

HIST 510-000: 20th C Prob Hist Generations

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

Instructor	Day(s)	Time(s)	Maximum Enrollment
Amdur	W	4:00 – 7:00 pm	12

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:

1. Stephen Kern, *The Culture of Time and Space, 1880-1918*, ISBN: 978-0674021693.
2. Paul Fussell, *The Great War and Modern Memory*, ISBN: 978-0199971954.
3. Wolfgang Schivelbusch, *The Culture of Defeat: On National Trauma, Mourning, and Recovery*, ISBN: 978-0312423193.
4. Robert Paxton, *The Anatomy of Fascism*, ISBN: 978-1400033911.
5. Sheila Fitzpatrick, *Everyday Stalinism: Ordinary Life in Extraordinary Times*, ISBN: 978-0195050011.
6. Robert Moeller, *War Stories: The Search for a Usable Past in the Federal Republic of Germany*, ISBN: 978-052023910.

Fall 2014

7. Todd Shepard, *The Invention of Decolonization*, ISBN: 978-0801474545.
8. Gerd-Rainer Horn, *The Spirit of '68*, ISBN: 978-0199541591.
9. Robert English, *Russia and the Idea of the West: Gorbachev, Intellectuals, and the End of the Cold War*, ISBN: 978-0231110594.
10. Victoria de Grazia, *Irresistible Empire: America's Advance through Twentieth-Century Europe*, ISBN: 978-0674022348.

Grading:

- Will be based approximately 1/3rd on the final paper, and
- 2/3^{rds} on weekly essays and discussions.

A sample syllabus follows.

HISTORY 510

Twentieth-Century Europe and the Problem of Historical Generations

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. 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

Alan Spitzer, “The Historical Problem of Generations,” *American Historical Review*, Dec. 1973;

Annie Kriegel, “Generational Difference: The History of an Idea,” *Daedalus*, Fall 1978 (or in Stephen R. Graubard, ed., *Generations*);

Pierre Nora, “Generation,” in his *Realms of Memory: The Construction of the French Past*, v. 1;

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?”);

Venita Datta, *Birth of a National Icon: The Literary Avant-Garde and the Origins of the Intellectual in France*, ch. 2 (“The Generation of 1890”);

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

Paul Lachance, "The Nature and Function of Generational Discourse in France on the Eve of World War I," in *Political Symbolism in Modern Europe*, eds. Seymour Drescher et al.

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");

Leonard V. Smith, "Paul Fussell's *The Great War and Modern Memory*: Twenty-Five Years Later," *History and Theory*, May 2001

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

Also: Robert Wohl, *The Generation of 1914*, Introduction and ch. 1 ("France: The Young Men of Today");

Richard Bessel, "The 'Front Generation' and the Politics of Weimar Germany," in *Generations in Conflict*, ed. Mark Roseman;

Detlev Peukert, *The Weimar Republic: The Crisis of Classical Modernity*, ch. 4 ("Generation Gaps and Emancipatory Struggles")

II. Between the Wars: Stabilization and Upheaval

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

Also: Zeev Sternhell, *The Birth of Fascist Ideology: From Cultural Rebellion to Political Revolution*, "Introduction: Fascism as an Alternative Political Culture";

Peter Loewenberg, "The Psychohistorical Origins of the Nazi Youth Cohort," *American Historical Review*, Dec. 1971 (also available in *Varieties of Psychohistory*, eds. George Kren and Leon Rappoport);

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.)

Also: Richard Stites, "Iconoclastic Currents in the Russian Revolution: Destroying and Preserving the Past," in *Bolshevik Culture: Experiment and Order in the Russian Revolution*, eds. Abbott Gleason et al.;

Diane Koenker, "Fathers against Sons / Sons against Fathers: The Problem of Generations in the Early Soviet Workplace," *Journal of Modern History*, Dec. 2001;

David L. Hoffmann, *Stalinist Values: The Cultural Norms of Soviet Modernity, 1917-1941*, Introduction and ch. 1 ("Acculturating the Masses")

III. Since 1945: Generations Past and Present

Oct. 15 Robert Moeller, *War Stories: The Search for a Usable Past in the Federal Republic of Germany*

Also: Ulrich Herbert, "Good Times, Bad Times: Memories of the Third Reich," in *Life in the Third Reich*, ed. Richard Bessel, pp. 97-110;

A. Dirk Moses, "The Forty-Fivers: A Generation Between Fascism and Democracy," in *German Politics and Society*, Spring 1999;

Mary Fulbrook, "Demography, Opportunity or Ideological Conversion? Reflections on the Role of the 'Second Hitler Youth Generation', or '1929ers', in the GDR," in *Popular Opinion in Totalitarian Regimes*, ed. Paul Corner

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;

Paul A. Silverstein, *Algeria in France: Transpolitics, Race, and Nation*, Introduction and ch. 5 ("The Generation of Generations: Beur Identity and Political Agency");

Martin Evans and Raphaëlle Branche, "Where Does Colonial History End?" in *Writing Contemporary History*, eds. Robert Gildea and Anne Simonin

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

Also: Gerard DeGroot, *The Sixties Unplugged: A Kaleidoscopic History of a Disorderly Decade*, ch. 1 ("Preludes") and ch. 12 ("You Say You Want a Revolution?");

Kristin Ross, *May '68 and Its Afterlives*, Introduction and ch. 1 ("The Police Conception of History");

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

Dagmar Herzog, "The Sexual Revolution and the Legacies of Nazism," in *Coping with the Nazi Past: West German Debates on Nazism and Generational Conflict, 1955-1975*, eds. Philipp Gassert and Alan Steinweis

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

Also: Thomas C. Wolfe, "Past as Present, Myth, or History? Discourses of Time and the Great Fatherland War," in *The Politics of Memory in Postwar Europe*, eds. Richard Ned Lebow et al.;

Elaine McClarnand, "The Politics of History and Historical Revisionism: De-Stalinization and the Search for History in Gorbachev's Russia, 1985-1991," *The History Teacher*, Feb. 1998;

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*

Also: Richard Kuisel, *Seducing the French: The Dilemma of Americanization*, ch. 1 ("Anti-Americanism and National Identity") and ch. 2 ("The New American Hegemony");

Wilfried Mausbach, "Burn, ware-house, burn! Modernity, Counterculture, and the Vietnam War in West Germany," in *Between Marx and Coca-Cola: Youth Cultures in Changing European Societies, 1960-1980*, eds. Axel Schildt and Detlef Siegfried;

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.
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