

Modern European Intellectual History:
The Role of Intellectuals in the Twentieth Century

HST 412b, Spring 2019

TR 2:00-3:15

Prof. Susan A. Crane

Office//Hours: Chavez 319 A/B//Tues & Wed 10:00-10:50 and by appointment

Contact: scrane@email.arizona.edu

Faculty Website: <https://scrane.web.arizona.edu/>

COURSE DESCRIPTION

This is an upper division lecture and discussion course on selected themes in modern European intellectual history. We will investigate changes and continuities within trends of thought and theory by reading selections from contemporary authors and discussing their historical context as well as interest in their ideas today. Intellectual history has been defined as "the history of ideas" but we will consider how ideas are produced and exchanged among individuals, historical contexts, texts and readers. Particular themes include: the role of the intellectual in modern society, political "engagement" and the role of students in society.

ASSIGNMENTS

Assigned readings are available for purchase at the bookstore:

Edward Said, Representations of the Intellectual

Hannah Arendt, Eichmann in Jerusalem

Virginia Woolf, Three Guineas

Additional readings available on D2L (see bibliography at the end of the syllabus)

Students are required to do the readings prior to the class in which they will be discussed and to participate regularly in class discussions.

Writing assignments include **reading responses, two 5-7 page papers and two 2-3-page debate papers**, to be written on the assigned readings without additional research. All written work must be submitted in 12-pt. font, double-spaced, with Word default margins. All writing assignments must be submitted to D2L before class (the dropbox will close at 1:30) AND submitted as hard copy IN CLASS.

Reading responses are limited to one, double-spaced page of typed comments, questions and reflections on the assigned reading for that day. DO NOT SUMMARIZE THE READING; instead, describe a single issue which interests you. Your responses should be useful for class discussion. They will be accepted in class ONLY. A better response will provide examples from the texts, properly cited, to support points raised in the paper. You may use an abbreviated scientific citation format (author, page). Only students who have excused absences on reading response due dates may make up the assignment by writing a response for another day's reading, where no writing is assigned.

Your work in this class will be assessed on how well you have understood the reading you've done. Don't rely on anyone else's reading of the texts (i.e. Sparknotes or internet sources). But if you can't resist googling course topics and texts, be sure you cite anything you use.

GRADES*

Debate paper #1: 15%

Debate paper #2: 15%

Two 5-7 page papers: 50% (weighted equally)

Reading responses + class attendance and participation in discussion: 20%

*All writing assignments must be submitted in order to earn a passing grade in the course.

HISTORY DEPARTMENT ACADEMIC INTEGRITY POLICY

Plagiarism and cheating will not be tolerated. All assignments submitted for this course must be original and must be performed individually unless otherwise permitted. Every incident of academic dishonesty will be strictly punished. The history department mandates that academic dishonesty be punished by a failing grade for the course. Additional sanctions may include a permanent record on your academic transcript and suspension or expulsion from the university. For more information on UA policies concerning academic integrity see:

<http://deanofstudents.arizona.edu/codeofacademicintegrity>.

If you have any concerns about what plagiarism is and how to avoid it, consult the Main Library <http://www.library.arizona.edu/applications/quickHelp/tutorials/search/term:plagiarism>.

GRADING PHILOSOPHY

A "grade" is a single letter given to indicate the level of performance attained in scholastic work.

It is the professor's evaluation of the accuracy, depth and quality of expression found in students' written assignments for this course. Although it is not a precise measure, each letter has a meaning that conveys important feedback about the quality of academic work. An "A" is reserved for the very best work in the course. It means that the student far exceeds normal expectations for work at this level in all aspects of the assignment (accuracy, depth, quality of expression). Grades in the "B" range indicate that while accurate and adequate in depth and quality of expression, the assignment could still be improved significantly in one or more of these aspects. Grades in the "C" range indicate that the student has met minimum expectations for undergraduate work in the course, but that his or her work is undistinguished in accuracy, depth and/or quality of expression; considerable room for improvement exists. A "D" grade indicates that student work is below expectations for undergraduate work and that serious deficiencies need to be addressed. An "E" or "F" indicates that the student has not performed the assigned work.

HISTORY COURSE LEARNING OUTCOMES

Write clear, well-organized prose.

Analyze primary sources in light of their historical context, audience, and author's intent.

Recognize and evaluate competing historical interpretations.

ACCESSABILITY AND ACCOMODATIONS

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations.

Please be aware that the accessible table and chairs in the classroom should remain available for students who find that standard classroom seating is not usable.

For further information about university policies and procedures related to the safety and integrity of this course and its classroom, see "The Fine Print" at the end of the syllabus.

Class Meetings

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| Jan. 10 | Introduction: What is Intellectual History? Who are Intellectuals? |
| Jan. 15 | Intellectuals and Cultural Critics
View before class: "French Intellectuals in the Twentieth Century, part 1: Great Expectations" (D2L: Film)
One-page write-up due in class: identify two people discussed in the film; use UA Library History Subject Guide for biographical sources; cite sources |
| Jan. 17 | Read: Mark Greif, "What's Wrong with Public Intellectuals?" <i>Chronicle of Higher Education</i> , Feb. 21, 2015 (UA Library) |
| Jan. 22 | Read: selection from Julien Benda, "The Treason of the Intellectuals" (D2L) |
| Jan. 24 | Read: selection from Antonio Gramsci, "The Prison Notebooks" (D2L)
DUE in class: Reading Response #1
Debate paper instructions posted on D2L |
| Jan. 29 | The Question of Political Engagement
Read: Said, <i>Representations of the Intellectual</i> , ch. 1-3 |
| Jan.31 | Read: Said, <i>Representations of the Intellectual</i> , ch. 4-6 |
| Feb. 5 | Debate: Should Intellectuals be Politically Engaged or Disengaged?
Debate paper due in class |
| Feb. 7 | A Response to Fascism: Woolf Between the Wars
Read: Preface; "Money" (pp. xlii-xliv); "photos" (lx-lxvi) in Woolf, <i>Three Guineas</i> |
| Feb. 12 | Read: letter 1 in Woolf, <i>Three Guineas</i> |
| Feb. 14 | Read: letter 2 in Woolf, <i>Three Guineas</i>
DUE in class: Reading Response #2 |
| Feb. 19 | Read: letter 3 in Woolf, <i>Three Guineas</i> |

- Paper #1 topics posted on D2L
- Feb. 21 Lecture: Intellectuals and the Spanish Civil War
- Feb. 26 Read: George Orwell, selections from *Homage to Catalonia* (D2L)
DUE in class: Reading Response #3
- Feb. 28 Lecture: Postwar Intellectual Movements: Existentialism
- Mar. 5-7 NO CLASS: Spring Break
- Mar. 12 Film: "Simone de Beauvoir: Feminist Mandarin"
*****Paper #1 due in class*****
- Mar. 14 Read: Jean-Paul Sartre, "Existentialism is a Humanism"
- Mar. 19 Existentialism and Feminism
 Read: de Beauvoir, "Introduction" and "Woman's Situation and Character" in *The Second Sex*
DUE in class: Reading Response #4
- Mar. 21 Lecture: Postwar Intellectuals Coming to Terms with the Holocaust
- Mar. 26 Read: Arendt, *Eichmann in Jerusalem*, ch. 1-3 and postscript
 Paper #2 topics posted on D2L
- Mar. 28 Read: Arendt, *Eichmann in Jerusalem*, ch. 6-8
- Apr. 2 Read: Arendt, *Eichmann in Jerusalem*, ch. 13-15
DUE in class: Reading Response #5
- Apr. 4 Lecture: Intellectuals in Exile, or Why Wartime Hollywood Wasn't Fun
*****Paper #2 due in class*****
- Apr. 9 Read: Horkheimer and Adorno, "The Culture Industry"
- Apr. 11 Junior Year Abroad as Intellectual Tourism.
 Read: Kaplan, *Dreaming in French*, pp. 182-221, 143-157 and notes (UA Main Library: Ebook); recommended additional reading: Kaplan, ch. 5
- Apr. 16 Lecture: Intellectuals behind the Iron Curtain
- Apr. 18 Read: Czeslaw Milosz, "Ketman" [D2L]
DUE in class: Reading Response #6
- Apr. 23 Lecture: 1968 and 1989
- Apr. 25 Read: selections from Vaclav Havel's essay, "The Power of the Powerless": sections I-IX, XIII, XX-XXII (D2L)
- Apr. 30 Debate: Engaged or Disengaged?
Final debate paper due in class (see D2L for instructions)

D2L Reading List

Selections from The Prison Notebooks by Antonio Gramsci, in John Boyer and Jan Goldstein, eds., Readings in Western Civilization: Twentieth Century Europe (University of Chicago Press, 1987), pp. 318-333.

Selections from The Treason of the Intellectuals by Julien Benda, in John Boyer and Jan Goldstein, eds., Readings in Western Civilization: Twentieth Century Europe (University of Chicago Press, 1987), pp. 333-341.

Jean-Paul Sartre, "Existentialism is a Humanism" in John Boyer and Jan Goldstein, eds., Readings in Western Civilization: Twentieth Century Europe (University of Chicago Press, 1987).

George Orwell, selections from Homage to Catalonia; Complete Works of George Orwell, v. 6 (London: Secker and Warburg, 1986); pp. 14-37, 188-215.

Simone de Beauvoir, "Introduction" and "Woman's Situation and Character" in *The Second Sex* (London: Jonathan Cape, 2009).

Max Horkheimer and Theodor Adorno, "The Culture Industry" in their Dialectic of Enlightenment (New York: Continuum, 1986), pp. 120-167.

Alice Kaplan, Dreaming in French (Chicago, 2012).

Czeslaw Milosz, "Ketan" in his The Captive Mind (New York, 1953).

The Fine Print

Absence and Class Participation Policy

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at:

<http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be

accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See:

<https://deanofstudents.arizona.edu/absences>

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

Classroom Behavior Policy

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

The use of personal electronics such as laptops, iPads, and other such mobile devices can easily be distracting to the other students and the instructor. Their use can degrade the learning environment. If this becomes an issue in our classroom, students will not be permitted to use these devices during the class period.

Threatening Behavior Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See

<http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Notification of Objectionable Materials

This course will contain material of a mature nature, which may include explicit language, depictions of nudity, sexual situations, and/or violence. The instructor will provide advance notice when such materials will be used. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback.

UA Nondiscrimination and Anti-harassment Policy

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>