

**FLOR HIST 3319**  
**Political & Economic History of Europe in the Twentieth Century**  
**CAPA FLORENCE PROGRAM**

### **Course Description**

This course offers a general survey of the History of Europe in the Twentieth century, focusing on major political and economic processes and events. It also considers the correlated national and international environments. It sheds light on the way in which European development influenced the national and international contexts and, inversely, documents how national and international factors conditioned European events. The analysis highlights the dynamics of European history from a world-scale perspective. The beginning of the Twentieth century marked the crisis of empires and colonial powers. To drastically change the political geography of Europe was the emergence of the First World War, along with the Bolshevik Revolution. A second significant shift occurred after the Second World War with the emergence of a bi-polar world order, and the subsequent division of power between the USA and USSR. The third was registered in 1989-91, when, with the fall of the Soviet bloc, conditions for an American hegemony were eventually created (a mono-polar order was established). While the EU has eventually turned recently into an alternative to the American way, attempts are now under way to open avenues to a functional multi-polar global order.

### **Course Aims**

The aim of this course is to provide students with a rigorous framework to engage European political doctrines and ideologies (liberalism, democracy, fascism, Nazism, and Communism), on the one hand, and specific economic systems (capitalism, socialism, customs union, common market, monetary union), on the other hand. Additionally, this course demonstrates that political and economic developments are tightly related and mutually illuminating. Moreover, the course draws parallels between the two major political and economic paradigms: Western and Eastern, with a view to highlighting the radical differences and the eventual similarities between them. The course aims to help students substantially improve their knowledge in the field, as well as to assist them in the attempt of understanding events, phenomena, concepts, etc.

### **Requirements and Prerequisites**

No special prerequisites are needed. The mid-term and final exams will be based on the material presented in class. Individual study of readings (indicated in the Syllabus) is required on a weekly basis. This will be tested at the beginning of each class. An oral presentation and the writing of a paper are mandatory. Students are requested to respect the deadlines indicated in the Syllabus. Students are recommended to take notes on the material presented in class; part of the information provided by the professor is complementary to that in the readings. Information deriving from movies, colleagues' oral presentations, and other extra-materials discussed in class is integral part of the course and should be appropriately assimilated by students, with a view to improving their performance at exams and their intellectual profile generally.

### **Learning Outcomes**

#### ❖ General Learning outcome

At the end of the course students should be able to identify, define, and solve problems; locate and critically evaluate information; master a body of knowledge and a mode of inquiry; understand diverse philosophies and cultures within and across societies; communicate effectively; understand the role of creativity, innovation, discovery, and expression across disciplines; acquire skills for effective citizenship and life-long learning.

#### ❖ Course specific outcomes:

This course provides a rigorous framework to engage key topics (industrial revolutions, the two world wars, the inter-war totalitarian regimes, the cold war period, the births of European Communities/Union, the fall of Communist regimes, the Balkan wars, economic crises, etc.), on the one hand, and specific case studies (dictators: Mussolini, Hitler, Lenin, Stalin, Franco, Ceaușescu, Tito; protagonists of post WW2 and current politics: Winston Churchill, Charles de Gaulle, Margaret Thatcher, Gorbachev, Angela Merkel, Silvio Berlusconi, Putin, etc.; specific political and economic systems: democracy, Communism, fascism, Nazism etc.; socialism, neo-liberalism, capitalism, the single market, etc.), on the other hand. In addition it equips students with knowledge of relevant theoretical tools and key concepts, as well as stimulating personal opinion and criticism.

❖ At the end of the course, students should have demonstrated to be able to:

- a. address key political and economic issues against the European and global historical environment in the Twentieth century
- b. identify the peculiarities of the European political and economic systems, as well as of the role played by other key countries (particularly the USA)
- c. understand the influence and relevance of international events in the shaping of European history
- d. articulate a pertinent discourse about the role of various countries in the making of European politics and economy
- e. draw parallels between the three totalitarian systems (Communism, fascism, and Nazism), the two world wars, and developments in Western and Eastern Europe since the WW2
- f. identify the main turning points in the Twentieth century European History
- g. imagine a pertinent scenario for the future of Europe
- h. make creative and critical use of the acquired knowledge
- i. conduct independent research on a relevant topic and elaborate the results in a coherent and elegant way
- j. make pertinent use of bibliography and electronic materials

**Class methodology**

The course will make large use of the newest method in research and teaching: the trans-disciplinary approach. This will be briefly introduced by the professor at the beginning of the course. This method will help students see how complex the relationships between events from various fields are. It serves not to limit learning at the narrow field of disciplinary study. Classes combine lectures given by the professor with interactive work. Lectures are organized in a *maieutic* style. This serves keeping students attentive, helps them actively participating in the teaching process, whilst fostering competition in class. Students are encouraged to ask questions and express personal/critical opinions. The screening and discussion of films/documentaries or of parts of, as well as other activities (site-visits), could be part of the course.

**Field Component(s):** CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in the field activity(s) for this course is required. You will actively explore the Global City you are currently living in. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

The assigned field component(s) are:

- **Giubbe Rosse Historic Café** – 1 hour site-visit (the last hour of the first class): 10.45–11.45. Located in the heart of Florence, in Piazza della Repubblica, near the Jewish historical quarter and the Banking centre of Renaissance city, in the early Twentieth Century the literary and historical Café was the venue where young Futurists artists and avant-garde protagonists more generally used to meet. The visit is meant to open a magic door towards the Twentieth Century, which is by all effects a time of avant-garde (not only in arts, but in all other fields: political experiments, innovative economic systems – which saw its apogee in finance, technological revolution etc.). The main purpose of the visit is to invite students reflecting on the very making of history and the role of human beings (of intellectuals first of all) in shaping it ... while tasting a cappuccino.
- **European University Institute**, San Domenico di Fiesole – Located in the outskirts of Florence, in the beautiful area of San Domenico di Fiesole (right on the border between Florence – the city of Renaissance and Fiesole – the Etruscan city), the European University Institute is by all effects a European Union institution. It is the Highest Academic Institution of the European Union, thought to form, educate, and train the European elite. Besides being an Academic environment, it is also playing a highly important political role: political leaders from member states and EU institutions are often invited; the EUI and the City of Florence are jointly organising the annual top level event The State of the Union – a unique Academic-Political confrontation. Specialised schools (Energy, Regulation, Banking, Jean Monnet) are actively contributing to the making of the EU political economy. From among the Ph.D. researchers some are making a career in the EUI institutions. The Church (Badia Fiesolana) is still preserving memories of fascist times, when the entire population of the area was massed in by the Germans. A lunch seminar follows: a free debate on the EU.
- **Primo Conti Foundation and Museum**, Fiesole – This provides an opportunity for an insight into the life of the person who is celebrated as the leading Florentine Futurist painter. His house in Fiesole (now a Foundation) hosts a permanent exhibition containing art masterpieces that Conti himself selected and distributed in various rooms. This visit has a dual purpose. The first, immediate one, is to provide an opportunity for students to admire these great art masterpieces (out of the general touristic circuit), along with learning about Conti's role in the making of Florentine, Italian and European Futurism and Twentieth Century art in general. A second purpose is to stimulate students learning history in a rather unconventional way. Conti was born in 1900 and died in the 1980s. His life and the Twentieth Century almost overlapped. His art mirrored important moments and shifts in the Twentieth Century (the First World War, Italian fascism, gender discrimination, Cultural Revolution (including sexual revolution), and so on). The visit is also intended to stimulate students' creativity and imagination.

Students are strongly encouraged to participate in co-curricular program activities organised by CAPA within the *MyEducation* framework.

In addition:

Visits to historical sites (in Italy or/and outside, up to personal possibilities and interests) are strongly encouraged. Students could confront theoretical knowledge to in-site documentation and can use the new data for their presentations/papers.

Some recommended sites include:

- Sites of fascist architecture: the Stadium, the Train Station in Florence; Rome/Eur area; <http://www.myromeapartment.com/rome-city-guide/fascist-architecture/>
- Spain: *El Valle de Los Caidos* [Valley of the Fallen] <http://www.bluffton.edu/~sullivanm/spain/madrid/fallen/fallen.html>
- The American Cemetery (in the outskirts of Florence)
  - <http://www.abmc.gov/cemeteries/cemeteries/fl.php>
- Tuscan sites of WW2 massacres, such as Sant'Anna di Stazzema: [http://en.wikipedia.org/wiki/Sant'Anna\\_di\\_Stazzema](http://en.wikipedia.org/wiki/Sant'Anna_di_Stazzema)
- *Le Foibe* a Trieste
- Concentrations camps (Dachau, Auschwitz)
  - <http://www.kz-gedenkstaette-dachau.de/index-e.html> <http://en.auschwitz.org.pl/m/>
- Jewish Museum (Berlin): [http://en.wikipedia.org/wiki/Jewish\\_Museum,\\_Berlin](http://en.wikipedia.org/wiki/Jewish_Museum,_Berlin)
- Romania: Casa Poporului [The House of the People] [http://en.wikipedia.org/wiki/Palace\\_of\\_the\\_Parliament](http://en.wikipedia.org/wiki/Palace_of_the_Parliament)

## Quizzes. Exams. Oral Presentations. Papers

**Quizzes** Students should read the materials assigned to each class (as indicated in the Syllabus) before the class. This will be tested through a brief Quickwrite at the beginning of each class, with the exception of the following: the first, the mid-term, the one after mid-term, the site-visit classes, and the last.

Quizzes will comprise of different types of questions testing students' capacity to understand a complex reading and identify the key issues. Quizzes will be corrected by the professor and the grades will be communicated to students within (maximum) two weeks.

The six best quizzes will be retained. You are allowed to drop the two lowest scores from the eight-quiz sequence. If you miss a quiz, that will automatically result into a dreaded zero and, subsequently, into one of your two lowest grades. Only cases of illness certified by a doctor may be considered for excused absences. More and detailed info about the quick writes will be given by the professor on the first day of class.

**Mid-Term & Final Exams** The mid-term exam consists of two parts, regarding the topics discussed up until that point (all questions will require an answer) – 3 hours.

- ☞ I) 8 short questions – short answers (8 x 5 points = 40 points);
- ☞ II) an essay question (3 pages) (60 points).

The final exam consists of two parts and concerns the topics discussed after the mid-term exam – 3 hours

- ☞ I) 8 short questions – short answers (8 x 2,5 points = 20 points);
- ☞ II) two essays:
  - Main essay (3 pages): concerns the topics covered in class (50 points)
  - Secondary essay (2 pages): personal reflection on the future of Europe (30 points) **with a focus on diversity and globalization (SLO)**

## Oral Presentations & Papers

The topics for the oral presentations will be proposed by students and confirmed by the professor by **week 5<sup>th</sup> (class time)**, and the outline approved by **week 8<sup>th</sup> - the first week after the break (class time)**. Students can focus on a topic of their liking. Each presentation should not exceed 10 minutes (**for large classes 5 minutes!!!**). Presentations start **the second week after the break** and ends by **week 12<sup>th</sup>**. Students should transform the presentation into a paper of about 2000 words. The paper should include clear references to at least two secondary Academic sources. Criticism and personal opinions are particularly encouraged! Deadline for handing in your term papers: **week 12<sup>th</sup> (class time)**.

## Assessment/Grading Policy

Final Grade Breakdown and Assessment of Learning Outcomes			
Learning Outcomes	Assessment task	Grade %	Due Date

a), b), c)	<b><u>Group discussion/class participation/quickwrites:</u></b> · Class participation (group discussion/debates) 05% · Homeworks 05% · Quickwrites 05%	15%	Weekly Seminars 2-4,6, 9-13
a), b), c), d), e), f)	<b>Mid-term exam</b> · Short questions/answers 10% · Essay question 15%	25%	Week 5
a), h), i), j)	<b>Oral Presentation</b> on topics at students choice and approved by the professor; 1 X 10-15 min.	15%	Weekly from Week 8
a), h), i), j)	<b>Research Paper</b>	15%	Week 12
a), b), c), d), e), f), g)	<b>Final Exam</b> · Short questions/answers 06% · Essay 1 question 15% · Essay 2 (secondary)/SLO 09%	30%	Week 14

Overall grade

100%

#### Assessment of Student Learning Outcomes

The final exam contains a special section – a second essay on the future of Europe, with a focus on globalization and diversity. Some key points that student may consider are:

- How did your current experience (in this class, with CAPA, in Florence, in Europe) changed your ideas of globalization and diversity?
- How do you see the future of Europe in an ever more globalized world?
- Is there a difference between the American view on globalization and the European one?
- How different is Europe from the USA?
- Would they take a common path in the future or would they rather risk growing apart?
- How much diversity is there among EU countries?
- Is there room for diversity in a future globalized world?

DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
Outstanding (High Distinction)	A	93+	4.0	Maximum grade: In addition to description for grade “A-“, the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.
Excellent (Distinction)	A-	90 - 92	3.7	Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.
Very good (High Credit)	B+	87 - 89	3.3	Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.

Good (Credit)	B	83 - 86	3.0	The work is well organised and contains coherent or logical argumentation and presentation.
Good (Credit)	B-	80 - 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.
Average (Good Pass)	C+	77-79	2.3	The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.
Adequate (Pass)	C	73 - 76	2.0	Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.
Below Average (Borderline Pass)	C-	70-72	1.7	Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.
Inadequate (Borderline Fail)	D+	67 - 69	1.3	Fails to show a clear understanding or much insight into the material in the textbook and notes
Poor (Fail)	D	60 - 66	0.7 - 1.0	Besides the above for D+, student has not shown interest or engagement in the class work or study.
Poor (Fail)	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in the Faculty Handbook.

### **Dress Code**

No requirements.

### **Course Materials**

**Textbook:** F. Gilbert, D.C. Large, *The End of the European Era: 1890 to the Present*, New York & London, Norton, the fifth (2002) or the sixth edition (2009). \*This manual has been pre-ordered for this course and is available for purchase at: The Paperback Exchange, Via delle Oche, 4. Please cite the name of the course and that of the professor when requesting the book. **Cost:** about 25€ (for a new textbook!); used textbooks could be available at a lower cost.

**Readings on CANVAS:** Further mandatory readings (in addition to required chapters of the textbook) can be downloaded from the **Modules** section in CANVAS.

### **Mandatory (in the Textbook and the *Modules* section in CANVAS)**

**In the Textbook** =Gilbert, F., Large, D. C. (2009): *The End of the European Era. 1890 to the Present*, W. W. Norton & Company, New York–London, 6<sup>th</sup> edition). **Note: the corresponding pages in the 5<sup>th</sup> edition are indicated in square brackets!**

- Chap. 3: “The First World War”, pp. 98-113 [105–120]; pp. 124-130 [133–139];
- Chap. 4: “Peacemaking”, pp. 146-162 [154–169];
- Chap. 5: “The Era of Stabilisation”, pp. 184-198 [191–205]; 198-208[205-215];
- Chap. 6: “The Economic Crisis and the Rise of Nazism”, pp. 243-271 [248–275];
- Chap. 7: “Toward the Inevitable Conflict”, pp. 299-305 [304–310];
- Chap. 8: “The Second World War”, pp. 320-342 [324–346];
- Chap. 9: “Postwar Uncertainties”, pp. 354-366 [359–371];
- Chap. 11: “Europe’s Abundant Decade”, pp. 407-427 [413–434]; pp. 427–436 [434–443];
- Chap. 12: “The Years of Disillusionment: 1967–73”, pp. 438-440 [445–447]; pp.440- 455 [447–463]457;
- Chap.14: “Western Europe in the Troubled 1980s, pp. 479(495)-505 [487(505)–516]



**In the *Modules* section in CANVAS:**

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

- Chap. 1: “A Specter is Haunting Europe”, 7–20.
- Chap. 2: “Europe before the Great War” – Political Turmoil inside Europe, 51–62.
- Chap. 3: “The Great War and beyond”, pp. 90–96.
- Chap. 5: “Toward the Cataclysm”, 193–222.

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

- Chap. 9: “European Integration: from Rome to Maastricht”, 242–246;
- Chap. 10: “The Fall of Communist Regimes: The Soviet Union and Eastern Europe”, 247(259)–272;
- Chap. 11: “Europe after the Cold War”, 292–298.

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.

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.

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.

**On-line readings & other materials:**

Anti-Semitism: <https://en.wikipedia.org/wiki/Antisemitism>

Bernays, E. L. (1928): *Propaganda*, New York: Horace Liveright: [http://www.voltairenet.org/IMG/pdf/Bernays\\_Propaganda\\_in\\_english\\_.pdf](http://www.voltairenet.org/IMG/pdf/Bernays_Propaganda_in_english_.pdf)

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

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), pp. 603–621: <http://endofcoldwarforum.org/sites/default/files/docs/germany/Forsberg.pdf>

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

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

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

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

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

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

Peace Treaties (WW1): [http://wwi.lib.byu.edu/index.php/Conventions\\_and\\_Treaties](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>

Virban, 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, Anthony and Woolf, Michael in association with Colon, Catherine, *‘Ain't Gonna Stydy War No More’: The Lost Agenda in Education Abroad*, CAPA Occasional Publications, No. 4, London, pp. 58–67: [http://www.capa.org/sites/default/files/CAPA\\_OccasionalPub\\_No4.pdf](http://www.capa.org/sites/default/files/CAPA_OccasionalPub_No4.pdf)

Wilson, W. (1918): President Wilson's Fourteen Points', delivered in joint session, January 8<sup>th</sup>: [http://www.lib.byu.edu/index.php/President\\_Wilson's\\_Fourteen\\_Points](http://www.lib.byu.edu/index.php/President_Wilson's_Fourteen_Points)

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

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

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=SSRVtITwFs8>

Celentano, A., (1970): “Chi non lavora non fa l'amore” [Who does not work, does not make love]: <https://www.youtube.com/watch?v=WDI8MqN4YjE>

Gaetano, R. (1975): Ma il cielo è sempre più blu [But the sky is always blue]: <https://www.youtube.com/watch?v=G8ioOG-PaxQ&feature=youtu.be>

The Great Terror: [https://en.wikipedia.org/wiki/The\\_Great\\_Terror](https://en.wikipedia.org/wiki/The_Great_Terror)

Holodomor: <http://www.holodomorct.org/>

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 extra Reading(s):**

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/pdffiles/00117.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://drbeard-moose.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](http://www.transcrime.it/wp-content/uploads/2013/11/14_Terrorism_and_Counterterrorism_in_Italy1.pdf)

Vîrban, F. (2011[2012]): *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.

### Weekly Course Schedule

WEEK 1	
Lesson 1	
Meet	
Venue	CAPA: Classroom (2 hours) and Giubbe Rosse Café (1 hour)
Topics	Europe at the Turn of the Century. <i>What is Europe? Introduction. Industrialization and Imperialism. Intellectual Revolt in Europe</i>
In–class activity	1. Course presentation; distribution of the syllabus; course requirements and course expectations; methodology. Historical overview; 2. Lecture.
Out–of–class activity	Site visit – Breakfast Futurist Style: Historic café Giubbe Rosse.
Readings	Brose, Chap. 1: ‘A Specter is Haunting Europe,’ 7–20.
Assignments	<u>Homework</u> : Read the Futurist manifesto and write your impressions.
Notes	Italian Futurism is 108 years old, Russian Futurism is 107. Learn more about Futurism. Discover European Avant-garde – the most fascinating 20 <sup>th</sup> Century art movement.
WEEK 2	
Lesson 2	
Meet	
Venue	
Topic	The First World War and the October Revolution
In–class activity	Quickwrite test; debate on Marinetti’s Manifesto of Futurism; lecture
Readings	<u>Mandatory</u> : Brose, Chap. 2: “Europe before the Great War–Political Turmoil inside Europe”, pp. 51–62; Chap. 3: “The Great War and beyond”, pp. 90–96. Gilbert & Large, Chap. 3: “The First World War”, pp. 98–113 [105–121]; 124-130 [133–139].

Assignments	Read Wilson's 14 points program and write your impressions (deadline: within a week). See the movie <i>October</i> by Sergei Eisenstein ( <a href="https://www.youtube.com/watch?v=k62eaN9-TLY">https://www.youtube.com/watch?v=k62eaN9-TLY</a> ) and write your impressions (deadline: within two weeks). <u>Optional</u> : Read the <i>Manifesto of the Communist Party</i> and write your impressions.
Notes	There are 103 years since the beginning of the First World War, 102 since Italy entered the WW1, and 100 since the USA entered it! <b>There are 100 years since the Bolshevik Revolution!</b>
<b>WEEK 3</b>	
<b>Lesson 3</b>	
Meet	
Venue	
Topic	<i>The Inter-War Period (1): Peace Treaties and Fascism</i>
In-class activity	Quickwrite test; debate on President Wilson's Fourteen Points; lecture
Out-of-class activity	students are encouraged to visit sites of fascist architecture and take pictures
Readings	<b>Gilbert &amp; Large</b> , Chap. 4: "Peacemaking", pp. 146-162 [154-169]; Chap. 5: "The Era of Stabilization", pp. 184-198 [191-205]; <b>Gilbert &amp; Large</b> , Chap. 5. "The Era of Stabilization", 198-208[205-215]. <b>Morgan</b> , <i>Italian Fascism</i> , 1915-1945, Chap. 3: "The Construction of the 'Totalitarian' State, 1925-29", pp. 96-124
Assignments	See the movie <i>October</i> by Sergei Eisenstein ( <a href="https://www.youtube.com/watch?v=k62eaN9-TLY">https://www.youtube.com/watch?v=k62eaN9-TLY</a> ) and write your impressions (deadline: within a week).
Notes	Visit sites of fascist architecture: Italy, Spain. Learn more about fascism! See professor to discuss the topic of your oral presentation/paper!!
<b>WEEK 4a</b>	
<b>Lesson 4</b>	
Meet	
Venue	
Topic	<i>The Inter-War Period (2): Bolshevism (Leninism -Stalinism) &amp; Nazism</i>
In-class activity	Quickwrite test; lecture; debate on racial discrimination (anti-Semitism and beyond) and Great Terror
Readings	<u>Mandatory</u> : <b>Patrikeeff</b> , "Stalinism, Totalitarian Society and the Politics of Perfect Control", in <b>Harold</b> (ed.), pp. 22-46. <b>Gilbert &amp; Large</b> , Chap. 6: 'The Economic Crisis and the Rise of Nazism,' 243-271 [248-275]; Chap. 7: 'Toward the Inevitable Conflict,' 299-305 [304-310]; <u>Optional</u> : <b>Mazower</b> , Chap. 5: 'Hitler's New Order, 1938-45,' 138-160
Assignments	<u>Homework</u> : Write your opinion on the use of the atomic bomb
Notes	1. Deadline to have the topic of your oral presentation/paper approved by the professor 2. If you visit Germany or former Nazi-like countries, or former Communist countries, look for traces of Nazism and Communism!
<b>WEEK 4b</b>	
<b>Lesson 5</b>	



Meet	<b>San Domenico di Fiesole, Bus 7 Stop (San Domenico 01); 3 hours Time TBA</b>
Venue	European University Institute campus, San Domenico di Fiesole
Topic	<i>The Dream of a United Europe</i>
Out-of-class activity	Visit the European University Institute. Lunch seminar: The Dream of a United Europe
Readings	Have a look to the European University Institute webpage: <a href="http://www.eui.eu">http://www.eui.eu</a>
Notes	The cost of the lunch will be ideally covered with money from the augmentation fund!
<b>WEEK 5</b>	
<b>Lesson 6</b>	
Meet	
Venue	
Topic	<i>The WW2</i>
In-class activity	Quickwrite test; lecture; debate on: Hitler's New Europe Project, the Holocaust, and atomic bomb. Review for the Mid-term exam.
Readings	Mandatory: <b>Brose</b> , Chap. 5: "Toward the Cataclysm", pp. 193–222. <b>Gilbert &amp; Large</b> , Chap. 8: The Second World War, pp. 320-342[324–346].
Notes	<b>Deadline to have the oral presentation/paper topic approved.</b> There are 72 years since the end of the WW2 and the bombing of Hiroshima and Nagasaki Recommended visits: Le Foibe (Trieste); Florence American Cemetery.
<b>WEEK 6</b>	
<b>Lesson 7</b>	
Meet	
Venue	
Topic	<b>History of Europe: the end of the 19<sup>th</sup> Century to the end of WW2</b>
In-class activity	<b>Mid-term exam</b>
Readings	those indicated in the Syllabus + in-class notes + further information derived from class debates, individual research
Assignments	Prepare an one-page outline for your oral presentation/paper; deadline: the first week after the break.
Notes	<b>This is a 3-hour exam! Take it with the due seriousness</b>
<b>WEEK 7</b>	
<b>Spring Break</b>	
<b>WEEK 8</b>	
<b>Lesson 8</b>	
Meet	

Venue	
Topic	Propaganda
In—class activity	<b>Students' presentations of propaganda posters.</b> Free debate
Readings	Students should do individual research on propaganda
Assignments	Prepare your oral presentation; write your paper
Notes	Deadline to have your project outline approved by the professor
<b>WEEK 9</b>	
<b>Lesson 9</b>	
Meet	
Venue	
Topic	<b>Europe in the aftermath of the WW2 (1945-1950s). The Marshal Plan. The European Integration Project. <i>The Sovietisation of Eastern Europe. The Hungarian Revolution</i></b>
In—class activity	Quickwrite test; oral presentations; lecture; debate on the bi-polar order
Readings	<b>Gilbert &amp; Large</b> , Chap. 9: 'Postwar Uncertainties,' 354-366 [359–371]; Chap. 10: "Reconstruction and Revolt: The 1950s", 397–403 [404–409] <b>Dulles</b> , Chap. 5: 'The Means to the End,' 63–95.
Notes	<b>Oral presentations start!!!!</b> There are 66 years since the Paris Treaty (1951); 60 since the Rome Treaties (1957) There are 61 years since the Hungarian Revolution! (1956)
<b>WEEK 10</b>	
<b>Lesson 10</b>	
Meet	
Venue	
Topic	<b>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</b>
In—class activity	Quickwrite test; oral presentations; lecture; debate on cold war
Readings	<b>Gilbert &amp; Large</b> , Chap. 11: 'Europe's Abundant Decade,' 407-436 [413-443]; Chap. 12: 'The Years of Disillusionment: 1967-73,' 438-440 [445-447].
Assignments	Prepare your oral presentation; write your paper
Notes	<b><i>Oral Presentations continue</i></b> There are 62 years since the 1945 division of Europe! 56 years since the building of the Berlin Wall! (1961); 28 since its collapse (1989)
<b>WEEK 11</b>	
<b>Lesson 11</b>	
Meet	
Venue	
Topic	<b>The 1970s: <i>Cultural Revolution. Terrorism. Euro-Communism. The Oil Shock and the Crisis of the Seventies</i></b>

In-class activity	Quickwrite test; oral presentations; lecture
Readings	<p><b>Gilbert &amp; Large</b>, Chap. 12: 'The Years of Disillusionment: 1967-73,' 440-455 [447-463]59. Songs/Video:</p> <p><b>Nathalie Cardone</b>, "Comandante Che Guevara Hasta Siempre": <a href="https://www.youtube.com/watch?v=SSRVtITwFs8">https://www.youtube.com/watch?v=SSRVtITwFs8</a></p> <p><b>Celentano, A.</b>, (1970): "Chi non lavora non fa l'amore" [Who does not work, does not make love]: <a href="https://www.youtube.com/watch?v=WDI8MqN4YjE">https://www.youtube.com/watch?v=WDI8MqN4YjE</a></p> <p><b>Gaetano, R.</b> (1975): "Ma il cielo è sempre più blu" [But the sky is always bluer]: <a href="https://www.youtube.com/watch?v=G8ioOG-PaxQ&amp;feature=youtu.be">https://www.youtube.com/watch?v=G8ioOG-PaxQ&amp;feature=youtu.be</a></p>
Assignments	Prepare your oral presentation; write your paper
Notes	<p><b>Oral Presentations continue</b></p> <p>There are 46 years since the Collapse of Bretton Woods System!</p>
<b>WEEK 12a</b>	
<b>Lesson 12</b>	
Meet	
Venue	
Topic	<b>The 1980s: Western Europe – Further Steps / A New Order in Eastern Europe &amp; the Fall of Communist Regimes</b>
In-class activity	Quickwrite test; oral presentations; lecture; debate on the end of cold war and collapse of Communism
Readings	<p><b>Gilbert &amp; Large</b>, Chap. 14: 'Western Europe in the Troubled 1980s,' pp. 479-(495)505 [487(505)–516]</p> <p><b>Buchanan</b>, Chap. 10: 'The Fall of Communist Regimes: The Soviet Union and Eastern Europe,' 247(259)–272.</p> <p>Video: The Fall of the Berlin Wall: <a href="https://www.youtube.com/watch?v=ogsY1JGYCmM">https://www.youtube.com/watch?v=ogsY1JGYCmM</a></p>
Assignments	Write your paper!
Notes	<p><b>Oral presentations end</b></p> <p>There are 36 years since Greece joined EC/EU (1981); and 31 since Portugal and Spain did it!</p> <p>There are 29 years since the end of the Cold War and 28 since the Fall of the Berlin Wall!</p>
<b>WEEK 12b</b>	
<b>Lesson 13</b>	
Meet	
Venue	
Topic	<p><b>Europe in the 1990s. Europe after the Fall of Communism. Western Europe: The 1990s – Maastricht and After</b></p> <p><b>Eastern Europe: Balkan Wars; The Road to the EU. Europe Today: An Uncertain Millennium. The Future of Europe</b></p>
In-class activity	Lecture; open debate on the future of Europe

Readings	<p><u>Mandatory:</u> <b>Buchanan</b>, Chap. 9: 'European Integration: from Rome to Maastricht,' 242–246; Chap. 11: 'Europe after the Cold War,' 292–298.</p> <p><u>Suggested:</u> <b>Craig Nation, R.</b>, 2013, <i>War in the Balkans 1991-2002</i>, The Strategic Studies Institute monthly Report, August: <a href="http://www.strategicstudiesinstitute.army.mil/pdffiles/00117.pdf">http://www.strategicstudiesinstitute.army.mil/pdffiles/00117.pdf</a></p> <p>Students should look for articles which focus on problematic contemporary issues.</p>
Assignments	Prepare the final exam!
Notes	<p><b>Deadline for handing in your term paper!</b></p> <p>There are 26 years since the end of the USSR (1991)!</p> <p>There is the 25<sup>th</sup> anniversary of the Maastricht Treaty (1992); 22 since Austria, Finland and Sweden joined the EU (1995) and 13 since the EU first enlarged to the East (2004)!</p> <p>Electronic euro is 18-year old; coins and banknotes 15!</p>
<b>WEEK 12c</b>	
<b>Lesson 14</b>	
Meet	Bus 7 Stop (Piazza Mino, Fiesole); 3 hours <b>Time TBA</b>
Venue	Foundation and Museum Primo Conti (Fiesole)
Topic	<i><b>History of Europe from the end of the WW2 to present.</b></i>
Out-of-class activity	Site-visit – Fondazione Primo Conti (Fiesole). Review for the final exam
Readings	those indicated in the Syllabus + in-class notes + further information derived from class debates, individual research
Assignments	Prepare the final exam!
Notes	The cost of the visit will be ideally covered with money from the augmentation fund.
<b>WEEK 13</b>	
<b>Lesson 15</b>	
Meet	
Venue	
Topic	<i><b>Europe since WW2</b></i>
In-class activity	<b>Final exam</b>
Readings	Those indicated in the Syllabus + in-class notes + further information derived from class debates, individual research
Notes	<b>This is a 3-hour exam! Take it with the due seriousness</b>

### **Attendance, Participation & Student Responsibilities**

Refer to the *Academic Handbook* for a complete outline of all academic policies. This page contains a summary only.

#### **Attendance**

CAPA has a mandatory attendance policy. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Attendance is mandatory and is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and ultimately in a F for the course.

## Unexcused absences

The instructor for the course may lower the student's participation grade based on the number of absences. For custom programs, some will follow our absence policy (like when CAPA sponsors visa) and some will not; see academic director for details.

## Excused absences

Any student seeking to be excused from class on the ground of a verifiable illness (i.e. doctor's note) or a family emergency, must email the DAA ([greverdito@capa.org](mailto:greverdito@capa.org)) in advance of their class. The CAPA staff will then email the relevant Faculty member. Note that calling the CAPA Center (055-2466439) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. If a doctor's note is written to excuse a student from class, the student cannot use that time for personal travel. Please note: excused absences will NOT be granted to accommodate visiting friends or family. Students absent due to extenuating circumstances that have been approved by the Director of Academic Affairs in advance of the missed class, including family emergency or verifiable health-related incapacity, remain responsible for meeting all class requirements. Faculty shall offer such students reasonable assistance in making up missed work (e.g. share handouts).

## Class Participation

Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

## Academic Integrity

The faculty expects from you, the student, a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

## Use of electronic equipment in class

All devices such as laptops, I-pods, I-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs or the Resident Director at the beginning of Term.

## Late Submission

Late submission of papers due, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

## Behavior during Examinations

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.