

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

HIST 315 – CHILDREN, YOUTH, AND REVOLUTION IN TWENTIETH-CENTURY EUROPE

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**SCHOOL of BUSINESS AND LIBERAL ARTS
SOCIAL SCIENCES DEPARTMENT
FALL 2021**

- A. **TITLE:** Children, Youth, and Revolution in Twentieth-Century Europe
- B. **COURSE NUMBER:** HIST 315
- C. **CREDIT HOURS:** 3 Lecture Hours per Week for 15 Weeks
- D. **WRITING INTENSIVE COURSE:** No
- E. **GER CATEGORY:** GER 5
- F. **SEMESTER(S) OFFERED:** Fall or Spring
- G. **COURSE DESCRIPTION:**
 This course examines the ways in which children and youth experienced the major conflicts, and the political, cultural, and social revolutions of twentieth-century Europe; the place of children and youth within the political ideologies of the century; the development of generational conflict and youth culture; and shifting definitions of children and childhood in the face of conflict and revolutionary change.
- H. **PRE-REQUISITES/CO-REQUISITES:** 30 credit hours, ENGL 101, or permission of instructor
- I. **STUDENT LEARNING OUTCOMES:**

<u>Course Student Learning Outcome [SLO]</u>	<u>GER 5</u>	<u>ISLO & Sub-Sets</u>
a. Demonstrate an understanding of the impact of totalitarianism on the lives of children and youth in twentieth-century Europe	1	5
b. Analyze the impact of the major armed conflicts of twentieth-century Europe on families, children, and youth	1	2 [CA]
c. Demonstrate an understanding of children, youth, and childhood as social and cultural constructs, dependent on time and place		2 [CA]
d. Identify the characteristics of European youth cultures	1	5
e. Analyze the relationship between the child, the state, and supranational organizations in Europe in the twentieth century	2	4 [IK]
f. Evaluate and analyze primary and secondary sources to examine the relationship between history and memory		5
GER ____ Students will demonstrate: 1. Knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western Civilization 2. Relate the development of Western Civilization to that of other regions of the world		

KEY	<u>Institutional Student Learning Outcomes</u> <u>[ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]

2	Critical Thinking <i>Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

J. **APPLIED LEARNING COMPONENT:** No

If Yes, select one or more of the following categories:

Classroom/Lab___	Civic Engagement___
Internship___	Creative Works/Senior Project___
Clinical Practicum___	Research___
Practicum___	Entrepreneurship___
Service Learning___	(program, class, project)
Community Service___	

K. **TEXTS:** To be determined by the instructor

L. **REFERENCES:**

- Dwork, Deborah. *Children with a Star: Jewish Youth in Nazi Europe*. New Haven: Yale University Press, 1991.
- Ericsson, Kjersti, and Eva Simonsen. *Children of World War II: The Hidden Enemy Legacy*. Oxford: Berg, 2005.
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- Fehrenbach, Heide. *Race after Hitler: Black Occupation Children in Postwar Germany and America*. Princeton, N.J.: Princeton University Press, 2005.
- Filipović, Zlata, and Melanie Challenger. *Stolen Voices: Young People's War Diaries, from World War I to Iraq*. New York: Penguin Books, 2006
- Filipović, Zlata, and Christina Pribičević-Zorić. *Zlata's Diary: A Child's Life in Sarajevo*. New York, N.Y.: Penguin Books, 1995
- Firpo, Christina Elizabeth. *The Uprooted: Race, Children, and Imperialism in French Indochina, 1890-1980*. Honolulu: University of Hawai'i Press, 2016.
- Frank, Anne, Otto Frank, Mirjam Pressler, and Susan Massotty. *The Diary of a Young Girl: The Definitive Edition*. New York: Bantam, 1997.
- Grossberg, Michael, and Paula S. Fass, editors. *Reinventing Childhood after World War II*. Philadelphia: University of Pennsylvania Press, 2012.
- Hensel, Jana. *After the Wall: Confessions from an East German Childhood and the Life That Came Next*. New York: Public Affairs, 2004.
- Jobs, Richard Ivan. *Riding the New Wave: Youth and the Rejuvenation of France after the Second World War*. Stanford, Calif: Stanford University Press, 2007.
- Jobs, Richard Ivan. *Backpack Ambassadors: How Youth Travel Integrated Europe*. Chicago: University of Chicago Press, 2017.
- Kater, Michael H. *Hitler Youth*. Cambridge, Mass: Harvard University Press, 2004.
- Kelly, Catriona. *Children's World: Growing Up in Russia, 1890-1991*. New Haven: Yale Univ. Press, 2007.
- Kelly, Catriona. *Comrade Pavlik: The Rise and Fall of a Soviet Boy Hero*. London: Granta, 2006.
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- Lee, Sabine. "A Forgotten Legacy of the Second World War: GI Children in Post-war Britain and Germany." *Contemporary European History* 20, no. 2 (2011): 157-81.

- Marten, James A. *Children and War: A Historical Anthology*. New York: New York University Press, 2002.
- Marwick, Arthur. *The Sixties: Cultural Revolution in Britain, France, Italy, and the United States, C. 1958-1974*. Oxford: Oxford University Press, 1998.
- McDougall, Alan. *Youth Politics in East Germany: The Free German Youth Movement 1946-1968*. Oxford: Clarendon Press, 2004.
- Roseman, Mark, editor. *Generations in Conflict: Youth Revolt and Generation Formation in Germany, 1770-1968*. Cambridge: Cambridge University Press, 2003.
- Saada, Emmanuelle, and Arthur Goldhammer. *Empire's Children: Race, Filiation, and Citizenship in the French Colonies*. Chicago: The University of Chicago Press, 2012.
- Samuel, Wolfgang W. E. *German Boy: A Refugee's Story*. Jackson: University Press of Mississippi, 2000.
- Samuel, Wolfgang W. E., editor. *The War of Our Childhood: Memories of World War II*. Jackson: University Press of Mississippi, 2002.
- Simonelli, David. *Working Class Heroes: Rock Music and British Society in the 1960s and 1970s*. 2013.
- Stargardt, Nicholas. *Witnesses of War: Children's Lives under the Nazis*. New York: Alfred A. Knopf, 2006.
- Zahra, Tara. *The Lost Children: Reconstructing Europe's Families after WWII*. Cambridge: Harvard University Press, 2011.

M. EQUIPMENT: Technology Enhanced Classroom

N. GRADING METHOD: A -F

O. SUGGESTED MEASUREMENT CRITERIA/METHODS:
Exams • Quizzes • Assignments • Participation/Discussion • Projects

P. DETAILED COURSE OUTLINE:

- I. Introduction
 - A. What is the history of childhood?
 - B. History and Memory
 - C. European Children and Families on the Eve of WWI
- II. The Great War and Russian Revolution
 - A. WWI: Mobilization of children and childhood
 - B. WWI: Experiencing war on the home front
 - C. WWI: Orphans and the state
 - D. Children and the Russian Revolution
- III. International Child Saving in the Wake of WWI
 - A. Eglantyne Jebb and Save the Children
 - B. The League of Nations and Children's Rights
- IV. Fascism, Communism, Children, and Youth in the 1930s and 1940s
 - A. Fascist Ideology, Family Policy, and Children in Italy
 - B. Fascist Ideology, Family Policy, and Children in Germany
 - C. Children and the Spanish Civil War
 - D. Political Mobilization of Youth in the 1930s and 1940s
- V. World War II
 - A. Hitler Youth and Nazi Childhood
 - B. Children and Youth in Vichy France
 - C. Soviet Children and the Great Patriotic War
 - D. Children and Youth in Britain

- E. Jewish Children and the Holocaust
- VI. Reuniting Families in the Aftermath of War
 - A. Child-finding
 - B. The United Nations and UNICEF
 - C. War Refugees and Resettlement
- VII. Youth and Postwar Renewal
 - A. Youth in Rebuilding Efforts
 - B. Symbolic Youth
 - C. Juvenile Delinquency and Juvenile Justice Systems
- VIII. Children, Youth, and the Cold War
 - A. "Western" Childhood
 - B. Children in the Communist Family
 - C. Young Pioneers
- IX. Generational Conflict: Youth Cultures and Subcultures in the Postwar Period
 - A. 1950s and Americanization
 - B. Beatlemania
 - C. 1968
 - D. Anarchy in the UK: Punk Rock and Youth Rebellion
- X. Childhood, Ethnicity, and Race in Twentieth-Century Europe
 - A. Black Occupation Children in Postwar Germany
 - B. Colonial Children in the Metropole
- XI. Youth, Revolution, and the Fall of Communism
 - A. Childhood & Youth in a Divided Germany
 - B. Youth, Politics, and the Fall of the Wall
 - C. Children and Youth after the Fall
- XII. Children without Borders
 - A. Children, Youth, and the Breakup of Yugoslavia
 - B. Children, Youth, and the European Union
 - C. Child Refugees in Europe in the Late Twentieth Century
 - D. The 1989 U.N. Convention on the Rights of the Child and Children's Rights