Fall 2014

HIST 510-000: 20th C Prob Hist Generations

Complete Course Title: Twentieth-Century Europe and the Problem of Historical Generations

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<th>Instructor</th>
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Semester Description:

This course emphasizes the social and cultural dimensions of the major upheavals of the twentieth century. “Generational” interpretations argue that age influences how people experience the crucial events of their lifetimes, and that shared experiences cause people of similar age to behave politically in similar ways, even years after the events themselves. While examining tumultuous events from the turn of the past century to the contemporary era, we will consider how these events shaped generational consciousness, how issues of continuity and change can be interpreted generationally, and how generational identity intersects with such other forms of identity as gender, nation, and class.

All assigned books have been ordered for your purchase and are available in the bookstore. A brief written comment (4-5 pages), in the style of a scholarly book review, will be due each week on the main assigned reading plus any supplementary text designated for the week. Supplementary readings (to be available on Blackboard) are to be read and shared on a rotating basis, one student per item. Designated students will also give brief oral reports on their item to the class. A final paper (8-10 pages), in the style of a review essay, will also be due on an additional pair of readings on a topic of the student’s choice.

Required Textbooks, Articles, and Resources:


Grading:
- Will be based approximately 1/3rd on the final paper, and
- 2/3rd on weekly essays and discussions.

A sample syllabus follows.
HISTORY 510

Twentieth-Century Europe and the Problem of Historical Generations

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All assigned books have been ordered for your purchase and are available in the bookstore. Supplementary readings will be available either in book form on library reserve or on online reserve or Blackboard where possible. These items are to be read and shared on a rotating basis, one student per item. Note that chapters in edited collections may be listed on reserve under the name of the editor, rather than the name of the chapter author, where these are not the same.

I. The Era of World War I as an Historical “Generation”

Aug. 27 Introductory class

Sept. 3 Generations and History


Mark Roseman, “Introduction: Generation Conflict and German History,” in his Generations in Conflict: Youth Revolt and Generation Formation in Germany, 1770-1968

Sept. 10 Stephen Kern, The Culture of Time and Space, 1880-1918

Also: Eugen Weber, France: Fin de Siècle, Introduction and Ch. 1 (“Decadence?”);


(Readings for this week are continued on the next page.)

Sept. 17 Paul Fussell, *The Great War and Modern Memory*

Also: Jay Winter and Antoine Prost, *The Great War in History: Debates and Controversies*, ch. 1 (“Three historiographical configurations”) and ch. 9 (“The Great War in History”);

Joanna Bourke, *Dismembering the Male: Men’s Bodies, Britain, and the Great War*, Introduction (“Embodiment”) and ch. 3 (“Bonding”);


Sept. 24 Wolfgang Schivelbusch, *The Culture of Defeat: On National Trauma, Mourning, and Recovery*


II. Between the Wars: Stabilization and Upheaval

Oct. 1 Robert O. Paxton, *The Anatomy of Fascism*


John Sweets, “Hold that Pendulum: Redefining Fascism, Collaborationism, and Resistance,” *French Historical Studies*, Fall 1988

Oct. 8 Sheila Fitzpatrick, *Everyday Stalinism: Ordinary Life in Extraordinary Times*

(Readings for this week are continued on the next page.)


**III. Since 1945: Generations Past and Present**


Oct. 22 Todd Shepard, *The Invention of Decolonization*

Also: Yael Fletcher, “‘Irresistible Seductions’: Gendered Representations of Colonial Algeria around 1930,” in *Domesticating the Empire: Race, Gender, and Family Life in French and Dutch Colonialism*, eds. Julia Clancy-Smith and Frances Gouda;


Oct. 29 Gerd-Rainer Horn, *The Spirit of ’68*


(Readings for this week are continued on the next page.)

Nov. 5  Robert D. English, *Russia and the Idea of the West: Gorbachev, Intellectuals, and the End of the Cold War*


Alan M. Ball, *Imagining America: Influence and Images in Twentieth-Century Russia*, Conclusion (“Gud-bai Amerika?”)

Nov. 12  Victoria de Grazia, *Irresistible Empire: America’s Advance through 20th-Century Europe*


Stephen Szabo et al., *The Successor Generation*, ch. 1 (Intro) and ch. 2 (“France”)

Nov. 19  To Be Arranged

Nov. 26  NO CLASS: THANKSGIVING HOLIDAY ; final paper project statement due

Dec. 3  STUDENT REPORTS ON FINAL PAPERS

FINAL PAPERS DUE FRIDAY, DEC. 12 (12:00 NOON)

Assignments and Responsibilities: The principal class responsibility will be reading and discussion of assigned books and articles. As part of each week’s assignment, you are also expected to prepare a brief written comment (4-5 pages), in the style of a scholarly book review. These reviews are intended not to summarize but to analyze the texts and comment on their strengths and weaknesses, and also (for our purposes) to note their connection to the theme of “generational” analysis.
Supplementary articles and chapters are to be read and shared on a rotating basis, one student per item. Plan to report orally on these to the class. Essays on the assigned books should incorporate these supplementary works, on a comparative basis, where appropriate.

In addition will be one longer paper (approximately 8-10 pages) on a topic of your choice. This paper, in the style of a review essay, will analyze TWO additional books that deal with a topic appropriate for “generational” study -- whether or not the authors selected actually use “generational” methods themselves. Papers can include a comparison to non-European or non-twentieth-century subjects, if appropriate to the student’s interests, but should be based at least half (i.e., one of the two books) on a topic from twentieth-century Europe. Readings can include books from which the class has read a short selection, but not the main books for any given week. Students should discuss their topic and their reading selections with the instructor well before submitting their paper, and should turn in a brief written statement of their intended topic and readings by the date scheduled (Nov. 26). The last class session (Dec. 3) will be devoted to students’ oral reports on these projects. Final papers are due by noon on Dec. 12. A bibliography of suggested readings will be provided by the instructor early in the term.

**Grading** will be based approximately one-third on the final paper and two-thirds on weekly essays and discussions.

**Office Hours:** Tuesdays/Thursdays, 2:30-3:30, or by appointment; Bowden Hall, room 324.
Tel. 404-727-4457; e-mail <kamdur@emory.edu>