

**Note: Course requires organized travel on Feb 7-9 and March 7-8 (noon).**  
Georgia Tech-Europe, European Campus of the Georgia Institute of Technology  
**HTS 2037 RMZ – Twentieth Century Europe**  
(Europe at War and Peace, 1870 – 1970)  
Spring 2025  
Course Syllabus

**Instructor**

Dr. Timothy Stoneman  
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Office 223, GTL Building

**Time and Place**

TuTh – 2:00-3:15pm  
Red Room

**Course Attributes**

HTS 2037 fulfills the Core Area E Social Science Requirement and the International Relations Requirement for the IP at Georgia Tech.

**Course Prerequisites**

None

**Course Description**

For the first time in several generations, Europe is at war again, now on its outside border in Ukraine. The war in Ukraine throws into the question the long-term viability of the postwar order established in Europe after 1945. HTS 2037 looks at the course of war and peace during the long twentieth century in Western Europe from 1870 through 1970 through three principal lenses: technology, geopolitics, and ideology. In the sheer scale and technological complexity of its organized violence, the twentieth century was the most destructive in the world's history. The arrival of Germany as a nation-state in 1871 culminated the dominant, centuries-old geopolitical rivalry between France and its eastern neighbor; the "German question," would dominate European diplomatic and military affairs through the outbreak of WWI. Finally, the ideological conflict between the competing visions of fascism, communism, and liberal democracy defined the first half of the twentieth century in Europe, fueling a bitter thirty-year civil war.

Taught at Georgia Tech-Europe's campus in Metz, HTS 2037 features the strategic fortified city and the surrounding border region of Lorraine as critical fulcrums in the century's major military conflicts – from precursor (Franco-Prussian War of 1870) to battlefield (Dornot crossing of the Moselle and Battle of Metz, 1944) to cradle of postwar Franco-German reconciliation (Robert Schuman Plan, 1950). Through the lens of Metz, our course tells the story of war and peace in Europe's twentieth century.

**Field trips**

As part of the special offering of HTS 2037 in Europe (only), the class will feature specially organized field trips to a range of historic sites. The course will require two weekends of travel to historical battlefields, memorials and cemeteries, and museums: a three-day weekend of travel from *February 7-9* and a 1.5-day weekend on *March 7-8 (noon)*. Sites in September include Verdun, Reims (Cathedral, Musee de la Reddition), Armistice Clearing (Compiègne), Museum of War of 1870 (Gravelotte), Robert Schuman House, and Fort de Queuleu. Sites in October include Memorial de Caen (museum), American cemetery at Colleville-sur-Mer, Omaha Beach, Pointe du Hoc, Rouen (city center), Forteresse du Mont Valerien (outside Paris). Readings will be assigned for field trips. GT-E will pay all hotel and travel expenses (with the exception of the return TGV trip from Paris), as well as some major meal expenses. Please let me know immediately if you do not have a EuRail pass. You will receive class credit hours for the field trips (seven classes).

## **Course Objectives**

Students will accomplish the following objectives:

- Students will describe relationships among languages, philosophies, cultures, literature, ethics, or the arts.\*
- Students will demonstrate the ability to describe the social, political, and economic forces that influence social behavior.\*
- Students will develop a critical perspective on changes in the relationship between technology, culture and society over major periods of human history.
- Students will integrate aspects of their living experience while in Europe with their classroom study and develop self-awareness of their identity as travel consumers.
- Students will demonstrate proficiency in the process of articulating and organizing rhetorical arguments in written, oral, visual, and nonverbal modes, using concrete support and conventional language.\*
- Students will be able to judge factual claims and theories on the basis of evidence.\*
- Students will develop effective oral and written communication skills.

(\* Language is taken directly from the General Education Mission Statement of Georgia Tech's Core Curriculum, available on the Registrar website.)

## **Core IMPACTS**

This is a Core IMPACTS course that is part of the Social Sciences area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion

## **Grading**

Georgia Tech Europe is a serious academic program. Attendance is strongly encouraged at all classes. Please let me know in advance if you cannot attend for an official reason. Students are expected to pay attention in class and actively discuss readings. Please do not use electronic devices in class, including laptops and cell phones.

To receive grades of excellence, students must demonstrate close understanding of course concepts and knowledge of relevant historical material covered in readings, videos, and class discussion. Final grades will not be available through Oscar until the Monday following the end of the exam period. Please do not ask to have grades changed.

For details on grading, see the “Grading policy” document on Canvas under Files/Course documents.

### **Honor Policy**

Students are expected to abide by the Georgia Tech honor code. All infractions will be handled through the Office of the Dean of Students and treated with the utmost seriousness.

### **Statement on Inclusion**

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology’s commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society. (Statement taken from Ivan Allen College Dean’s Office.)

### **Course Materials**

There are no required textbooks. All reading material will be provided through Canvas. See the list below for assigned texts.

### **Course Units**

Introduction  
War, 1870  
War I, 1914-18  
False peace, 1919-39  
War II, 1939-45  
Lasting peace (EU), 1951-73  
Conclusion

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## Course Units and Topics

- I. **Introduction**
  - a. *Class 1.* Course overview
  - b. *Class 2.* War & peace in the 21<sup>st</sup> century
  - c. *Class 3.* Thirty Years War
  
- II. **War, 1870**
  - a. *Class 4.* Franco-Prussian War (1870-1)
  - b. *Class 5.* Understanding defeat
  
- III. **War I, 1914-18**
  - a. *Class 6.* Prelude: Road to World War, 1870-1914
  - b. *Class 7.* Total War, 1914-18
  - c. *Class 8.* America I, 1917
  - d. *Class 9.* False peace
  
- IV. **False peace, 1919-39**
  - a. *Class 10.* Interlude
  - b. *Class 11.* The great civil war
  
- V. **War II, 1939-45**
  - a. *Class 12.* Road to war
  - b. *Class 13.* War of empire
  - c. *Class 14.* America II, 1941-45
  - d. *Class 15.* Conduct of war
  - e. *Class 16.* Outcomes & legacies
  - f. *Class 17.* Cost of war
  
- VI. **Lasting peace (EU), 1951-73**
  - a. *Class 18.* Postlude: Destruction & reconstruction; displacement
  - b. *Class 19.* Steps to Peace – European Union (1951, 1957)
  - c. *Class 20.* 1960s & EU expansion (1973)
  
- VII. **Conclusion**
  - a. *Class 21.* Last class – European identity: Myth or new reality?

**Course readings** [selections only]

- Timothy Snyder, "Ukraine Holds the Future," *Foreign Affairs*, September/October 2022
- Volodymyr Yermolenko, "War and peace, Europe's two hearts," *voxeurope*, August 2023
- Peter H Wilson, *The Thirty Years War: Europe's Tragedy* (2019)
- Peter Wilson, *Iron and Blood: A Military History of the German-Speaking Peoples since 1500* (2023)
- Brendan Sims, *Europe: The Struggle for Supremacy, 1453 to the Present* (2013)
- Christopher Clark, *Iron Kingdom: The Rise and Downfall of Prussia, 1600-1947* (2020)
- James Joll, *Europe since 1870: An International History* (1990)
- Wolfgang Schivelbusch, "Introduction: On Being Defeated" in *The Culture of Defeat: On National Trauma, Mourning, and Recovery* (2003)
- Wolfgang Schivelbusch, "France" in *The Culture of Defeat: On National Trauma, Mourning, and Recovery* (2003)
- Hans Kundnani, "The German Question" in *The Paradox of German Power* (2014)
- Christopher Clark, *The Sleepwalkers: How Europe Went to War in 1914* (2012)
- Ian Kershaw, *To Hell and Back: Europe, 1914-1949* (2015)
- Hew Strachan, ed., *The Oxford History of the First World War* (2014)
- Stephane Audoin-Rouzeau, "Battlefield Violence in 1914-1918," *Revue d'Histoire de la Shoah* (2008)
- Jennifer Keene, *The United States and the First World War* (2022)
- Geoffrey Wawro, *Sons of Freedom: The Forgotten American Soldiers Who Defeated Germany in 1918* (1918)
- Michel Goya, *Winners: How France Won the Great War* (2018)
- Michael S. Neiberg, *The Treaty of Versailles: A Concise Introduction* (2017)
- Mark Mazower, *Dark Continent: Europe's Twentieth Century* (1998)
- Karl Polanyi, *The Great Transformation: The Political and Economic Origin of Our Time* (1944)
- Richard Overy, *Blood and Ruins: The Last Imperial War, 1931-1945* (2023)
- Timothy Snyder, *Bloodlands: Europe between Hitler and Stalin* (2022)
- Ricahrd Overy, *Why the Allies Won* (1995)

Paul Kennedy, “How to Seize an Enemy-Held Shore” in *Engineers of Victory: The Problem Solvers who Turned the Tide in the Second World War* (2013)

Tony Judt, *Postwar: A History of Europe since 1945* (2005)

Hans Kundnani, “Conclusion: Geo-economic semi-hegemony” in *The Paradox of German Power* (2014)

Hans Kundnani, “‘The Eurocentric fallacy’: the myths that underpin European identity,” *The Guardian*, August 17, 2023