

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



MASTER SYLLABUS

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

CIP Code: 54.0103

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**SCHOOL of BUSINESS AND LIBERAL ARTS
SOCIAL SCIENCES DEPARTMENT
Fall 2024**

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 3 & GER 10

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 3</u>	<u>GER 10</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	2		
b. Analyze the impact of the major armed conflicts of twentieth-century Europe on families, children, and youth	2	1	2 [CA]
c. Demonstrate an understanding of children, youth, and childhood as social and cultural constructs, dependent on time and place	1	2	2 [CA]
d. Identify the characteristics of European youth cultures		1	
e. Analyze the relationship between the child, the state, and supranational organizations in Europe in the twentieth century	3	2	
f. Evaluate and analyze primary and secondary sources to examine the relationship between history and memory			
GER 3 Students will demonstrate: 1. describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender; 2. analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity; and			

3. apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.

GER 10

Students will demonstrate:

1. demonstrate knowledge of a broad outline of world history and/or the development of the distinctive features of at least one civilization or culture in relation to other regions of the world; and
2. demonstrate an understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing and sustainability.

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

J. **APPLIED LEARNING COMPONENT:** No

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.
- Fass, Paula S, editor. *The Routledge History of Childhood in the Western World*. London: Routledge, 2013.
- 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 Pribićević-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.
- Kirschenbaum, Lisa A. *Small Comrades: Revolutionizing Childhood in Soviet Russia, 1917-1932*. New York: RoutledgeFalmer, 2000.
- 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