COURSE OUTLINE

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

Prepared By: Jennifer L. Sovde, PhD
A. **TITLE:** Children, Youth, and Revolution in Twentieth-Century Europe

B. **COURSE NUMBER:** HIST 315

C. **CREDIT HOURS:** 3

D. **WRITING INTENSIVE COURSE:** No

E. **COURSE LENGTH:** 15 weeks

F. **SEMESTER(S) OFFERED:** Fall and/or Spring

G. **HOURS OF LECTURE:** 3 lecture hours per week

H. **CATALOG 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.

I. **PRE-REQUISITES/CO-REQUISITES:**
   a. Pre-requisite(s): 30 credit hours, ENGL 101, or permission of instructor
   b. Co-requisite(s): none

J. **GOALS (STUDENT LEARNING OUTCOMES):**
By the end of this course, the student will be able to:

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<tr>
<th>Course Objective</th>
<th>Institutional SLO</th>
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<tr>
<td>a. Demonstrate an understanding of the impact of totalitarianism on the lives of children and youth in twentieth-century Europe</td>
<td>2. Critical Thinking: Critical Analysis, Inquiry and Analysis</td>
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<td>b. Analyze the impact of the major armed conflicts of twentieth-century Europe on families, children, and youth</td>
<td>2. Critical Thinking: Critical Analysis, Inquiry and Analysis</td>
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<td>c. Demonstrate an understanding of children, youth, and childhood as social and cultural constructs, dependent on time and place</td>
<td>2. Critical Thinking: Critical Analysis, Inquiry and Analysis</td>
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<td>d. Identify the characteristics of European youth cultures</td>
<td>2. Critical Thinking: Critical Analysis</td>
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<td>e. Analyze the relationship between the child, the state, and supranational organizations in Europe in the twentieth century</td>
<td>2. Critical Thinking: Critical Analysis, Inquiry and Analysis</td>
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<td>f. Evaluate and analyze primary and secondary sources to examine the relationship between history and memory</td>
<td>1. Communication Skills: Written</td>
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**K. TEXTS:** To be determined by instructor

**L. REFERENCES:**


M. **EQUIPMENT:** Technology enhanced classroom

N. **GRADING METHOD:** A-F

N. **MEASUREMENT CRITERIA/METHODS:**

- Exams
- Quizzes
- Papers
- Participation
- 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