

European Studies 2000 (History & Political Science 2350)
Winter 2008
Prof. Steven Wolinetz and Prof. Osvaldo Croci
ED1014 - Tuesdays and Thursdays, 3:30-4:50 p.m.

Europe in the Twentieth Century

Europe is today a very different place than 100 years ago. Then, a period of optimism and progress gave way to turmoil bracketed by two world wars and the rise of some of the world's most horrendous regimes. From this a new Europe, far less central in world politics, emerged. Exploring economy, society, and politics at different points in the twentieth century, the course examines the slow and painful transition from interstate competition, war, and destruction to cooperation, peace and prosperity. Taught by political scientists, the course does not attempt a comprehensive narrative history, which is provided by the textbook. The lectures present instead a series of 'snapshots' analyzing how, why and to what extent crucial transformations took place. Lectures and discussions are organized around a number of themes that run through the course. These include:

- The changing role of nationalism as a political force
- Changing conceptions of state: from modern to post-modern?
- How political elites built a new, or at least different, Europe
- The changing role of the state in social and economic life
- The changing nature of social and political cleavages.
- Europe's role in a globalizing world.

The bookstore has been asked to order the following textbook:

Spencer M. Di Scala, *Twentieth Century Europe: Politics, Society, Culture*. New York: McGraw-Hill, 2004.

Most, but not all readings are from the Di Scala text. This and other materials will be on reserve. Please note that reserve materials will be listed under European Studies 2000. Students will be expected to complete assigned readings on schedule, attend class regularly, and participate in class discussions.

Evaluation

Tests (February 7 th and March 20 th)	20%
Midterm exam (February 21 st)	20%
Paper (due March 18 th)	20%
Final exam	40%

The website for the course is <http://www.ucs.mun.ca/~ocroci/Courses.html> Lecture presentations will be posted on the website prior to the midterm and final examinations.

Office hours: Prof. Wolinetz, SN 2043, Tuesdays and Thursdays from 2:00 to 3:15 p.m.
Prof. Croci, SN 2034, by appointment

Tests, papers and grading

- 1. Tests.** These tests (a combinations of multiple choices and identification of concepts and terms) are based on the material (both readings and lectures) covered from the first day of class until the day in which the tests are held, included.
- 2. Midterm and final exams.** A good exam addresses the question(s) asked in a direct manner and provides a logical, coherent, and well-organized answer which makes connections to theory when necessary and uses relevant empirical evidence to back up the points it makes. The final examination will cover material from the entire course.
- 3. Paper:** you will be asked to write a 2000-2500-word paper, **due on March 18 at the beginning of class.** Your papers will be based both on research and cogent analysis. Topics will be distributed shortly. Part of the exercise is organizing your time in order to meet deadlines. Hence, no extensions will be granted.

The grading of papers and exams will follow the following guidelines:

- A:** An excellent paper/exam that shows a thorough and superior understanding of the subject under discussion and displays significant insights. It makes precise and clear arguments and is thoroughly researched. Its organization is very logical and coherent. It makes all relevant connections to relevant literature and theory. It is written in perfect scholarly fashion, has no spelling, grammatical, or syntactic mistakes, and reads very smoothly.
- B:** A good paper/exam that shows a good understanding of the subject under discussion and displays at least some insights. It makes fairly clear and precise arguments and is adequately researched. Its organization is, for the most part, logical and coherent. It makes at least some connections to relevant literature and theory. It is written in less than perfect scholarly fashion, has no major or consistent spelling, grammatical, or syntactic mistakes, but does not always read very smoothly.
- C:** A satisfactory paper/exam that shows an understanding of some of the issues related to the subject under discussion but displays few insights. It attempts to make some arguments but they are not always too clear or precise and not entirely well researched. Its organization is not always logical or coherent. It makes few connections to relevant literature and theory. It is written in a rather informal manner and does not always read very smoothly. It does not, however, have any major or consistent spelling, grammatical, or syntactic mistakes.
- D:** A less than satisfactory paper/exam that shows a poor understanding of the issues related to the subject under discussion and displays no insights. It attempts to make some arguments but they are not clear or precise and are poorly researched. Its organization lacks logic and coherence. It hardly makes any connection to relevant literature and theory. It is written in an informal manner, may not read very smoothly, and may contain major or consistent spelling, grammatical, or syntactic mistakes.

F: An unsatisfactory or unacceptable paper/exam: there are no arguments or they are either unclear or very poorly developed. It is written in an informal manner and may present major or consistent spelling, grammatical, or syntactic mistakes. Also, the paper is not written on the topic requested or has been handed in past the deadline.

In writing your papers, avoid excessive quotations: you should quote only for emphasis or because your reader needs to know what another author has said. Papers which are little more than a string of quotations will receive low grades.

Doing well in this course:

This is not a correspondence or web-based course; students are therefore expected to attend classes regularly (they will sign an attendance sheet) and participate in class discussion. The best form of contribution is one that demonstrates familiarity with the topic being discussed based at least on the assigned readings. In order to participate effectively, students should do all their readings before coming to class.

Deadlines, Extensions and Exemptions:

The Department of Political Science likes to treat its students as responsible adults. That means that you are responsible for meeting deadlines for dropping courses, submitting papers when they are due and taking tests and exams when they are scheduled. If there are extenuating circumstances and you have a legitimate **documented** excuse we will be happy to make adjustments as prescribed in university regulations and following a request submitted in written form and including all relevant documentation. For more information, see <http://www.mun.ca/posc/policies/>

Reading Assignments

<p>Week 1 Jan. 8-10</p>	<p>Introduction:</p> <p>Assigned readings: Di Scala, <i>Twentieth Century Europe</i>, Intro, chs. 1-3</p> <p>Lectures:</p> <p>Jan. 8th : Social, economic, and political Europe, 1914, 1945, 2000 (Wolinetz and Croci)</p> <p>Jan 10th : <i>Fin de siècle</i> and early 20th Century Europe (Wolinetz)</p> <p>Points for discussion:</p> <p>What was Europe like in the early 20th century? How ‘modern’ was Europe? Who governed and on what basis? Were any of Europe’s many polities liberal democracies? How did states interact with each other? What problems confronted Europe’s empires?</p>
<p>Week 2 Jan. 15-17</p>	<p>World War I</p> <p>Assigned readings: Di Scala, chs 4 & 6</p>

	<p>Lectures: Jan. 15th : The Balance of Power and World War I (Crocì) Jan. 17th : Film: <i>All Quiet on the Western Front</i> (Crocì)</p> <p>Web resources</p> <ul style="list-style-type: none"> • The World War I Document Archive: http://www.lib.byu.edu/~rdh/wwi/ • Trenches on the Web: http://www.worldwar1.com/ • Woodrow Wilson’s 14 points: http://www.fordham.edu/halsall/mod/1918wilson.html • The key points of the Versailles treaty: http://www.fordham.edu/halsall/mod/1919versailles.html • J. M. Keynes: <i>The economic consequences of the peace</i> (excerpt) http://www.fordham.edu/halsall/mod/1920keynes.html <p>Points for discussion: Who or what plunged Europe into war? Can blame be assigned? What difference did war make? What impact did it have on the lives of ordinary people? How and in what way did political regimes change?</p>
<p>Week 3 Jan. 22-24</p>	<p>The failed peace</p> <p>Readings: Di Scala, chs. 7-9</p> <p>Lectures: Jan. 22nd : The peace and the evolution of nationalism in Europe (Crocì) Jan. 24th : (Re-)stabilizing interwar Europe (Wolinetz)</p> <p>Points for discussion: How and on what basis was peace made? Why did World War I not end up as a war to end all wars but rather the opening round of a new era of conflict? What impact did it have on the ways in which different peoples were governed? What steps did ruling elites take in order (re-)stabilize regimes, new and old?</p>
<p>Week 4 Jan. 29-31</p>	<p>Europe between democracy and dictatorship:</p> <p>Readings: Di Scala, chs. 9 (re-read), 11-15</p> <p>Lectures: Jan 29th :The rise of fascism: Italy, southern and east-central Europe (Wolinetz) Jan 31st : Nazism and the collapse of democracy in Germany (Wolinetz)</p> <p>Points for discussion: What factors led to the rise of fascism in Italy and the collapse of democracy in southern and eastern Europe? Do these same factors account for the rise of Nazism in Germany? How similar were Italian fascism and German Nazism? What impact did they have on citizens’ lives and the countries which they governed? What</p>

	<p>difference did the establishment of communism in the Soviet Union make? How similar or different was Stalin's Soviet Union from Hitler's Germany or Mussolini's Italy?</p>
<p>Week 5 Feb. 5-7</p> <p>Feb. 7: First Test</p>	<p>Democracies in crisis</p> <p>Readings Di Scala, chs. 5, 10, 16</p> <p>Lectures: Feb. 5th : Britain & France (Wolinetz) Feb. 7th : Scandinavia and the Low Countries: experimentation v. stagnation; explaining the lure of fascism (Wolinetz)</p> <p>Points for discussion: How did Europe's democracies respond to the multiple challenges facing them? What difference did the great depression make? How can we explain recourse to fascism in some countries, stagnation in some , and the development of comprehensive welfare states in others (e.g. Sweden)?</p>
<p>Week 6 Feb. 12-14</p>	<p>World War II</p> <p>Readings: Di Scala, chapters 17-20</p> <p>Lectures: Feb. 12th : From crisis to crisis to World War II (Croci) Feb. 14th : The Cold War and the post-war international architecture (Croci)</p> <p>Web resources</p> <ul style="list-style-type: none"> • German-Soviet non-aggression pact: http://www.fordham.edu/halsall/mod/1939pact.html • Soviet reaction to German aggression http://www.fordham.edu/halsall/mod/1941molotov.html • Western guarantee of Polish independence http://www.ibiblio.org/pha/policy/pre-war/390331a.html • Churchill's 'Blood and toil speech' http://www.fordham.edu/halsall/mod/churchill-blood.html • Churchill's speech at Fulton, Missouri, March 5, 1946: http://www.hpol.org/churchill/ • Truman's doctrine: http://www.fordham.edu/halsall/mod/1947TRUMAN.html • The Brezhnev 1968 doctrine: http://www.fordham.edu/halsall/mod/1968brezhnev.html <p>Points for discussion: Was World War II an inevitable outcome of World War I, the failed peace, or the rise of Nazism? Could war have been averted? If so, how, and on what basis? How did World War II differ from World War I? What impact did the war have on occupied countries and on home fronts? How complete was Nazi control of occupied Europe? How did the allied powers plan the peace and what difference did it make? How and to what extent did the outcomes of World War II differ from those of World War I? What provided the impetus for European integration (for</p>

	some) and the expansion and elaboration of welfare states? What impact did the Cold War have on domestic and international politics?
	Feb. 21: Mid-term Exam
Week 8 Feb. 26-28	<p>Reconstructing Europe</p> <p>Readings: Di Scala, chs, 21-24</p> <p>Lectures: Feb. 26th : Europe at war's end (Wolinetz) Feb 28th : Reconstruction, decolonization, and re-stabilization (Wolinetz)</p> <p>Points for discussion: Did World War II seal the fate of European empires or facilitate the creation of others? Could Europe have been stabilized without the Cold War or the Marshall Plan?</p>
Week 9 Mar. 4-6	<p>The Soviet Bloc</p> <p>Readings: Di Scala, chs. 25-26</p> <p>Lectures: Mar. 4th Building socialism: The Soviet Union (Wolinetz) Mar. 6th The Soviet Union after Stalin (Dr. McGrath)</p> <p>Points for discussion: How did Stalin and others go about building socialism in the Soviet Union or post-World War II eastern Europe? What was 'actually existing socialism' like? To what extent and in what ways did it conform to Marx's vision or the ideas of Lenin and others without whom it was unlikely to have been established? How and to what extent did Soviet and East European Communism change after the death of Stalin in 1953?</p>
Week 10 Mar. 11-13	<p>Postwar politics: the 1950s and 1960s</p> <p>Readings: Di Scala, chs. 22 (review), 29, 30</p> <p>Lectures: Mar. 11th : Containing conflict: Politics in West Germany, France, and Italy (Wolinetz) Mar. 13th : The politics of affluence (Wolinetz)</p> <p>Points for discussion: What were the central features of politics in post-war Germany? How and why was it possible to construct a liberal democratic regime in a country in which it had not flourished beforehand? Would democratization have been possible without occupation, the post-war economic boom, or the Nazism itself? How similar or different were politics in France and Italy? What accounts for the post-war strength</p>

	<p>of Communism in each of these countries? How were regimes in each country stabilized? What difference did affluence make? What factors explain “the events of May 1968 in France, the hot autumn in Italy (1969) or outbreaks of student protest in elsewhere in Europe? In what ways has European society, economy, and culture changed and what difference has this made?</p> <p>Research papers due March 18th</p>
<p>Week 11 Mar. 18-20</p> <p>March 20: Second Test</p>	<p>Beyond the welfare state? The 1970s, 1980s and 1990s</p> <p>Readings: Di Scala, chs. 27, 28</p> <p>Lectures: Mar. 18th Moving left or moving right: Britain and France in the 1980s (Wolinetz) Mar. 20th : Europe’s welfare states in the 1990s (Wolinetz)</p> <p>Points for discussion: What impact did the energy crisis, the OPEC oil boycott, or stagflation in the 1970s have on western European welfare states? What factors explain the rise of Thatcherism and a shift to the right in Britain and a shift to the left, however temporary, under Mitterand in France in the 1980s? How and to what extent did Western European welfare states change? What accounts for the drive toward a single market and deepened European integration in the 1980s and early 1990s? What impact has the European Union had on the politics of its member-states and the countries which border it?</p>
<p>Week 12 Mar. 25-27</p>	<p>Europe in the 1990s: the collapse of communism and the changing architecture of Europe</p> <p>Readings: Di Scala, chs. 31-32 Robert Cooper, <i>The Breaking of Nations: Order and Chaos in the 21st Century</i>, Toronto: McClelland Stewart, 2005, pp. 3-80</p> <p>Lectures: Mar. 25th : Turbulence at the borders: the collapse of the communist regimes, German reunification and the (yet unfinished?) disintegration of Yugoslavia (Croci) Mar. 27th : The new Europe: a model for the other regions of the world? (Croci)</p> <p>Web sites and suggested readings:</p> <ul style="list-style-type: none"> • European Union: http://europa.eu/index_en.htm • Susan Woodward, <i>Balkan tragedy: chaos and dissolution after the Cold War</i>, Washington DC: Brookings Institution, 1995 DR 1313 W66 1995 <p>Points for discussion: What factors account for the collapse of Communism in the Soviet Union and the eastern bloc countries which it controlled? How, in turn, has German unification and the incorporation of former Communist countries into the European Union</p>

	<p>affected the politics of the EU and its increasing number of member-states? Is European-style multi-level governance a model which other parts of the world are likely to imitate? How has the European Union responded to conflicts on its borders?</p>
<p>Week 13 Apr. 1-3</p>	<p>Europe in the new millennium</p> <p>Readings: Di Scala, ch. 33</p> <p>Lectures: April 1st : Emerging cleavages: Immigration, multiculturalism and the new right (Wolinetz) April 3rd : A new Europe? (Wolinetz and Croci):</p> <p>Points for discussion: What are the characteristics of the new Europe? To what extent and in what ways is it an influential actor in the international politics or the international economic system? What is the EU and why did its efforts to draft a new constitution fail to achieve their intended aim? How popular is it with the citizens in whose governance it participates? What unites and divides this Europe? How has it responded to immigration, asylum-seeking and the challenges of multiculturalism? What accounts for the rise and relative success of new right populist parties in many European countries?</p>