdf>

Patrikeeff, F. (2003): ‘Stalinism, Totalitarian Society and the Politics of Perfect Control’, in Shukman, H. (ed.), *Redefining Stalinism*, London–Portland, Or, Frank Cass, 23–46.

United Nations: The 17 Sustainable Development Goals (SDGs): <https://sdgs.un.org/goals>

Wilson, W. (1918): ‘President Wilson's Fourteen Points’, delivered in joint session, January 8th: [World War I Document Archive 1918 Documents:](http://www.lib.byu.edu/index.php/President_Wilson's_Fourteen_Points)
http://www.lib.byu.edu/index.php/President_Wilson's_Fourteen_Points

Movie:

Eisenstein, S. (1927): *October*: <https://www.youtube.com/watch?v=k62eaN9-TLY>

Songs/Video:

Cardone, N., *Comandante Che Guevara Hasta Siempre*:

<https://www.youtube.com/watch?v=l1g-MyOSAPE>

Celentano, A., (1970): “Chi non lavora non fa l'amore” [Who does not work, does not make love]:
https://www.youtube.com/watch?v=wHmt7pDq_Uo

Gaetano, R. (1975): “Ma il cielo è sempre più blu” [But the sky is always bluer]:
<https://www.youtube.com/watch?v=rfaihaFlcSg>

The Building of the Berlin Wall: <https://www.youtube.com/watch?v=Ycppm2cEsw>

The Fall of the Berlin Wall: <https://www.youtube.com/watch?v=ogsY1JGYCmM>

Recommended

Apor, B., Apor, P. and Rees, E.A. eds. (2008): *The Sovietization of Eastern Europe: New Perspectives on the Postwar Period*, Washington, DC: New Academia Pub.

Arendt, H. (2004): *The Origin of Totalitarianism*, New York, Schocken Books.

Clark, M. (1996): *Modern Italy 1871–1995*, London–New-York, Longman, 1996.

Craig Nation, R. (2013), War in the Balkans 1991–2002, The Strategic Studies Institute Monthly Report, August: <http://www.strategicstudiesinstitute.army.mil/pdf/files/00117.pdf>

Forsberg, T. (1999): "Power, Interests and Trust: Explaining Gorbachev's Choices at the End of the Cold War". In *Review of International Studies*, Vol. 25, No. 4 (Oct., 1999), 603–621:
<http://endofcoldwarforum.org/sites/default/files/docs/germany/Forsberg.pdf>

Ginsborg, P. (2001): *Italy and its Discontents. Family. Civil Society, State. 1980–2001*, London, Penguin.

Hay, C. & Menon, A., (2007): *European Politics*, Oxford University Press.

Holland, R. F. (1985): *European Decolonization. 1918–1981; An Introductory Survey*, Macmillan.

James, H., (2003): *Europe Reborn. A History, 1914–2000*.

Offen, K. (1988): „Defining Feminism.“ In *Signs*, Vol. 14, No. 1 (Autumn, 1988), pp. 119–157:
<http://drbeardmoose.com/sitebuildercontent/sitebuilderfiles/whatisfeminism.pdf>

Schröter, H., (2005): *Americanization of the European Economy. A Compact Survey of American Economic Influence in Europe since the 1880*, Springer.

Vettori, B. (2007): *Terrorism and Counterterrorism in Italy from the 1970's to Date*, Università degli Studi di Trento: http://www.transcrime.it/wp-content/uploads/2013/11/14_Terrorism_and_Counterterrorism_in_Italy1.pdf

Vîrban, F. (2015): "The Idea of the Post-First World War Nationhood in Europe Was... American? How Words May Prove More Efficient Than Guns." In Gristwood, A. and Woolf, M. in association with Colon, C., *'Ain't Gonna Stydy War No More': The Lost Agenda in Education Abroad*, CAPA Occasional Publications, No. 4, London, 58–67:
http://www.capa.org/sites/default/files/CAPA_OccasionalPub_No4.pdf

Vîrban, F. (2011): *The Guardians of Beauty. The Heteroglot Discourse of the Russian Literary Wider Avant-garde Paradigm*, Silvy.

Wasserstein, B. (2008), *Barbarism and Civilization. A History of Europe in Our Time*, Oxford U.P.

Other (online) resources:

European University Institute: <http://www.eui.eu/Home.aspx>

Hungarian Revolution Photos: <http://time.com/3878232/the-hungarian-revolution-of-1956-photos-from-the-streets-of-budapest/>

Nazi Extermination Camps: <https://www.jewishvirtuallibrary.org/jsource/Holocaust/ccpoltoc.html>

Marshall Plan: <http://marshallfoundation.org/marshall/the-marshall-plan/>

Marxism Internet Archive: <http://www.marxistsfr.org/>

Peace Treaties (WW1): http://wwi.lib.byu.edu/index.php/Conventions_and_Treaties

The End of the Bretton Woods System: <https://www.imf.org/external/about/histend.htm>

The Manhattan Project: <http://www.osti.gov/accomplishments/documents/fullText/ACC0001.pdf>

WW1 Internet Archive: <https://archive.org/details/worldwaronedocuments>

WW2 Internet Archive: <https://archive.org/details/wwllarchive?&sort=-downloads&page=2>

Course Calendar

Session 1

Topics	Europe at the Turn of the Century What is Europe? Introduction. Industrialization and Imperialism. Intellectual Revolt in Europe
Activity	Course presentation. Syllabus review Historical overview Introduction of the 17 UN SDGs
Readings & Assignments	<ul style="list-style-type: none"> • Brose, Chap. 1, pp. 7–20. • United Nations, The 17 Sustainable Development Goals (SDGs). • Marinetti, “The Futurist Manifesto.” <p>Short Assignment 1: Read the Futurist manifesto and write your impressions (due: week 2).</p>

Session 2	
Topics	The First World War and the October Revolution
Activity	Lecture Debate on Marinetti’s Manifesto of Futurism
Readings & Assignments	<ul style="list-style-type: none"> • Brose, Ch. 2, pp. 51–62; Ch. 3: pp. 90–96. • Gilbert & Large, Ch. 3: pp. 98–113; 124–130. • Debate on futurism in a cafe <p>Short Assignment 1 due! Short Assignment 2: Read Wilson’s 14 Points and write your impressions (due week 3). Short Assignment 3: See the movie <i>October</i> by S. Eisenstein and write your impressions (due: week 4)</p>

Session 3	
Topics	The Inter-War Period (1) Peace Treaties and Fascism
Activity	Debate on President Wilson’s Fourteen Points Lecture
Readings & Assignments	<ul style="list-style-type: none"> • Gilbert & Large, Ch. 4, pp. 146–162; Ch. 5, pp. 184–198. • Gilbert & Large, Ch. 5, 198–208. • Morgan, Ch. 3, pp. 96–124. <p>Short Assignment 2 due!</p>

Session 4	
Topics	The Inter-War Period (2) Bolshevism (Leninism –Stalinism) & Nazism
Activity	Discussion of <i>October</i> by Eisenstein Lecture Debate on racial discrimination (anti-Semitism and beyond) and Great Terror
Readings & Assignments	<ul style="list-style-type: none"> • Patrikeeff, “Stalinism, Totalitarian Society..., in Harold (ed.), pp. 22–46. • Gilbert & Large, Ch. 6, pp. 243–271; Ch. 7: 299–305

	Short Assignment 3 due! Deadline to have the topic of your research project approved by the professor
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Session 5	
Topics	WW2
Activity	Lecture Debate on: Hitler's New Europe Project, the Holocaust, and atomic bomb
Readings & Assignments	<ul style="list-style-type: none"> • Brose, Ch. 5, pp. 193–222. • Gilbert & Large, Ch. 8, pp. 320–342

Session 6	
Topics	Fascist Architecture
Activity	Tour of lasting Fascist architecture and art throughout Florence Light lunch Mid-Term Review
Readings & Assignments	Bring questions from previous readings and viewings Prepare for the Mid-Term Exam Prepare your project outline (due week 9) Homework: look for Propaganda Posters (due: W9, the first after the break)

Session 7	
Mid-term Exam	

Session 8	
Topics	Propaganda
Activity	Mid-Term Exams results Student Present Propaganda Posters. Students create a Propaganda item
Readings & Assignments	<ul style="list-style-type: none"> • Bernays 1928: <i>Propaganda</i> Deadline to have your project outline approved by the professor!

Session 9	
Topics	Europe in the aftermath of the WW2 (1945–1950s) The Marshal Plan The European Integration Project. The Sovietisation of Eastern Europe. The Hungarian Revolution
Activity	Student Presentations Lecture
Readings & Assignments	<ul style="list-style-type: none"> • Gilbert & Large, Ch. 9, pp. 354–366; Ch. 10, pp. 397–403. • Dulles, Ch. 5, 63–95. Oral presentations start!

Session 10	
Topics	Europe in the 1960s The Decolonization and the Third World. The Economic 'Boom'. The Berlin Wall and the shadow of the Cold War. Prague Spring
Activity	Student Presentations Lecture and debate
Readings & Assignments	<ul style="list-style-type: none"> • Gilbert & Large, Ch. 11, pp. 407–36; Ch. 12, pp. 438–40.

	Oral presentations continue
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Session 11	
Topics	The 1970s Cultural Revolution. Terrorism. Euro-Communism. The Oil Shock
Activity	Student Presentations Lecture and debate
Readings & Assignments	<ul style="list-style-type: none"> Gilbert & Large, Ch. 12, pp. 440–55. Songs/Video: Nathalie Cardone, “Comandante Che Guevara Hasta Siempre” Celentano, “Chi non lavora non fa l’amore” [Who does not work, does not make love] Rino Gaetano (1975): “Ma il cielo è sempre più blu” [But the sky is always bluer]

Session 12	
Topics	The 1980s: W. Europe Further Steps / A New Order in E. Europe & the Fall of Communism
Activity	Student Presentations Lecture and debate
Readings & Assignments	<ul style="list-style-type: none"> Gilbert & Large, Ch. 14, pp. 479–(495)505 Buchanan, Ch. 10, 247(259)–272. <p>Video: The Fall of the Berlin Wall.</p>

Session 13	
Topics	Europe in the 1990s. W. Europe: The 1990s – Maastricht and After.
Activity	Lecture and debate. Final Exam Review
Readings & Assignments	<ul style="list-style-type: none"> Buchanan, Ch. 9, pp. 242–246 <p>Research Paper Due!</p>

Session 14	
Topics	E. Europe: Balkan Wars; The Road to the EU. Europe Today: An Uncertain Millennium.
Activity	Lecture and debate. Final Exam Review
Readings & Assignments	<ul style="list-style-type: none"> Buchanan, Ch. 11, pp. 292–298. <p>Research Paper Due!</p>

Session 15	
Final exam (1) – in-class written exam	
Final exam (2): a manifesto for europe!	

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration. These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.