

## HISTORY 270: Eastern Europe since 1900

Professor Kathryn Ciancia

Fall 2017

Office Hours: Mondays, 3:30-5:00pm, and by appointment

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Lectures & Discussion: Monday, Wednesday, Friday, 11:00-11:50am

Science Hall, Room 180



### Course Description

The premise of this class is simple: we cannot understand the dynamics of the modern world without understanding the story of Eastern Europe in the twentieth century. During this tumultuous period, Eastern Europe became the testing ground for modern political ideologies from imperialism and democracy to Nazism and Communism. It was from here, too, that many of the symbols of modern political protest, most notably the peaceful crowd, were beamed around the world. This lecture class takes students through key periods in the region's history—from the collapse of empires and the post-World War One experiments with democracy to mass atrocities on the Eastern Front during World War Two, the rise and fall of communism, and attempts to grapple with communism's legacies. We will focus not only on important political, economic, and cultural changes, but also on the experiences of ordinary people, including workers, peasants, women, and children, who were active participants in political change. By looking at cases from countries across the region, such as Poland, Czechoslovakia, Romania, Yugoslavia, and Hungary, the class will also explore how people continue to wrestle with the ghosts of the past today and how contemporary politics must be seen within the context of the region's troubled, yet fascinating, history.

### Methods of assessment

- **Discussion participation (30%).** You will be assessed for the quality of your weekly reading responses and your preparation for lively and engaged discussion.

- The syllabus indicates which sessions will be devoted to discussing the week's lectures and assigned readings. I will assess your participation in three ways:
- a) **Posted responses (around 100 words each) to readings.** You will post your responses on the weekly forum at the Learn@UW site by 6pm the day before each discussion. The responses will not be individually graded but they will form the basis for our discussion and I will take them into account when I decide on your participation grade. Your response should discuss what struck you most about the reading(s) and should pose at least one question that you would like to discuss in class. You are encouraged to build on the ideas of your classmates. In order to gain full credit, please ensure that your posts are proofread.
  - b) **Class participation.** You should be prepared for lively and engaged discussion, including any small group work that we do during lecture time. Remember that quality is better than quantity and that listening carefully to the thoughts of your classmates before responding is an important skill to develop.
  - c) **Satisfactory completion of the Archive/Library Assignment (due by 11am the Monday after your visit).** You must attend both sessions, but only need to do a write-up for one visit.
    - **Papers (40% total—15% for paper #1; 25% for paper #2).** Two short written assignments will allow you to explore primary sources in more detail. The questions and guidelines will be distributed separately. The word range for Paper #1 is 800-1000 words; the word range for Paper #2 is 1200-1300 words.
    - **Final take-home exam (30%).** You'll be able to choose from a list of projects, each of which will ask you to bring together the class materials as a whole. The word range is 1600-1800 words.

### **Class Objectives**

By the end of the class, students should be able to:

- Reflect on their own responses to the readings;
- Create historical questions that lead to effective and engaging class discussions;
- Understand and communicate the basic arguments put forward by the various authors of the assigned sources, as well as discuss and critique those arguments;
- Identify how primary sources (in a range of different forms) can help us to answer particular historical questions, as well as how their usefulness is limited;
- Provide an overall synthesis of the key themes of modern East European history, as experienced through lectures, class discussions, and readings;
- Present their ideas clearly in both written and oral form.

### **Assigned Readings**

All readings are marked with a symbol to help you to locate them:

**UB/R:** For purchase and on reserve in College Library

**CR:** Course Reader

**L@UW:** Uploaded document or link provided at our Learn@UW site

The course reader for this class can be purchased from the Letters and Science Copy Center in the Social Science Building (see below for more information) at a cost of \$18.40. Please note that a copy of the course reader will also be available on reserve at College Library.

Located at:

Sewell Hall, Room 6120  
1180 Observatory Drive  
Madison, WI 53706  
262-5396

Email:

[copycenter@ls.wisc.edu](mailto:copycenter@ls.wisc.edu)

The following books are available for purchase/on reserve:

1. R.J. Crampton, *Eastern Europe in the Twentieth Century—And After* (New York: Routledge, 1997). ISBN-13: 978-0415164238 (2<sup>nd</sup> edition)\*
2. Heda Kovaly, *Under a Cruel Star: A Life in Prague, 1941-1968* (New York: Holmes and Meier, 1997). ISBN-13: 978-0841913776
3. Slavenka Drakulic, *How We Survived Communism and Even Laughed* (New York: Harper Perennial, 1993). ISBN-13: 978-0060975401 (reprint edition)
4. Timothy Garton Ash, *The Magic Lantern: The Revolution of '89 Witnessed in Warsaw, Budapest, Berlin, and Prague* (New York: Vintage, 1993). ISBN-13: 978-0679740483

\*The textbook reading suggestions are optional and for your reference only. The textbook will not be discussed directly in class.

**Streaming digital films**

The films for the class can be accessed by clicking on the links provided at the class's Learn@UW website.

## Weekly class schedule

### Week 1

Lecture 1 (W, 09/06): Introduction to the Class: Why Eastern Europe?

Lecture 2 (F, 09/08): Eastern Europe: Histories, Lands, and Peoples before 1914

### Week 2

Lecture 1 (M, 09/11): World War One in the East

Lecture 2 (W, 09/13): **Discussion**

#### Readings:

1. S. Ansky, *The Enemy at His Pleasure: A Journey Through the Pale of Settlement During World War I* (New York: Metropolitan Books, 2002), pp. ix-xvii, pp. 3-47; pp. 63-82. **CR**
2. Textbook: pp. 1-27.

Lecture 3 (F, 09/15): From Empires to Nation-States

### Week 3

Lecture 1 (M, 09/18): Democracy in Trouble: The 1920s

Lecture 2 (W, 09/20): **Discussion**

#### Readings:

1. *The Question of Bessarabia* (Paris, 1919), pp. 3-5, pp. 9-15. **CR**
2. George Lukács, "The Injustices of the Treaty of Trianon," in *Justice for Hungary: Review and Criticism of the Effect of the Treaty of Trianon* (London: Longmans, Green, 1928), pp. 125-187. **CR**
3. Textbook: pp. 31-38; pp. 39-51; pp. 57-70; pp. 78-88; pp. 107-113; pp. 119-125; pp. 130-139.

Lecture 3 (F, 09/22): A Mosaic of Nationalities: Interwar Eastern Europe

### Week 4

Lecture 1 (M, 09/25): Eastern Europe and the Wider World

Lecture 2 (W, 09/27): **Discussion**

#### Readings:

1. Czeslaw Milosz, *Native Realm: A Search for Self-Definition* (Garden City, N.Y.: Doubleday, 1968), pp. 1-35; pp. 46-68; pp. 91-107. **CR**
2. Corneliu Codreanu, "A Few Remarks on Democracy," in Stephen Fischer-Galati, ed., *Man, State, and Society in East European History* (New York: Praeger, 1970), pp. 327-330. **CR**
3. Textbook: pp. 51-56; pp. 70-77; pp. 88-94; pp. 113-118; pp. 126-129, pp. 139-143, pp. 152-176.

Lecture 3 (F, 09/29): War and Occupation, 1939-1941

### Week 5

Lecture 1 (M, 10/02): The Holocaust as an East European Event

Lecture 2 (W, 10/04): **Discussion**

#### Readings:

1. Jan T. Gross, "Annals of War," *The New Yorker*, March 12, 2001, pp. 64 -71. **CR**
2. **Movie:** In Darkness (Agnieszka Holland, 2011) **L@UW**
3. Textbook: pp. 179-190.

### **\*Paper #1 (Milosz assignment) due by Wednesday (10/04) at 11:00am\***

Lecture 3 (F, 10/06): The Local Civil War in Yugoslavia

### Week 6

Lecture 1 (M, 10/09): War's End in the East

Lecture 2 (W, 10/11): **Discussion**

#### Readings:

1. Milovan Djilas, *Wartime* (New York: Harcourt Brace Jovanovich, 1977), pp. 91-145. **CR**
2. Jelena Batinic, *Women and Yugoslav Partisans: A History of World War II Resistance* (Cambridge: Cambridge University Press, 2015), pp. 124-167. **CR**
3. Textbook: pp. 190-209.

Lecture 3 (F, 10/13): Trip to the Wisconsin Historical Society Archives/Library (I)

### Week 7

Lecture 1 (M, 10/16): Communist Takeovers or Local Revolutions?

**\*Library/Archives Assignment due by 11am (if choosing to complete this one)\***

Lecture 2 (W, 10/18): **Discussion:**

Readings:

1. Heda Kovaly, *Under a Cruel Star: A Life in Prague, 1941-1968*, pp. 5-74. **UB/R**
2. Textbook: pp. 211-254.

Lecture 3 (F, 10/20): What was Stalinism?

**Week 8**

Lecture 1 (M, 10/23): Making a New Man and a New Woman

Lecture 2 (W, 10/25): **Discussion**

Readings:

1. Heda Kovaly, *Under a Cruel Star: A Life in Prague, 1941-1968*, pp. 75-163. **UB/R**
2. Eugen Loeb, *My Mind on Trial* (New York: Harcourt Brace Jovanovich, 1976), pp. 74-90, pp. 188-206. **CR**
3. Textbook: pp. 255-274.

Lecture 3 (F, 10/27): Trip to the Wisconsin Historical Society Archives/Library (II)

**Week 9**

Lecture 1 (M, 10/30): De-Stalinization and the Hungarian Revolution

**\*Library/Archives Assignment due at 11am (if you did not complete the previous one)\***

Lecture 2 (W, 11/01): **Discussion (Preparation for Assignment on Hungary)**

Readings for Assignment Preparation:

1. "Patriots Strike Ferocious Blows at Tyranny," *Life* magazine, November 12, 1956, pp. 34-43. **L@UW**
2. Imre Nagy, "Reform Communism," in Gale Stokes, ed., *From Stalinism to Pluralism* (New York: Oxford University Press, 1996), pp. 82-87. **CR**
3. Paul Lendvai, *One Day That Shook the Communist World: The 1956 Hungarian Uprising and Its Legacy* (Princeton: Princeton University Press, 2008), pp. 5-24, pp. 56-66, pp. 149-161, pp. 173-194. **CR**
4. Textbook: pp. 275-325.

Lecture 3 (F, 11/03): Consumption and Revolution: The 1960s

## Week 10

Lecture 1 (M, 11/06): Normalization: The 1970s

Lecture 2 (W, 11/08): **Discussion**

### Readings:

1. Zdenek Mlynar, "Towards a Democratic Political Organization of Society," and Ludvik Vaculik, "Two Thousand Words," in Stokes, *From Stalinism to Pluralism*, pp. 122-130. **CR**
2. "Transcript of Leonid Brezhnev's Telephone Conversation with Alexander Dubcek, August 13, 1968" in Jaromir Navratil, ed., *The Prague Spring '68* (New York: CEU Press, 1998), pp. 345-357. **CR**
3. **Movie:** The Firemen's Ball (Milos Forman, 1967) **L@UW**
4. Textbook: pp. 326-341.

Lecture 3 (F, 11/10): NO CLASS: Work on Hungarian Revolution Assignment

## Week 11

Lecture 1 (M, 11/13): Living in Truth: Dissidents in Czechoslovakia

**\*Paper #2 (Assignment on Hungarian Revolution) due by 11:00am\***

Lecture 2 (W, 11/15): The Solidarity Revolution

Lecture 3 (F, 11/17): **Discussion**

### Readings:

1. "Manifesto of Charter '77," and Vaclav Havel, "The Power of the Powerless," in Stokes, *From Stalinism to Pluralism*, pp. 163-174. **CR**
2. "Pope John Paul II speaks in Victory Square," "The Gdansk Agreement," "Solidarity's Program," "Jaruzelski Declares Martial Law," in Stokes, *From Stalinism to Pluralism*, pp. 200-215. **CR**
3. Textbook: pp. 345-376.

## Week 12

Lecture 1 (M, 11/20): Ordinary Lives in the 1980s

Lecture 2 (W, 11/22): NO CLASS: View documentary online: *The Lost World of Communism* (Part I: East Germany) **L@UW**

Lecture 3 (F, 11/24): NO CLASS: THANKSGIVING BREAK

### **Week 13**

Lecture 1 (M, 11/27): **Discussion**

Readings:

1. Slavenka Drakulic, *How We Survived Communism and Even Laughed*. **UB/R**
2. Textbook: pp. 379-389.

Lecture 2 (W, 11/29): The Revolutions of 1989

Lecture 3 (F, 12/01): The End of Yugoslavia

### **Week 14**

Lecture 1 (M, 12/04): **Discussion**

Readings:

1. Timothy Garton Ash, *The Magic Lantern: The Revolution of '89 Witnessed in Warsaw, Budapest, Berlin, and Prague*. **UB/R**
2. Textbook: pp. 391-415.

Lecture 2 (W, 12/06): Post-Communist Transitions and Nostalgia

Lecture 3 (F, 12/08): Eastern Europe Today

### **Week 15**

Lecture 1 (12/11): **Discussion**

Readings:

1. Marci Shore, "It was only a Small Revolution," in *The Taste of Ashes: The Afterlife of Totalitarianism in Eastern Europe* (New York: Crown, 2013), pp. 51-68. **CR**
2. **Movie:** Good Bye, Lenin! (Wolfgang Becker, 2003) **L@UW**
3. Textbook: pp. 419-421, pp. 429-458.

Lecture 2 (12/13): Class Conclusions/Final activities

**\*Final take-home exam due (12/13) at 11:00am\***

## **APPENDIX A: Class Policies and Further Resources**

### **Office Hours**

My office hours are posted at the top of the syllabus. Please come by! These hours are set-aside specifically for students, and I would be happy to discuss any aspect of the class with you. If you are unable to make these times, please send me an email so that we can set up a mutually convenient appointment time.

### **Class Etiquette**

There is no laptop use in class and you must make sure that all devices with a screen are switched off or put on silent for the duration of the lecture. Come and speak with me if you are concerned about this policy.

We will begin lectures on time, so please make sure that you arrive a few minutes early. Persistent tardiness (as well as going AWOL!) leads to a lower participation grade.

If there are any assigned readings for lecture, please bring them with you to class.

### **Papers and Assignments**

Papers should be turned in on time to avoid a grade penalty. If there is a problem, it is important that you speak to Professor Ciancia in plenty of time prior to the deadline. Late papers will be penalized by a grade per day.

**All** assignments should be submitted by the deadline marked on the syllabus in **BOTH hard and electronic copy**. The electronic copy should be uploaded as a Word document onto the course's Learn@UW site. These two documents must be identical. Unless otherwise agreed, email submissions will not be accepted.

You should clearly post the word limit. All assignments should stick to the word limit to avoid a grade penalty.

Historians use the Chicago Manual of Style, which can be found online at [www.chicagomanualofstyle.org](http://www.chicagomanualofstyle.org).

### **Academic Honesty**

There is information about what constitutes plagiarism here ([http://writing.wisc.edu/Handbook/QPA\\_plagiarism.html](http://writing.wisc.edu/Handbook/QPA_plagiarism.html)), but please come and speak with Professor Ciancia during office hours if you have questions or concerns.

### **Disabilities**

Disability guidelines for course accommodations may be found at the UW McBurney Disability Resource Center site: <http://www.mcburney.wisc.edu/> Please come and see Professor Ciancia if you would like to talk further about disability issues.

### **Religious Observance Policy**

Students must notify Professor Ciancia within the first two weeks of class of the specific days or dates on which they request relief.

## **Writing Resources and Guidelines**

The **University's Writing Center** is a wonderful resource that allows you to work with a consultant to improve your written work. Take a look at their website (<http://www.writing.wisc.edu/index.html>) for more information.

The **History Lab** is a resource center where experts (PhD students) will assist you with your history papers. No matter your stage in the writing process, History Lab staff will help you sharpen your skills and become a more successful writer. In addition to helping you with the specifics of writing in the discipline of history, the experts at the lab will also provide assistance in terms of your writing style (including for non-native speakers of English).

### **Email protocol**

If you have questions for Professor Ciancia, you should first read the information on this syllabus carefully to see if the answer you're looking for is included. If you still cannot find an answer, you may ask the question in an email. Please be courteous and professional and allow 24 hours for an email response.

## **APPENDIX B: Participation Grading Scale**

- A:** You participate enthusiastically and regularly in classroom discussions and small group-work, listening to your peers and articulating your own ideas as clearly as possible. Your comments, both in class and on the online forum, demonstrate that you have done the reading carefully, considered your own approach, and/or articulated how it fits with the general themes of the class
- B:** Your contributions show that you have done the reading, but they show a less thoughtful response than that of a student achieving an "A" grade. You have thought about how the reading fits into wider themes that we have been discussing, but on a more superficial level. You participate in classroom discussions, small group-work, and the online forum, listening to your peers and articulating your own ideas, although not with the regularity or depth of a student achieving an "A."
- C:** Your comments in class and on the online forum do not show that you have done the reading in any depth and/or are poorly or vaguely articulated. You include your own thoughts, but do not raise relevant questions or link the materials to the themes of the class. You contribute only rarely to class discussions and/or make comments that do not demonstrate that you have completed the readings or are engaged fully with your classmates.
- D:** Your comments in class are very irregular, you show no evidence that you have completed and understood the reading, and you regularly skip posting on the online forum.
- F:** You do not attend lectures or discussions regularly.