

History 425: A History of Poland in the World

Professor Kathryn Ciania

Office Hours: Wednesdays, 1:30-3:30pm, Mosse 4124

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Lectures & Discussion: Tuesday, Thursday, 11:00am-12:15pm, Education 301



Course description

Focusing on the lands that have—at one point or another—been considered part of “Poland,” as well as experiences that Poles have had in other parts of the world, this survey course asks students to place national developments within wider European and global contexts. Throughout history, people who have been defined as Poles have shaped—and been shaped by—broader intellectual, cultural, geopolitical, and social developments, including the Renaissance, the Enlightenment, Modernism, mass migration, and world conflict. In this broader context, people who have defined themselves as Polish have wrestled with several key questions that will form the basis for this class. The first focuses on the issue of how to manage diversity in an ethnically and religiously mixed borderland that enjoys few natural boundaries. How have Poles organized the “Polish” lands politically, and how have political rulers and cultural commentators decided who belongs to the nation? The second question focuses on the issue of Poland’s relationship with the West and, in particular, on the rhetorical value of connecting Poland with concepts of Europeanization, modernization, and western civilization across time and space. Is Poland part of Eastern Europe, Central Europe, or just Europe? What is its relationship to the United States? What does it mean to be “civilized”? The third issue asks students to consider the strength of historical memory: how have Poles (both within the borders of “Poland” and across the world) remembered and recorded their history, from stories about the medieval past to modern-day controversies about the Holocaust?

Course objectives

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

- Explain the significance of key events, historical figures, and stories that have been covered in the course;
- Analyze (in written and verbal form) primary and secondary sources, indicating what they can and cannot tell us about Polish history—and about the people who wrote them;
- Participate in class discussion, listening carefully to their peers as well as volunteering their own opinions;
- Show that they can recognize, critique, and construct narratives of Polish history.

Assignments

- **Discussion participation (30% of total grade):** As indicated on the syllabus, we will dedicate some parts of lecture time to discussing the themes of the lectures and assigned readings. I will assess your participation grade in two ways (for criteria, see “Participation Grading Scale” at the end of this syllabus):
 - a) **Posted responses (around 200 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 graded but they will form the basis for our discussion and will be considered when I decide upon your participation grade.
 - b) **Class participation.** You should be prepared for lively and engaged discussion, including any small group work that we do during lecture time.
- **Short papers (40% of total grade—20% each):** There will be two short written assignments, one due in week 6 (02/27) and one due in week 10 (04/03). The questions and guidelines will be distributed separately.
- **Final paper (30% of total grade):** You will write a paper based on documents from the Historical Society archives that allows us to bring together the class materials as a whole.

Reading and Writing Specialist

We are lucky to have Benjamin Shannon, a PhD. Student in the history department, as our reading and writing specialist. Ben will be available for consultation about writing assignments and he will also grade your written assignments. You will need to meet with him at **LEAST TWICE** during the semester, including the mandatory introductory meeting in week 2 or 3. However, Ben should **NOT** be contacted about content or course-related questions, which should be directed to Professor Ciancia instead.

Ben’s office is 4268 Mosse Humanities Building and his office hours will be Wednesdays, 3-6pm and Thursdays, 1-4pm; and by appointment. If you want to get in touch with Ben, he can be emailed at: btshannon@wisc.edu

Course Grading Criteria

I want you all to succeed in this class. In order to do so, it is critical that you know how you will be assessed.

- **DISCUSSION PARTICIPATION:** At the end of this syllabus, you will find the grading criteria for this element of the class. Please take a look and ask Prof. Ciancia if you have any questions.
- **WRITTEN WORK:** We will provide clear grading criteria for each assignment, which will also be explained in class. You are encouraged to see Ben if you want to consult with him about grading criteria prior to handing in your assignments.

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 readers for this class can be purchased from the Copy Center in Mosse Building.

The following optional textbook is available for purchase/on reserve. Please note that the optional textbook reading suggestions are for your own reference and will not be discussed directly in class.

Jerzy Lukowski and Hubert Zawadzki, *A Concise History of Poland* (Second Edition) (New York: Cambridge University Press, 2006)

Streaming digital films

The films for the class can be accessed at the Digital Language Lab. Streaming works at the following campus facilities: Van Hise Info Lab (rm. 464), Van Hise Learning Lab (rm. 259), Memorial Library InfoLab, College Library Infolab, and Steenbock Library. In the campus infolabs, use Firefox on the Mac side. If you choose to use your own newer Mac laptop please note that streaming will not work with Quicktime Pro X. You can either download and install an older version of Quicktime or use the campus Infolab computers. There is prompt on the webpage to report problems. Please note that access to the movie streaming system is restricted to students in this course. Students may not copy, share, distribute or otherwise allow or facilitate any unauthorized access to the content or the passwords issued. Individuals who violate this provision will be subject to disciplinary action under the UW-Madison Academic and/or Non-Academic Misconduct Codes.

Here's how you can watch them:

Go to Learning Support Services digital language lab webpage:

<http://lss.wisc.edu/node/968>

You will be prompted for a login: **hs425** password: **anib53**

Weekly class schedule

Week 1

Meeting 1 (01/21): Introducing Polish history in the global context

Meeting 2 (01/23): Medieval Poland

Week 2

Meeting 1 (01/28): **Discussion Day**

Today's Readings:

1. Gallus Anonymous, "Polish Chronicle (Selections)," in *Medieval Literature of Poland: An Anthology*, ed. by Michael J. Mikos (New York: Garland, 1992), 3-15. **CR**
2. Barbara O'Driscoll, *From Lech to Lech: Polish History for Young Readers* (London: Unicorn, 1990), 5-27. **CR**
3. Images of medieval Polish leaders **L@UW**
4. "Animated History of Poland" (YouTube video) **L@UW**
5. Optional Textbook: 3-37.

Today's Lecture: The Jagiellonian Dynasty

Meeting 2 (01/30): Cultures and Beliefs in Poland-Lithuania

Week 3

Meeting 1 (02/04): **Discussion Day**

Today's Readings:

1. Nicholas Copernicus, "On the Revolutions," in *Polish Renaissance Literature: An Anthology*, edited by Michael J. Mikos (Columbus: Slavica, 1995), 84-91. **CR**
2. Bogdanowicz et al., "Genetic Identification of Putative Remains of the Famous Astronomer Nicolaus Copernicus," *Proceedings of the National Academy of Sciences of the United States of America* 106, no. 30 (2009): 12279-12282. **CR**
3. Owen Gingerich, "The Copernican Quinquecentennial and Its Predecessors: Historical Insights and National Agendas," *Osiris* 14, (1999): 37-60. **CR**
4. Louis C. Karpinski, "Copernicus, Representative of Polish Science and Learning," *National Mathematics Magazine* 19, no. 7 (1945): 343-348. **CR**
5. Internet forum on Polish-German Copernicus debates **L@UW**
6. Optional textbook: 38-82.

Today's Lecture: What was the Polish-Lithuanian Commonwealth?

Meeting 2 (02/06): The 17th Century: The Commonwealth in Decline

Week 4

Meeting 1 (02/11): **Discussion Day**

Today's Readings:

1. Jan Pasek, *Memoirs of the Polish Baroque: The writings of Jan Chryzostom Pasek, a squire of the Commonwealth of Poland and Lithuania* (Berkeley: University of California Press, 1976), 51-92, 233-235, 249-279. **CR**
2. Optional textbook: 83-115.

Today's Lecture: Enlightenment Influences

Meeting 2 (02/13): The Partitions

Week 5

Meeting 1 (02/18): **Discussion Day**

Today's Readings:

1. William Coxe, *Travels in Poland and Russia* (Dublin: J. Nichols, for T. Cadell, 1784), 207-250. **CR**
2. "Constitution of the Third of May (Excerpts)" in *Man, State, and Society in East European History*, edited by Stephen Fischer-Galati (New York: Praeger, 1970), 169-172. **CR**
3. Optional textbook: 115-132.

Today's Lecture: The Challenges of the Partitions

Meeting 2 (02/20): Romantic Rebellions

Week 6

Meeting 1 (02/25): **Discussion Day**

Today's Readings:

1. Movie: *Pan Tadeusz* (Andrzej Wajda, 1999) **L@UW**
2. Encyclical of Pope Gregory XVI on Civil Obedience on 9 June 1832 **L@UW**
3. Optional textbook: 135-181.

Today's lecture: Life in the Russian Empire after 1863-4

Meeting 2 (02/27): Approaches to the Nation in the Russian Empire

Week 7

Meeting 1 (03/04): **Discussion Day**

Today's Readings:

1. Boleslaw Prus, "Patriotism," in *For Your Freedom and Ours*, edited by Krystyna M. Olszer (New York: Frederick Ungar, 1981), 106-109.
2. Boleslaw Prus, "The Doll" and "Chronicles," in *Stranger in Our Midst: Images of the Jew in Polish Literature*, edited by Harold Segel (Ithaca: Cornell University Press, 1996), 198-220. **CR**
3. Roman Dmowski, "Thoughts of a Modern Pole" (1902) in *Eastern European Nationalism in the Twentieth Century*, edited by Peter Sugar (Lanham: American University Press, 1995), 243-249. **CR**
4. Optional textbook: 182-216.

Today's Lecture: Poles and Germans

Meeting 2 (03/06): Everyday Life in the Austrian Empire

Week 8

Meeting 1 (03/11): **Discussion Day**

Today's Readings:

1. Bismarck's Speech to the Prussian House of Deputies on the "Polish Question" (January 28, 1886) **L@UW**
2. Jan Slomka, *From Serfdom to Self-government: Memoirs of a Polish Village Mayor, 1842-1927* (London: Minerva, 1941), 1-51, 78-101, 120-173. **CR**

Today's Lecture: Poles and Migration

Meeting 2 (03/13): Experiences in the United States

Week 9

Meeting 1 (03/25): **Discussion Day**

Today's Readings:

1. William I. Thomas and Florian Znaniecki, *The Polish Peasant in Europe and America: Volume 1* (New York: Dover Publications, 1958), 303-324, 394-450, 803-6. **CR**
2. Henryk Sienkiewicz, *Portrait of America: Letters of Henryk Sienkiewicz* (New York: Columbia University Press, 1959), 267-291. **CR**

Today's Lecture: World War One

Meeting 2 (03/27): The Emergence of a New Polish State

Week 10

Meeting 1 (04/01): **Discussion Day**

Today's Readings:

1. Slomka, *From Serfdom to Self-government*, 247-272. **CR**
2. "Manifesto of the Provisional Government," "The Constitution of May 1921," "American and Polish Democracy," in *For Your Freedom and Ours*, 193-205. **CR**
3. *The Eastern Borders of Poland, 1919* (Delegation Propaganda, Paris Peace Conference, 1919), 8-13, 17-27, 65-67, Annex D. **CR**
4. Optional Textbook: 217-236

Today's Lecture: Poland in the 1920s

Meeting 2 (04/03): Everyday Life in a Multiethnic State

Week 11

Meeting 1 (04/08): In-Class Screening of Film: Image Before My Eyes (Joshua Waletzky, 1981)

Meeting 2 (04/10): **Discussion Day**

Today's Readings:

1. Shimon Redlich, *Together and Apart in Brzezany: Poles, Jews, and Ukrainians, 1919-1945* (Bloomington: Indiana University Press, 2002), 1-77. **CR**
2. Optional Textbook: pp. 236-254.

Today's Lecture: Poland during WWII: 1939-1941

Week 12

Meeting 1 (04/15): Mass Violence and Genocide in the Polish Lands

Meeting 2 (04/17): **Discussion Day**

Today's Readings:

1. Czeslaw Milosz, *Native Realm: A Search for Self-Definition* (Garden City: Doubleday, 1968), 229-252. **CR**
2. Movie: *The Pianist* (Roman Polanski, 2002) **L@UW**
3. Optional textbook: 254-280.

Today's Lecture: The End of the War and Stalinism

Week 13

Meeting 1 (04/22): **Discussion Day**

Today's Readings:

1. Teresa Toranska, *Them: Stalin's Polish Puppets* (New York: Harper and Row, 1987), 7-12, 15-29. **CR**
2. Czeslaw Milosz, *The Captive Mind* (New York: Knopf, 1953), 3-53. **CR**

Today's Lecture: Beyond Stalinism

Meeting 2 (04/24): **Trip to the Historical Society Archives**

Week 14

Meeting 1 (04/29): Everyday Life Under Communism—and Its Collapse

Meeting 2 (05/01): **Discussion Day**

Today's Readings:

1. Eva Fournier, *Poland* (London: Vista Books, 1964), 125-141, 187-192. **CR**
2. Shana Penn, *Solidarity's Secret: The Women Who Defeated Communism in Poland* (Ann Arbor: University of Michigan Press, 2006), 179-206. **CR**
3. "Environmental Concerns in Poland," "Pope John Paul II speaks in Victory Square," and "A Solidarity Government Takes Power" in *From Stalinism to Pluralism*, edited by Gale Stokes (New York: Oxford University Press, 1996), 188-192, 200-203, 229-231. **CR**
4. Optional Textbook: 281-318.

Today's lecture: Transitions: The 1990s in Post-Communist Poland

Week 15

Meeting 1 (05/06): Poland Today

Meeting 2 (05/08): **Discussion Day**

Today's Readings:

1. Optional Textbook: 319-340.

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 cannot come to office hours but would like to meet, please let me know by email.

Class Etiquette

There is no laptop use in lecture, cell phones should be silenced, and anything with a screen (included lpads and other electronic devices) should be turned off. Come and speak with me if you are concerned about this policy.

You must ensure that you bring all the relevant readings to our class discussion.

We will begin lectures and discussions on time, so please make sure that you arrive a few minutes early. Persistent tardiness leads to a lower participation grade.

If you know that you are going to be absent from our discussion, it is your responsibility to inform me as soon as possible. If you miss lecture or discussion, you should obtain class notes and materials from another student.

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 your question is not answered by the syllabus, please refer to the "Frequently Asked Questions" forum on our Learn@UW website. If you still cannot find an answer, you may ask the question in an email. Please be courteous and professional. If I think that the answer to your question would be helpful to other students, I will post both the question and the answer under the "FAQ" forum. Please allow 24 hours for an email response.

Deadlines

Papers should be turned in on time to avoid a grade penalty. If there is a problem, it is important that you speak to me in plenty of time prior to the deadline. Papers are considered late if they come in after the beginning of lecture on the due date. Late papers will be penalized by a half-grade per day. A hard copy of the paper should be submitted in lecture AND an electronic copy should be uploaded into the dropbox at Learn@UW. Email submissions will not be accepted.

Academic Honesty

Academic honesty is important to me. There is information about what constitutes plagiarism here (http://writing.wisc.edu/Handbook/QPA_plagiarism.html), but please come and speak with me during office hours if you have questions or concerns. Pleading ignorance about what constitutes plagiarism is not an acceptable excuse. You can read more about student codes of conduct here (<http://students.wisc.edu/saja/misconduct/UWSI4.html#points>)

Students with 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 me if you would like to discuss disability issues.

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.

Participation Grading Scale

- A:** You consistently post punctual, thoughtful, and proofread responses that demonstrate that you have done the reading carefully, considered your own approach to it, and/or articulated how it fits in with the general themes of the class. 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.
- B:** Your posts show that you have done the reading, but they are not consistently punctual, are not as well written, and/or show a less thoughtful response to what you have read than an "A" grade post. Your posts show that you have thought about how the reading fits into wider themes that we have been discussing, but on a more superficial level than an "A" grade post. You participate in classroom discussions and small group-work, listening to your peers and articulating your own ideas, although not with the regularity or depth of a student achieving an "A."
- C:** Your posts are frequently late and/or do not show that you have done the reading in any depth and/or are poorly written. 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 posts are late and/or frequently missing. They show no evidence that you have completed and understood the reading. You say little or nothing in class discussions or make comments that do not demonstrate that you have completed the reading.
- F:** Your posts are missing and/or incomprehensible. You do not attend lectures regularly.