

**HIST 2304**

**20th Century Europe:**

**A Continent in Crisis**

**Tuesdays and Thursdays 11:00-12:20**

**Anderson 208**

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Or by appointment

**The twentieth century in Europe began with a mixture of optimism and apprehension. Europe had achieved remarkable heights in economic and political reach, and it seemed that centuries of warfare had settled into a lasting peace. However, unprecedented technologies of warfare, looming social unrest, and regional disparities in economic development threatened to disrupt European stability. We will trace the breakdown of European peace through two world wars, an economic collapse, and the division of the continent in the Cold War. The end of the Cold War and the consolidation of the European Union seemed to establish a new level of stability at the end of the twentieth century. Will European stability last?**

**Texts:**

Most weeks will feature an assignment from the textbook listed below. This reading will serve as a baseline for the lectures and discussions.

**Michael Richards and Paul Waibel, *Twentieth Century Europe: A Brief History, 1900 to the Present* (Wiley and Sons, 2014).**

Available at the Temple University Bookstore or as an e-book through Charles Library.

<https://ebookcentral.proquest.com/lib/templeuniv-ebooks/detail.action?docID=1629162>

Additional readings come from a mixture of primary source documents, memoirs, and fiction. These texts will serve as the basis of our discussions. For each class period, you should come prepared to address the questions and issues I raise in the brief introductions I have prepared for the readings and/or with a set of questions or issues you discover through your reading of the material. You should write down your ideas about the readings before you come to class.

Most readings are available on Canvas.

**Textbook Affordability Program:** This course is part of Temple's Textbook Affordability Program which means that I am dedicated to reducing costs for course materials by relying primarily on material available through Temple's libraries or "open educational resources" that anyone can access. More on Temple's Textbook Affordability Program here: <https://library.temple.edu/textbook-affordability> We will have opportunities during the semester to discuss the benefits and sacrifices involved in this approach to a university course.

### **Films:**

Because films became a crucial means of both making and recording history in the 20<sup>th</sup> century, they are a central part of this course. You should approach the films as seriously as you approach the course readings. Besides being able to analyze the plot, you should also think about how sound, image, and time function in each of the films. It is essential to be attentive to the date and location of production as well as to genre. The films are available to stream through Temple Library. I have prepared an introduction and set of questions for each film which you can find on Canvas to help guide our discussions. We will discuss how to use films as historical sources. For more, see this guide.

### **Course Requirements:**

Map Quiz: Boundaries between European nations shifted quite a bit over the 20<sup>th</sup> century. I expect you to learn the names and locations of most of the contemporary European nations so that when we discuss maps of the past, you will have a sense of how it has changed over time.

Class Participation: I will calculate your class participation grade as a combination of your regular attendance, your ability to answer basic reading comprehension questions on regular quizzes, and your active participation in classroom and group discussions. You will not be penalized for up to three unexcused absences. **For each unexcused absence over three, your class participation grade will drop by 5 points.**

Reading and Content Quizzes: There will be a series of quizzes throughout the semester. Some will be based on close reading of the assigned texts for that day. In that case, I will provide you

with the questions at least one week in advance, and you will have 15 minutes to write your response to the question in a bluebook on the day of the quiz. Other quizzes will be multiple choice and will require you to think more broadly about major events and trends in 20th century Europe. I will go over some example multiple choice questions before the first quiz. **There are no make-up quizzes. I will drop the two lowest quiz grades.**

Final Exam: The final exam will be a timed, take-home exam via Canvas. The questions will be based on a combination of lecture material and reading and will include short identifications and short essays (900-1300 words). We will conduct an extensive review before the final exam, and I will provide you with a list of possible identification and essay questions on the last day of class. The exam will be open book. This means you will be expected to provide detailed (and factually correct) evidence to support your response to the essay question on the final exam. The exam will be made available for your responses on the assigned exam day, at the assigned exam time (see course schedule for details).

Papers: You will be expected to write three short papers (3-5 pages) over the course of the semester analyzing texts and films assigned for class. I will give you possible paper topics at least two weeks before the due dates. These papers will be due by midnight on the due date (but you are welcome to submit early). **For each 24-hours late after the deadline, I will drop it by one full grade (A- becomes a B-).** Exceptions for cases of medical emergency or personal bereavement only. You will upload the papers on Canvas.

### **Grades:**

Map Quiz                      5%

Class Participation: 10%

Quizzes:                      20%

Final Exam:                20%

Paper I:                      10%

Paper II:                     15%

Paper III:                    20%

### **Environment in the Classroom:**

- No food.
- No sleeping.

- Studies have shown that electronic devices impair our ability to learn and retain information. And the internet is a constant distraction for you and others around you. So **this is a device free environment**. I encourage you to print out our assigned readings when possible, but you can bring devices to consult the readings during active discussion time. I will signal when it is appropriate to bring out your devices and when you should put them away. I am open to making exceptions to this rule; if you think you need a device to take notes, please come speak to me.
- Don't be late. Chronic tardiness will result in a decline in your class participation grade.
- Behave in a professional manner. No profanity, and always treat each other with respect.

**Grade Scale:**

A-	B+	B	B-	C+	C	C-	D+	D	D-
92.99—	89.99—	86.99—	82.99—	79.99—	76.99—	72.99—	69.99—	66.99—	62.99—
90.00	87.00	83.00	80.00	77.00	73.00	70.00	67.00	63.00	60.00

**\*\*Non-completion of any one of the assignments for the course will result in failure for the entire class\*\***

**Extra Credit:** From time to time, there will be talks and events on campus and around the city that relate to the topic of the course. If you attend one of these events, you can write 1-2 pages explaining what the event was and how it connects with the course material. Depending on the quality of your explanation, I will add up to 5 points to your lowest grade. You must submit the report to me via email within two weeks of the event. I will also accept extra credit if you watch a non-required film or read a non-required text related to a topic of the course. You should write a 1-2 page response and submit it to me via email within two weeks of when we cover related material in class. You can turn in a maximum of two extra credit assignments for the semester. You will find a number of suggested films and texts in the syllabus; you are also welcomed to identify others.

**Disability Policy:** This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

Academic Freedom Policy: Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty

Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link: [http://policies.temple.edu/getdoc.asp?policy\\_no=03.70.02](http://policies.temple.edu/getdoc.asp?policy_no=03.70.02)

### **Course Schedule:**

#### **Week 1: Introduction to the History of Europe**

Tuesday, August 27:

Why study 20<sup>th</sup> Century Europe?

Thursday, August 29:

Lecture: Europe and the World

Reading:

- Richards and Waibel, *Twentieth Century Europe*: pp. 1-13
- [Rudyard Kipling, "The White Man's Burden"](#) from *100 Poems Old and New*, Selected and Edited by Thomas Pinney (Cambridge, 2013).

#### **Week 2: Europe at the Beginning of the Twentieth Century**

Tuesday, September 3:

Lecture: Class, industrialization, and discontent

Reading:

- Richards and Waibel, *Twentieth Century Europe*: pp. 13-33
- [Filippo Tommaso Marinetti, "The Futurist Manifesto," \(1909\)](#), extracted from *Fascism, Anti-Fascism, and the Resistance in Italy: 1919 to the Present*, edited by Stanislao G. Pugliese (Rowman and Littlefield, 2004).
- [George Mosse, "The Political Culture of Italian Futurism: A General Perspective," \*Journal of Contemporary History\* 25, no. 2/3 \(May-June 1990\): 253-268.](#)

Thursday, September 5:

Lecture: The Origins of the First World War

**Quiz 1: Reading Quiz**

Reading:

- Richards and Waibel, *Twentieth Century Europe*: pp. 35-45
- [Margaret Macmillan, "1914 and 2014: should we be worried?" \*International Affairs\* 90, no. 1 \(2014\): 59-70.](#)

### **Week 3: The First World War**

Tuesday, September 10:

**Map Quiz, in class** . (For practice maps online, [click here](#))

Lecture: The Course of the War - Industrialized Warfare

Reading:

- Richards and Waibel, *Twentieth Century Europe*: pp. 45-53
- [Wolfram Dornik, "Torn apart between time and space? A Collective Biography of Austro-Hungarian Military Personnel on the Eastern Front," in \*Austrian Lives\*, Edited by Günter Bischoff, Fritz Plasser, Eva Maltschnig \(Innsbruck University Press, 2012\), 280-303.](#) [The entire book is available for free download through the Open Access Library [here](#)]

Suggested Films:

[Wilfred Owen: The Pity of War \(2012\)](#): Drawn from the poems, diaries, and letters of Wilfred Owen, this portrait is a moving testament to the cruelty, horror, and insanity of war

[Peter Jackson, \*They Shall Not Grow Old\* \(2018\)](#): Marking the centenary of the First World War, internationally renowned director Peter Jackson uses the voices of the veterans combined with original archival footage to bring to life the reality of war on the front line for a whole new generation. Available to stream on Amazon or on DVD at Charles Library: [DVD 19 127](#)

Thursday, September 12:

Lecture: The Home fronts

Reading:

- Richards and Waibel, *Twentieth Century Europe*: pp. 54-63
- [Selection from Vera Brittain, \*Testament of Youth\*, pp. 135-150](#)

Suggested Film:

[Testament of Youth \(2015\)](#): Film adaptation of Vera Brittain's memoirs, starring Alicia Vikander and Kit Harington

**\*\*\*\*Paper I Due September 15 by 11:59pm\*\*\*\* - archive project: Allied Posters from the war or London Illustrated News\*\*\*\***

#### Week 4: Peace and Revolution

Tuesday, September 17:

Lecture: Revolution in Russia and Beyond

Reading:

- Richards and Waibel, *Twentieth Century Europe*: pp. 65-89
- [Documents from the Russian Revolution from: \*A Documentary History of Russia From Lenin to Gorbachev\*, Edited by Robert V. Daniels \(Hanover: University of New England Press, 1993\) - required documents marked in red.](#)

Suggested Film:

[The End of St. Petersburg \(1927\)](#): Directed by Vsevolod Pudovkin as part of a trilogy of films celebrating the ten-year anniversary of the Revolution in the Soviet Union. This film shows us how many Russians thought of the causes and legacies of the Revolution in a key moment of transition after the death of Lenin in 1924.

Thursday, September 19:

Lecture: Interwar Culture

**Quiz 2: Reading Quiz**

Reading:

- Richards and Waibel, *Twentieth Century Europe*: pp. 91-115
- [Carole Sweeney, "I'll say it's getting darker and darker in Paris": Josephine Baker and \*La Revue Nègre\*" from her book, \*From Fetish to Subject: Race, Modernism, and Primitivism, 1919-1935\* \(ABC-Clio, 2004\).](#)

**Week 5: The Rise of Fascism**

Tuesday, September 24:

Lecture: Peace and its Discontents

In class skills workshop: [Reading films as sources](#) and clips from: [Fritz Lang, \*Metropolis\* \(1927\)](#)

Reading:

- Richards and Waibel, *Twentieth Century Europe*: pp. 118-131
- [Platform of the Fasci di Combattimento \(1919\) and Postulates of the Fascist Program \(1920\) from \*A Primer of Italian Fascism\*, edited by Jeffery T. Schnapp \(University of Nebraska Press, 2000\).](#)
- [Program of the National Socialist Workers' Party, 1920, from \*Perpetrating the Holocaust: Leaders, Enablers, and Collaborators\*, edited by Paul R. Bartrop \(Denver, CO: ABC-CLIO 2019\).](#)

Thursday, September 26:

Lecture: Fascism: consolidation, fear, and consensus

**Quiz 3: Multiple Choice**

Reading:

- Richards and Waibel, *Twentieth Century Europe*: pp. 131-144
- [Paul Corner, "Italian Fascism. Whatever Happened to Dictatorship?" \*The Journal of\*](#)



[Modern History 74, no. 2 \(June 2002\): 325-351.](#)

## Week 6: Economic Depression and the Rise of Totalitarianism

Tuesday, October 1:

Lecture: Life Under the Nazi Regime

Reading:

- Richards and Waibel, *Twentieth Century Europe*: pp. 145-154
- Required Film: [Hans Steinhoff, \*Hitler Youth Quex\*, 1933 \(87 minutes\)](#)
- [The Nuremberg Laws \(1935\); Reinhard Heydrich, "Instructions" Nov. 10, 1938 from \*Perpetrating the Holocaust: Leaders, Enablers, and Collaborators\*, edited by Paul R. Bartrop \(Denver, CO: ABC-CLIO 2019\).](#)
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Suggested Films:

[Federico Fellini, \*Amarcord\*, 1973](#): The noted director looks back on the absurdity of growing up in fascist Italy

[Ettore Scola, \*Una giornata particolare \(A Special Day\)\*, 1977](#): quietly subversive drama set in Rome on the day Hitler arrived to visit Mussolini in 1938, starring Marcello Mastroianni and Sofia Loren (available on Amazon or on DVD at Charles Library [PN1997 .G5224x](#))

Thursday, October 3:

Stalinism

[Quiz 4: Reading Quiz](#)

Reading:

- Richards and Waibel, *Twentieth Century Europe*: 154-159
- [Sheila Fitzpatrick, \*Everyday Stalinism\* \(1999\), Ch. 1 and a short section from Ch. 2, "Shopping as a Survival Skill"](#)

Suggested film:

[Sergei Eisenstein, \*Bezhin Meadow\*, 1937](#): A Soviet produced film, focuses on an evil enemy of the state, a farmer who kills his son because he wants to cheat the state out of its due.

See the list of other Soviet-era films available through the database Films on Demand, [here](#).

## Week 7: WWII

Tuesday, October 8:

Lecture: The Spanish Civil War and the beginning of the Second World War

Reading:

- Richards and Waibel, *Twentieth Century Europe*: pp. 159-189
- [Selections from George Orwell, \*Homage to Catalonia\* \(1938\): Orwell's gripping account of fighting for Republican forces during the Spanish Civil War.](#)

Suggested Film and Reading:

Ken Loach, *Land and Freedom (Tierra y libertad)*, 1995: An epic tale of love and revolution during the Spanish Civil War, available in Charles Library on dvd: [DVD 10 905](#)

Thursday, October 10:

Lecture: Genocide

[Quiz 5: Reading Quiz](#)

Reading:

- Richards and Waibel, *Twentieth Century Europe*: pp. 189-205
- [Hans Frank, Speech to his Cabinet, Krakow, December 16, 1941; The Wansee Protocol, January 20, 1942: from \*Perpetrating the Holocaust: Leaders, Enablers, and Collaborators\*, edited by Paul R. Bartrop and Eve E. Grimm \(2019\)](#)
- [Introduction and personal accounts from \*The Holocaust: An Encyclopedia and Document Collection\*, Edited by Paul R. Bartrop and Michael Dickerman \(2017\). The personal accounts you should read are marked with red arrows: Kitia Altman, Susie Cymbalist, Ekaterina Danova, Marian Domanski](#)

Suggested Film:

[\*The Invisibles\*, directed by Klaus Räfle \(2017\)](#): A docudrama based on the lives of 1,700 Jews in Berlin who survived by hiding in plain sight after Joseph Goebbels declared Berlin "free of Jews" in 1943. Available for rent via Amazon.

## Week 8: Aftermath of the War

Tuesday, October 15:

Lecture: Origins and Experiences of the Cold War

Reading:

- Richards and Waibel, *Twentieth Century Europe*: pp. 207-225
- [Winston Churchill, "Sinews of Peace," 1946: from \*Milestone Documents in World History: Exploring the Sources that Shaped the World\*, Edited by Cathleed Boivin and Brian Bonhomme \(2010\)](#)
- Audio of Churchill's Speech: <https://www.winstonchurchill.org/resources/speeches/1946-1963-elder-statesman/the-sinews-of-peace-iron-curtain-speech/>

Thursday, October 17:

Lecture: Justice and Renewal?

Reading:

- [Required Film: \*Night and Fog \(Nuit et brouillard\)\*, Alain Resnais, 1956.](#)
- [Christian Delage, "Nuit et brouillard: A Turning Point in the Memory of the Holocaust," from \*Holocaust and the Moving Image: Representations in Film and Television Since 1933\*, Edited by Toby Haggith and Joanna Newman \(London: Wallflower Press, 2005\).](#)

In class, we will consult:

- [Nuremberg, Constitution of the International Military Tribunal](#)

Suggested Films:

[Rainer Werner Fassbinder, \*The Marriage of Maria Braun\*, 1978](#): Maria marries Hermann Braun in the last days of WWII, only to have him disappear in the war. She then uses her beauty and

ambition to prosper in Germany's 'economic miracle' of the 1950s - but she (like Germany) cannot escape the past.

[Vittorio De Sica, \*The Bicycle Thieves\*, 1948](#): Essential film of Italian postwar neorealism, it tells the story of a man and his son who search for a stolen bicycle essential to their wellbeing. This movie is about the tenuous nature of recovery immediately after the war.

[Roberto Rossellini, \*Germany Year Zero\*, 1948](#): Edmund, a young boy who lives in the destroyed Germany after the 2nd World War has to do all kinds of work and tricks to help his family in getting food and barely survive.

**\*\*\*\*\*Paper II Due October 20 by 11:59pm\*\*\*\*\***

### **Week 9: Cold War and Decolonization**

Tuesday, October 22:

Lecture: Communism, Capitalism and the End of Empire

Reading:

- Richards and Waibel, *Twentieth Century Europe*: pp. 225-232
- [Cheik Anta Babou, "Decolonization or National Liberation: Debating the End of British Colonial Rule in Africa," \*The Annals of the American Academy of Political and Social Science\* Vol. 632 \(November 2010\): 41-54.](#)
- [Kwame Nkrumah, "Independence Speech" and "Africa's Resources" from \*The Ghana Reader: History, Culture, Politics\* \(Duke University Press, 2016\).](#)

Suggested Film:

[Lumumba: Death of a Prophet \(1992\), 72 mins.](#) This documentary tells the story of Patrice Lumumba (1925-1961), Congolese politician and independence fighter. His assassination following democratic elections in 1961 demonstrated to the world the effects of the Cold War on the process of decolonization. Stream through Kanopy.

Thursday, October 24:

Lecture: End of Empire in the West

**Quiz 6: Multiple Choice**

Reading:

- Required Film: [Gillo Pontecorvo, \*The Battle of Algiers\*, 1966](#)
- [Franz Fanon, "Algeria Unveiled," 1965](#)

**Week 10: Economic Recovery**

Tuesday, October 29:

Lecture: The Marshall Plan and the Age of Consumption

Reading:

- Richards and Waibel, *Twentieth Century Europe*: pp. 235-266
- [Mary Nolan, "Consuming America, Producing Gender," from \*The American Century in Europe\*, edited by R. Laurence Moore and Maurizio Vaudagna \(Cornell University Press, 2003\), 243-261.](#)
- [George Marshall, Speech at Harvard University, 1947 - from \[marshallfoundation.org\]\(http://marshallfoundation.org\)](#)

Suggested Film and Reading:

[Jacques Tati, \*Mon oncle \(My uncle\)\*, 1958](#): King of slapstick comedy, Jacques Tati plays a character wildly out of place in the postwar France of fast cars, electronic appliances, and efficient factories. (If you like this, check out his other excellent film, [Playtime](#) from 1967)

George Perec, *Things: A Story of the Sixties [Choses]* (1965): George Perec's first novel focuses on a young couple, but the material things in their lives take center stage in this exploration of material culture in postwar France.

Thursday, October 31:

Lecture: Labor, migration, and postwar European identities

## Quiz 7: Reading Quiz

Reading:

- Richards and Waibel, *Twentieth Century Europe*: pp. 258-266
- Required Film: [Rainer Werner Fassbinder, \*Ali: Fear East the Soul\*, 1974](#)
- ["Working Guests: Gastarbeiter and Green Card Holders," from \*Germany in Transit\*, Edited by Deniz Göktürk, David Gramling, and Anton Kaes \(University of California Press, 2007\).](#)

Suggested Film:

[Stephen Frears, \*My Beautiful Landierette\*, 1986](#): An uncommon love story that takes place between a young South London Pakistani man (Gordon Warnecke), who decides to open an upscale laundromat to make his family proud, and his childhood friend, a skinhead (Daniel Day-Lewis), who volunteers to help make his dream a reality. Available to stream via Amazon or on DVD at Charles Library: [DVD 15 390](#)

## Week 11: Disillusionment and Revolution

Tuesday, November 5:

Lecture: 1968, a year of revolution

Reading:

- Richards and Waibel, *Twentieth Century Europe*: pp. 269-288
- Required Film: [Jean-Luc Godard, \*La Chinoise\*, 1967](#)
- [Posters from Paris, 1968, via libcom.org](#)

Suggested Film:

[Jean-Luc Godard, \*Tout va bien\*, 1972](#): Starring newly radicalized Jane Fonda, this tells the story of a strike at a French sausage factory as witnessed by an American reporter (Fonda). This film represents Godard's full assault on consumer capitalism - including a critique of the film industry as part of consumer capitalism.

Thursday, November 7:

Lecture: Economic crisis and counterrevolution

Reading:

- Richards and Waibel, *Twentieth Century Europe*: pp. 288-310
- [Tara Martin, "The Beginning of Labor's End? Britain's "Winter of Discontent" and Working Class Women's Activism," \*International Labor and Working-Class History\*, No. 75, Rethinking the Left in Victory and Defeat \(Spring 2009\): 49-67.](#)

Suggested Film:

- [Joanna Head, \*Last Pit in the Rhondda\* \(1991\)](#): Documentary about the closure of the last colliery in South Wales. I recommend watching with subtitles due to the difficulty of understanding the Welsh Accent.

**\*\*\*Paper III: Due November 10 by 11:59pm\*\*\***

## Week 12: The End of the Cold War

Tuesday, November 12:

Lecture: End of the Cold War

Reading:

### Quiz 8 : Reading Quiz

- Richards and Waibel, *Twentieth Century Europe*: pp. 345-366
- [Required Film: Wolfgang Becker, \*Good Bye Lenin\* \(2004\)](#)
- [Justinian Jampol, "Problematic Things: East German Materials after 1989," from \*Divided Dreamworlds? The Cultural Cold War in East and West\*, Edited by Peter Romjin, Giles Scott-Smith, and Joes Segal \(Amsterdam University Press, 2012\), 201-215.](#) - Entire book available via the open access library [OAPEN](#).

Thursday, November 14:

Lecture: Expanding the European Union

Reading:

- Richards and Waibel, *Twentieth Century Europe*: pp. 366-371
- [Lincoln Geraghty, "Captain Euro and Citizenship Education: Creating a Comic Book Hero for European Children," \*The Journal of the History of Childhood and Youth\* 11, no. 1 \(Winter 2018\): 73-81.](#)
- [The Origins of Captain Euro, May 2017.](#) For more issues see: [captaineuro.edu](http://captaineuro.edu)

### Week 13: Contemporary Europe

Tuesday, November 19:

Lecture: Immigration and Citizenship

Quiz 9: Multiple Choice

Reading:

- [Camilla Hawthorne, "In Search of Black Italia," \*Transition\*, No. 123, Fear \(2017\): 152-174.](#)

Suggested Film:

[Mathieu Kassovitz, \*La Haine\*, 1995](#): Aimlessly passing their days in the concrete environs of their dead-end suburbia, Vinz (Vincent Cassel), Hubert (Hubert Kounde), and Said (Said Taghmaoui) -- a Jew, an African, and an Arab -- give human faces to France's immigrant populations, their bristling resentment at their marginalization slowly simmering until it reaches a climactic boiling point.

Thursday, November 21:

Lecture: Historians Confront Brexit

Reading:

- [David Abulafia, "Britain: apart from or a part of Europe?" \*History Today\*, 11 May 2015.](#)
- [Various authors, "Fog in Channel, Historians Isolated: An open letter in response to the Historians for Britain campaign," \*History Today\*, 18 May 2015.](#)
- [Rebekah Higgitt, "Beware Euroseptic versions of history and science," \*The Guardian\*, 15](#)



[May 2015.](#)

**\*\*\*\*Fall Break November 25-29\*\*\*\***

**Week 14:**

Tuesday, December 3:

Discussion: Europe in the Media

Students should bring a recent newspaper or magazine article on Europe to discuss how the history we have learned influences their understanding of current events.

Thursday, December 5:

Wrap-up and Review

**Take-Home Final Exam, December 17, 10:30-12:20**