

HTS 2037

Syllabus

METZ, SUMMER 2015

20thC Europe. Science, Technology and the Cold War

This course introduces students to a use of science and technology as instruments of American ‘soft power’ to stabilize western Europe after World War II. It emphasizes the American scientific and technological leadership was a political instrument that could be used to rebuild and modernize Europe, ensuring political democracy and industrial development. Particular emphasis will be placed on the need to curb nuclear and missile proliferation in France and Germany in the interests of building a stable international order. The topic covered will include

1. The concept of soft power
2. The emergence of the US as the world’s leading scientific and technological power after WWII
3. The Marshall Plan for postwar European reconstruction.
4. The US and Britain’s independent nuclear deterrent.
5. The US and France’s independent nuclear deterrent.
6. The US and Germany’s quest for a stake in nuclear affairs.
7. The US, the UK and Germany in the formulation of the Nuclear Nonproliferation Treaty.

Books Used:

1. Geir Lundestad, *The United States and Western Europe Since 1945* (Oxford, 2003)
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, 2006)
6. John Krige, *Sharing Knowledge, Shaping Europe: Strategies of Non-proliferation* (in press in 2015)

**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 three examinations counting respectively 30%, 30% and 40% towards the final grade.

THIS COURSE MEETS LEARNING GOAL II: GLOBAL PERSPECTIVES

Students will demonstrate the ability to describe the social, political, and economic forces that influence the global system. They will treat the US as a global actor that leverages its scientific and technological pre-eminence as an instrument of 'soft power' to build a postwar order to check communism and promote democracy in Europe. Students will demonstrate that they have met Learning Goal II outcomes by successfully passing three examinations counting respectively 30%, 30% and 40% towards the final grade.

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
- d) understand the concept of 'soft power' and show how it was used as an instrument of non-proliferation
- e) describe the role of US scientific and technological pre-eminence in the postwar construction of Western Europe

ASSESSMENT: Assessment is based on three examinations counting 30%, 30% and 40% towards the final grade, and class attendance (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 (0%): a second exam covering the same material will NOT be arranged.

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
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