



History 270 | Eastern Europe since 1900

Instructor details

Professor Kathryn Ciancia

Email: ciancia@wisc.edu

Office Hours: Tuesdays, 12:45pm-2:45pm, and by appointment (via Zoom, see link/password, etc. on Canvas)

Teaching Assistant

Collin Bernard

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Office Hours: Wednesdays, 2-4pm (via Zoom, see link/password, etc. on Canvas)

Semester: Spring 2021

Credits: 4 credits

COURSE DETAILS

Course Designations and Attributes

Breadth - Either Humanities or Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Requisites

None

How credit hours are met:

This 4-credit course meets as a group for 4 hours per week (according to UW-Madison's credit hour policy, each lecture counts as 1.5 hours and each discussion counts as an hour). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 8 hours per week for reading, writing, and preparing for discussion.

Meeting Times

Discussion sections: Wednesdays, at one of the following times: 09:55-10:45am, 11:00-11:50am, 12:05-12:55pm, 4:30-5:20pm

Synchronous sessions: Thursdays, 11:00am-12:15pm

Instructional Modality

This is an online class, with both synchronous and asynchronous elements. Wednesday sections and Thursday synchronous sessions will meet via Zoom. For each week, there is a module on Canvas. You will be able to access everything you need for each week—mini lecture videos, reading materials, links to movies, discussion boards, etc.—via the relevant module.

Canvas Course URL:

<https://canvas.wisc.edu/courses/243479>

Course Description

What happens when democracies die and authoritarianism takes root? Why are some people attracted to fascism and communism? What does it mean to join a resistance movement? How do we explain systemic racism? While we are asking these questions today with renewed urgency, they are not new. Indeed, during the twentieth and twenty-first centuries, people in Eastern Europe navigated a turbulent political landscape that quickly lurched between imperialism, democracy, authoritarianism, fascism, and communism. In this class, we will seek out the voices of ordinary people in countries such as Poland, Czechoslovakia, Yugoslavia, Hungary, and Romania whose everyday actions both affected and were affected by politically explosive events. A vast range of exciting original sources—from movies, photographs, and maps to eyewitness accounts, newspaper articles, and even tweets—allows us to understand multiple perspectives, while assignments encourage students to apply what they are learning in new and original ways and to engage with the past with an eye to the present.

Readings

Readings and other class materials are provided on the Canvas site in the appropriate module. In some cases, you will be asked to read certain pages from the scans only, so please consult the syllabus and module instructions carefully to make sure that you are not doing more reading than is necessary. There is no textbook for the class. However, if you would like more information to supplement what you are learning in class, you can look at the following textbook, which is available through the library as an ebook.

John Connelly, *From Peoples into Nations: A History of Eastern Europe* (Princeton: Princeton University Press, 2020): <https://search.library.wisc.edu/catalog/9912906956302121>

HOW TO SUCCEED IN THIS COURSE

One of the most important strategies for success is understanding how the course works and keeping the lines of communication open with Professor Ciancia and our TA Collin Bernard throughout the semester. In our virtual format, transparency, clarity, and communication are all the more important.

With this in mind:

1. Keep Prof. Ciancia and Collin in the loop

- The circumstances of the pandemic have upended all of our lives in ways that are both visible and invisible for others. Please be kind to yourself and to one another. Keep in touch with Collin and Prof. Ciancia, especially if you feel that you need extra support or additional time to complete a piece of work. We both want you to thrive in this class.

- Attendance at Wednesday sections and the Thursday synchronous sessions is mandatory. Since unaccounted absences will impact your final grade, please let Collin (for Wednesdays) or Prof. Ciancia (for Thursdays) know via email if you can't make a class. If you repeatedly skip class, you will fail the course.
- Come to office hours or email to make an appointment if those times don't work. All students should meet with Professor Ciancia for a mandatory introductory meeting in Week 3.

2. Work in your “peer groups” to build student-centered community

- All students will be assigned to a peer group.
- Students in peer groups will share discussion boards and will work together in breakout rooms during the Thursday synchronous sessions.
- We will set up a roster so that each week the group will have a designated group leader whose responsibility will be to begin the discussion on the discussion board (see instructions below), set up any necessary docs for the Thursday session, and make notes/report back on the group's work.
- Members of a peer group should also feel free to work with each other outside of class time (for instance, peer reviewing each other's work) and to contact each other if they miss class and need to get notes, etc. In short, your peer group forms an academic and social support network within the class.

3. Consider the rhythm of your week

Having a predictable rhythm to your week allows you to distribute your time effectively and to avoid nasty surprises. Here is what a typical week will look like, although you should note that there will be more work in those weeks when you are working on papers.

Synchronous/ Asynchronous?	Day and Time	Type of Activity	Activity
A	Monday and Tuesday	Discovery of material and note-taking	<ul style="list-style-type: none"> • Watch the week's mini-lecture videos that Prof. Ciancia will upload onto Canvas. They will provide the historical content for the week, allowing you to contextualize the readings. You should make notes about the videos for future reference, to organize the information in your own head, and to prepare for the synchronous parts of the class on Wednesdays and Thursdays. • Engage with the assigned materials and prepare for your discussion section on Wednesday.
A	By Tuesday, 5pm	Preliminary reflections on readings and lectures	<ul style="list-style-type: none"> • Each week, ONE student in each peer group (that week's group leader) will post a 3-sentence response to the readings and

			lectures and post it on their “peer group” discussion board. The post should begin: “What struck me most about this week’s materials was.....” Please be as specific as possible and refer to parts of the readings to make your point. The other members of the group should read the post before their section meets the following day, but there is no need to respond in writing at this point.
S	Wednesday at your dedicated section time	Synchronous discussion section	<ul style="list-style-type: none"> You should come prepared to discuss and ask questions about the content of the mini-lectures and the assigned readings.
S	Thursday at 11am-12:15pm	Synchronous session	<ul style="list-style-type: none"> These sessions will include: working together as a class around the week’s guiding question, small-group activities and primary source analysis, Q&A sessions, and other synchronous activities, such as role-playing games, viewing primary sources and analyzing them together, and chatting with special guests who will join our class. In some cases, you will be asked to prepare some materials for class. Please consult the syllabus each week to check.
A	Friday	Discussion board	<ul style="list-style-type: none"> By noon on Friday, peer group members should post a 2-3 sentence response to the group leader’s Tuesday post and reflect on how they came up with their response through an engagement with the week’s lectures, readings, and discussions.

4. Understand the breakdown of the overall grade

To do well, you need to understand the grading criteria and the methods of assessment. For this class, your grade will be broken down as follows:

OVERALL PARTICIPATION (40%):

- **Discussion attendance and participation (30%):** You will be assessed based on your attendance at and participation in your Wednesday section and the Thursday synchronous sessions. Please see Appendix A to this syllabus, as well as the relevant part of Collin’s section syllabus, for specific criteria.
- **Posts on the discussion board (10%):** Satisfactory completion of posts on the peer group discussion board. Collin will speak with you about how he intends to assess your posts.

FORMAL WRITTEN WORK (60%):

- **Papers #1 and #2 (35% total—15% for Paper #1; 20% for Paper #2).** Two short written assignments will allow you to explore primary sources in 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 (25%).** 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.

5. Understand the learning objectives and how they line up with the course assessments

Type of skill	Skill	Primary opportunities to practice and improve	Assessment
CONTENT KNOWLEDGE	<ul style="list-style-type: none"> • Providing an overall synthesis of the key events, themes, and concepts of East European history since 1900 	<ul style="list-style-type: none"> • Reading/watching mini-lecture videos and taking notes • Attending and engaging with Thursday synchronous sessions • Asking for clarification in discussion sections, Thursday synchronous session, and office hours 	<ul style="list-style-type: none"> • Discussion participation • Paper #1 and Paper #2 • The final paper
COMMUNICATING YOUR IDEAS TO OTHERS	<ul style="list-style-type: none"> • Understand, articulate, discuss, and critique the basic arguments put forward by the various authors of the assigned sources • Understand, articulate, discuss, and critique the arguments put forward by your classmates 	<ul style="list-style-type: none"> • Wednesday and Thursday synchronous discussions, including small group work • Written work or peer review done during class time • Weekly discussion board • Paper #1 and Paper #2 (using feedback on 	<ul style="list-style-type: none"> • Discussion participation • Weekly peer group discussion board • Paper #1 and Paper #2 • The final paper

	<ul style="list-style-type: none"> • Present ideas clearly in both written and oral form 	writing from these papers will lead to a stronger final paper)	
ENGAGING WITH AND ASSESSING PRIMARY SOURCES	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Thursday class sessions on primary sources, including discussion with special guests • Discussion participation • Paper #1 and Paper #2 (using feedback on source engagement from these papers will lead to a stronger final paper) 	<ul style="list-style-type: none"> • Discussion participation • Weekly peer group discussion board • Papers #1 and #2 • The final paper
SELF-REFLECTION	<ul style="list-style-type: none"> • Recognize and reflect on how your answers to particular questions change once you engage with class materials • Reflect on your own learning 	<ul style="list-style-type: none"> • Intake survey • Mid-point feedback survey • Discussion posts • Discussion participation 	<ul style="list-style-type: none"> • Discussion participation • Self-reflective paragraph as part of the final paper

6. Get these key dates in your calendar

January	<ul style="list-style-type: none"> • 01/29: Complete intake survey on Canvas (by 5pm)
February	<ul style="list-style-type: none"> • 02/08: Mandatory one-on-one discussions with Prof. Ciancia • 02/26: Submit Paper #1 (by 5pm)
March	<ul style="list-style-type: none"> • 03/12: Complete Mid-point feedback survey on Canvas (by 5pm)
April	<ul style="list-style-type: none"> • 04/09: Submit Paper #2 (by 5pm)
May	<ul style="list-style-type: none"> • 05/03: Submit Final Paper (by 5pm)

NOTE FOR AUDITORS:

Auditors will participate in the class by accessing the asynchronous mini-lectures and the online readings/class materials. They may also attend the Thursday synchronous classes and will be assigned to peer groups of other auditors with whom they will work during break-out sessions.

Weekly class schedule

Week 1

Guiding question: Where is Eastern Europe and why is it worth studying?

M/T:

- Watch the following video: “Introduction to History 270”
- Note that there is no discussion board for Week 1

W, 01/27: Section

Reading:

- Images of Eastern Europe (see Canvas for images and preparatory questions)

Th, 01/28: Synchronous session: Where is Eastern Europe?

- Introduction to the class
- Map exercise

F:

- No discussion board this week
- Complete the intake survey by 5pm on Friday, 01/29

Week 2

Guiding Question: How did empires in Eastern Europe respond to the challenges of nationalism?

M/T :

- Watch the following videos: “Eastern Europe: Geography,” “Eastern Europe: People,” “Empires and Nations in Eastern Europe,” “The Rise of Nationalism”

T:

- Peer group leader posts on discussion board

W, 02/03: Section: Case Study of Habsburg Empire

Readings:

- Excerpt from Benedict Anderson, *Imagined Communities: Reflections on the Origins and Spread of Nationalism* (New York, 1983)
- Timothy Snyder, *The Red Prince: The Secret Life of a Habsburg Archduke* (New York, 2008), 7-27.
- Image of Hutsul Wedding

Th, 02/03: Synchronous session: WWI and Borderland Conundrums

- Introduction to World War I in Eastern Europe
- Small-group introductions and “Borderland Puzzle” exercise

F:

- Post on discussion board

Week 3

Guiding Question: Why was it so hard to create nation-states out of multinational empires?

M/T:

- Watch the following videos: “From Empires to Nation-States,” “Winners and Losers in the Game of Nation-States,” “The Case of Transylvania”

T:

- Peer group leader posts on discussion board

W, 02/10: Section: Case Study of Transylvania

Readings:

1. 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, 1928), 125-144, 149-159.
2. Vasile Stoica, ed., *The Roumanian Question: The Roumanians and their Lands: Part I* (Pittsburgh, 1919), 7-10, 16-23.

Th, 02/11: Synchronous session: Democracy in Trouble

- Discussion of anti-democratic movements in interwar Poland and Romania

F:

- Post on discussion board

Week 4

Guiding Question: How did interwar East Europeans “manage” diversity?

M/T:

- Watch the following videos: “National Minorities in Interwar Poland: An Overview,” “Anti-Semitism in Interwar Poland,” “The Case of Wilno/Vilnius/Vilna,” “How to Prepare for Paper #1”

T:

- Peer group leader posts on discussion board

W, 02/17: Section: Close Reading of *Native Realm*

Readings:

1. Czeslaw Milosz, *Native Realm: A Search for Self-Definition* (Garden City, NY, 1968), 1-35, 46-68, 91-107.

Th, 02/18: Synchronous session: Toward WWII

- Q&A about Paper #1
- Discussion of the build-up to WWII
- Overview of the nature of WWII in Eastern Europe

F:

- Post on discussion board

Week 5

Guiding Question: How did the Holocaust take place in Eastern Europe?

M/T:

- Watch the following videos: “War and Occupation, 1939-1941: Poland,” “War and Occupation: Beyond the Polish Case,” “Rethinking the Holocaust as an Eastern Europe Event”

T:

- Peer group leader posts on discussion board

W, 02/24: Section: The *Neighbors* Controversy

Readings:

- Jan T. Gross, “Annals of War,” *The New Yorker*, March 12, 2001, 64 -71.

Th, 02/25: Synchronous session: The Holocaust in Eastern Europe

- Students should watch the movie before class: *In Darkness* (Agnieszka Holland, 2011)
- Broader discussion of the Holocaust as an East European event

F:

- Post on discussion board

Paper #1 due by Friday (02/26) at 5pm

Week 6

Guiding Question: How did partisan warfare differ from more regular conflict during World War II?

M/T:

- Watch the following videos: “World War II in Yugoslavia: An Overview,” “The Local Civil War”

T:

- Peer group leader posts on discussion board

W, 03/03: Section: The Yugoslav Partisans

Readings:

- Milovan Djilas, *Wartime* (New York, 1977), 122-138.
- Jelena Batinic, *Women and Yugoslav Partisans: A History of World War II Resistance* (Cambridge, 2015), 133-158.

Th, 03/04: Synchronous Session: Gender and the Partisans

- Special Guest: Dr. Jelena Batinic, Stanford University
- Come prepared with questions for Dr. Batinic
- Discussion of the end of WWII in Eastern Europe

F:

- Post on discussion board

Week 7

Guiding Question: Why did Eastern Europe come under communist rule after WWII?

M/T:

- Watch the following videos: “Communist Takeovers: Politics and Geopolitics,” “Popular Support for Communism,” “What was Stalinism?”

T:

- Peer group leader posts on discussion board

W, 03/10: Section: The Case of Czechoslovakia

Reading:

- Heda Kovaly, *Under a Cruel Star: A Life in Prague, 1941-1968* (New York, 1986), 39-74.

Th, 03/11: Synchronous Session: Applying Knowledge to Fictional Lives

- Discussion activity on fictional lives
- Images of Stalinism

F:

- Post on discussion board
- Complete the mid-point feedback survey by 5pm on 03/12

Week 8

Guiding Question: How did the communist regimes of Eastern Europe use repression?

M/T:

- Watch the following videos: “Stalinist Society,” “Making a New Man and a New Woman,” “The Slansky Trial in Czechoslovakia”

T:

- Peer group leader posts on discussion board

W, 03/17: Section: Living a Show Trial

Readings:

1. Heda Kovaly, *Under a Cruel Star: A Life in Prague, 1941-1968*, 105-150.
2. Eugen Loeb, *My Mind on Trial* (New York, 1976), 74-90, 188-206.

Th, 03/18: Synchronous Session: Covering a Show Trial

- Analysis of show trial documents
- Discussion of de-Stalinization

F:

- Post on discussion board

Week 9

Guiding Question: What tools did people use to resist aspects of the communist regimes in Eastern Europe—and how successful were they?

M/T:

- Watch the following videos: “Hungary, 1956: The Causes and the Course,” “Hungary, 1956: The Consequences,” “Preparing for Paper #2”

T:

- Peer group leader posts on discussion board

W, 03/24: Section: Hungary, 1956 in Documents

Readings:

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

Th, 03/25: Synchronous Session: The 1950s and 1960s

- Special Guest: Prof. Anita Kurimay, Bryn Mawr College
- Q&A about Paper #2
- Discussion of the 1960s

F

- Post on discussion board

Week 10

Guiding Question: What was the significance of the events of 1968 in Eastern Europe?

M/T:

- Watch the following videos: “Rethinking the 1960s,” “Revolution in 1968: Poland,” “Revolution in 1968: Czechoslovakia”

T:

- Peer group leader posts on discussion board

W, 03/31: Section: Czechoslovakia, 1968: A Close Reading

Readings:

1. Zdenek Mlynar, “Towards a Democratic Political Organization of Society,” and Ludvik Vaculik, “Two Thousand Words,” in Stokes, *From Stalinism to Pluralism*, 122-130.
2. “Transcript of Leonid Brezhnev’s Telephone Conversation with Alexander Dubcek, August 13, 1968” in Jaromir Navratil, ed., *The Prague Spring ’68* (New York, 1998), 345-357.

Th, 04/01: Synchronous Session: Film Analysis: *The Fireman’s Ball*

- Students should watch the movie before class: *The Firemen’s Ball* (Milos Forman, 1967)
- Discussion of “Normalization” after 1968

F:

- Post on discussion board

Week 11

Guiding Question: How did resistance to communism change in the 1970s and 1980s?

M/T:

- Watch the following videos: “Concepts of Resistance,” “Living in Truth,” “Solidarity”

T:

- Peer group leader posts on discussion board

W, 04/07: Section: The Power of the Powerless

Readings:

- Vaclav Havel, “The Power of the Powerless,” in Stokes, *From Stalinism to Pluralism*, 163-174.
- “Pope John Paul II speaks in Victory Square,” “The Gdansk Agreement,” “Solidarity’s Program,” “Jaruzelski Declares Martial Law,” in Stokes, *From Stalinism to Pluralism*, 200-215.

Th, 04/08: Synchronous Session: Beyond Solidarity in Poland

- Discussion and activities on other forms of resistance in Poland
- Analysis of Polish punk music

F:

- Post on discussion board

Paper #2 (Assignment on Hungarian Revolution) due by 5pm on Friday, 04/09

Week 12

Guiding Question: Why did communism collapse in Eastern Europe?

M/T:

- Watch the following videos: “Ordinary Lives in the 1980s: Shortages and Surveillance,” “The Case of Romania,” “1989: Key Ideas”

T:

- Peer group leader posts on discussion board

W, 04/14: Section: Everyday Life

- Slavenka Drakulic, *How We Survived Communism and Even Laughed* (New York, 1991), 21-32, 55-65, 76-81, 113-122.
- Jill Massino, “Women’s Reflections on Food Rationing in the 1980s,” *Making the History of 1989*, Item #561
- Jill Massino, “Women’s Reflections on Work and Gender Relations under Socialism,” *Making the History of 1989*, Item #554

Th, 04/15, Synchronous Session: 1989

- Discussion and activities on 1989

F:

- Post on discussion board

Week 13

Guiding Question: Did 1989 signify break or continuity?

M/T:

- Watch the following videos: “The End of Yugoslavia,” “Transitions: Geopolitics and Economics,” “Political Change and Continuity”

T:

- Peer group leader posts on discussion board

W, 04/21: Section: Post(?) - Communism

Readings

- Witold Szablowski, *Dancing Bears: True Stories of People Nostalgic for Life Under Tyranny* (New York, 2014), 141-150, 179-206.
- Movie: *Good Bye, Lenin!* (Wolfgang Becker, 2003)

Th, 04/22: Synchronous Session: Toward Europe (Again)

- Exercise on individual reactions to the 1990s
- Discussion of the meanings of Europe

F:

- Post on discussion board

Week 14

Guiding Question: How can we use history to explain today's Eastern Europe?

M/T:

- Watch the following video: "Eastern Europe Today"

T:

- No discussion board this week

W, 04/28: Section: Eastern Europe Today

Readings:

- TBA

Th, 04/29: Synchronous Session: Class Conclusions

F:

- No discussion board this week

Final paper due on Monday, 05/03 at 5pm

APPENDIX A: 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 discussion boards, 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 discussion boards, 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 discussion board 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 discussion board.
- F:** You do not attend lectures or discussions regularly.

APPENDIX B: Resources and Policies

Accommodations for Students with Disabilities

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

Diversity and Inclusion Statement

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

An Anti-Racist Class

As a class community, we should work together in order to create a supportive space for everyone. None of us should tolerate racism. I also ask that we all commit to listening to feedback and to reflecting on our own ideas and actions.

Pronouns

Pronouns matter — they say a lot about who we are and how we want others to treat us. Using gendered language conscientiously is one small way that we can show respect to each other as individuals and make UW a warm, welcoming, and inclusive environment for all members of the campus community. As of January 11, a [new feature is available in Canvas](#) that enables all students, faculty and staff (with Canvas accounts) to indicate their gender pronouns in use. Those who opt to use the feature will see their pronouns appear anywhere their names appear in Canvas - e.g., *Jane Doe (she/her)*. Users will be able to choose from a drop-down menu of the most common binary and nonbinary pronouns in use on campus.

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 where expert PhD students work with you and your history/history of science projects 1-on-1. No matter your stage in the writing process—choosing a topic, conducting

research, composing a thesis, outlining your argument, or revising your drafts—the History Lab staff will help you sharpen your skills and become a more successful writer. Visit our website <http://go.wisc.edu/HLAB> early and often to schedule an appointment with a Lab TA or to find writing tips, guides, and resources. You can watch an introductory video about the History Lab on our Canvas site.

Privacy of Student Information & Digital Tools: Teaching & Learning Analytics & Proctoring Statement

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. UW-Madison takes necessary steps to ensure that the providers of such tools prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices. Under the Family Educational Rights and Privacy Act (FERPA which protects the privacy of student education records), student consent is not required for the university to share with school officials those student education records necessary for carrying out those university functions in which they have legitimate educational interest. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to designate vendors such as digital tool providers as school officials, and accordingly to share with them personally identifiable information from student education records if they perform appropriate services for the university and are subject to all applicable requirements governing the use, disclosure and protection of student data.

The Use of Audio Recorded Lectures

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct. See information about [privacy of student records and the usage of audio-recorded lectures](#).

Students' Rules, Rights, and Responsibilities

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community. See here for a useful guide for undergraduates: <https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>

UW-Madison [BADGER PLEDGE](#)

Campus Guidance on the Use of Face Coverings

Face coverings must be [correctly worn](#) on campus at all times and in all places (both outside and inside), except by students in their assigned residence hall rooms; by employees when alone in a private, unshared lab or office; when traveling alone in a private vehicle; and when exercising outside in a way that maintains 6 feet of distance from other people.

Quarantine or Isolation due to Covid-19

Monitor symptoms daily, and follow the new [COVID-19 testing guidelines](#). Find more [information on testing](#) including on-campus testing locations, getting test results and what to do if you test positive for COVID-19. Students should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

Academic Calendar and Religious Observances

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

Academic Integrity Statement

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison. Academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Course Evaluations

You will be provided with an opportunity to evaluate this course and your learning experience. [I really value your feedback—it helps me to reflect on what is working and what might need to change](#). As such, it also benefits future groups of students. Note that UW-Madison now uses an online course evaluation survey tool, [AEFIS](#). In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it anonymously.