

HIST 1704: East European History II

Prof. Christopher Stolarski

Monday, Tuesday, Wednesday, Thursday 10:50-12:45 PM

Location: Reiss 559



Course Description

This course will survey the history of the Slavic, Hungarian, Romanian, and Jewish peoples, who inhabited the territories between Germany and the Soviet Union in 19th and 20th century. From the Napoleonic Wars to the collapse of Communism in 1989, East Central Europe witnessed the rise of nationalism, developed a unique cosmopolitan culture, and was the stage ground for most of the horrors and upheavals of the 20th century. The uneasy imperial orders of the 19th century broke down with the First World War, which birthed a new system of nation-states sandwiched between the Weimar Republic and the “socialist experiment” of the Soviet Union. Nazism and Stalinism unleashed terrors on the region, and when the destruction abated, once-diverse East Central Europe was transformed into a concert of ethnically homogenous states, all of which were now behind the Iron Curtain. For fifty years, Communist regimes dominated the region and only with their collapse in 1989 was a new, more optimistic era begun. But privatization and democratization in this region has also brought their own problems, contradictions, and uncertainties.

Course lectures will introduce students to the broad, chronological story of the region, while primary source readings will allow students to understand the interplay between historical forces and individual motivations. A particular focus of the course will be the strategies that ordinary people employed in order to survive despotic regimes. We will try to untangle the motivations that caused millions to commit or acquiesce to murder, and to comprehend the devil’s dilemma faced by most people in the region: with whom to collaborate and whom to resist. We will also seek to understand why so many intellectuals embraced Communism initially, and how resistance and dissent gained enough momentum to topple the so-called people’s republics. Students will be encouraged to think about the role of culture, gender, and taboo in influencing how individuals responded to and shaped the whirlwind of events surrounding them. Finally, since the legacy of imperial rule, the Holocaust, ethnic-cleansing, and Communist “revolutions-from-above” continue to feed bitter debates and politicized controversies about collaboration, wartime guilt, and xenophobia, students will be tasked with untangling the connection between history and contemporary politics of identity.

Required Texts

- Karel Capek, *R.U.R. (Rossum’s Universal Robots)*. Trans. C. Novack-Jones. Penguin Classics, 2004.
- Tadeusz Borowski, *This Way for the Gas, Ladies and Gentlemen*. Trans. Barbara Vedder. Penguin Modern Classics, 1992.
- Hedy Margolius Kovály, *Under A Cruel Star: A Life in Prague 1941-1968*. Holmes & Meier Publishers, 1997.
- Slavenka Drakulić, *How We Survived Communism and Even Laughed*. Harper Perennial, 2016.

Other readings will be made available on Canvas (online). The books listed above are available for purchase at the university bookstore (Barnes & Noble) or online via the Lauinger Library.

Contact

Email: cs1907@georgetown.edu
Office location: ICC 619/Zoom
Office hours: M 1-3; T 1-2

The easiest way to reach me is by email or by coming to my office hours. I respond to email during weekday work hours and on Sunday evenings. Please note that it may take up to 24 hours for me to respond to your email.

Course Objectives

- To become familiar with the major events, trends, and ideas of East Central European history, from the Congress of Vienna (1815) to EU enlargement (2000s);
- To recognize important historical debates in modern East Central Europe, and to participate in these conversations through class assignments and discussion;
- To analyze a wide variety of written primary sources, which cover the political, social, cultural, and economic histories of modern East Central Europe;
- To engage critically in discussion of historical problems with your classmates in a respectful and productive manner;
- To synthesize course readings in written assignments, and to communicate in clear and concise written prose.



Image: Lech Wałęsa leads Gdansk shipyard workers on strike, 14 August 1980



Poster Image: "Long Live the Eternal and Unbreakable Friendship in the Battle between the Peoples of China and Albania," 1969.

Accommodations

If you have a documented disability that may have some impact on your work in or out of class, and for which you may require accommodations, please let me know how your learning needs may be appropriately met. For documentation, please contact the Academic Resource Center (available online academicsupport.georgetown.edu or email arc@georgetown.edu), which can arrange for an accommodation.

Learning Community

It is important that everyone in this course help make our classroom a supportive learning community. Our work in this class will thrive if we create a space where we all are allowed to explore new ideas, perhaps change our minds, and participate in honest yet respectful debate. Since everyone comes to this course with different sets of skills and knowledge, we may have differences of opinion at times – and it is not the aim of this course for us all to reach consensus. We do need to consider each other's perspectives respectfully, however, and to sharpen our own skills and perspectives through dialogue and learning from each other.

Graded Assignments

More detailed instructions about these assignments are available on Canvas. *See page 7 for due dates.*

Participation

Students are expected to contribute to class discussion. Your active, informed, thoughtful, and constructive participation to discussion will be the primary criterion considered in regard to the participation grade. Most sessions combine a formal lecture with more informal discussion of assigned readings. Classes designated as “Discussion” on the schedule will be based entirely on in-person, oral analysis of readings. Please come prepared to talk about course content. Students are advised to bring copies of the readings to ground their contributions in documentary evidence. Participation will be assessed on whether you are present, participating, and proficient in your participation.

Historical Analysis (2)

Select at least ONE primary source from the syllabus and do a close reading/historical analysis of its content. If you choose one of the longer, required texts, one source (book) is sufficient; however, if you choose to write about one of the shorter readings, you need to combine this text with at least two other (shorter) sources. In other words, you must write a historical analysis of (at minimum) ONE of the required texts or

THREE of the shorter readings. Historical analyses should be no longer than 750 words in length, not including citation (footnotes, endnotes).

Map Quiz (2)

Students will identify locations (regions, bodies of water, cities, other geographic landmarks) on a map of East Central Europe. A list of features will be provided one week in advance.

Midterm Exam

Students will identify locations (regions, bodies of water, cities, other geographic landmarks) on a map of East Central Europe. A list of features will be provided one week in advance.

Take-Home Final Exam

The final examination is cumulative in coverage and it will consist of a combination of passage identification, primary source analysis, and a number of short essays. The final exam will be made available at 10:50 AM on Thursday, August 8. You will have 24-hours to complete the exam.

Course Etiquette

- This class depends on discussion and community learning and thus it is important that you attend every class. If you are unable to attend class, it is your responsibility to get caught up. Throughout the semester, I will not keep track of attendance, but I shall rely on your observance of the Honor Pledge when you miss class due to illness, family emergencies, or other extenuating circumstances.
- Please turn off and put away cell phones. Laptops and tablets are allowed for consulting readings and taking notes, but I recommend taking notes by hand. If it becomes clear that laptops are used for other purposes, which are a distraction to others, I will no longer allow laptops or tablets in class.
- You are expected to participate actively in class discussions. As our discussions are an important component of the course, it is crucial that you come to class prepared to discuss the readings. Please come see me to discuss strategies if you feel uncomfortable or unable to participate in class discussion.
- Please do not eat during class. You may, however, bring something to drink.

Plagiarism & the Honor Code:

“The word plagiarism derives from the Latin roots: *plagiarius*, an abductor, and *plagiare*, to steal. The expropriation of another author’s work and the presentation of it as one’s own, constitutes plagiarism and is a serious violation of the ethics of scholarship.” [American Historical Association on Standards of Professional Conduct]. Presenting the work of others as one’s own goes against everything that a liberal arts education is about. It is a serious affront to the other students in the course, to me as the instructor, and to the plagiarizer him/herself. The university Honor Pledge asks students “To be honest in every academic endeavor, and to act honorably, as a responsible member of the Georgetown community as we live and work together.” For further information about the Honor System, available online at <https://honorcouncil.georgetown.edu/system>. If you have questions about what constitutes plagiarism, please see me or raise it in class.

Grade Breakdown

A 100-94% | A- 93-90% | B+ 89-87% | B 86-83% | B- 82-80%
C+ 79-77% | C 76-73% | C- 72-70% | D 69-60% | F 59% and below

Late Work

Reading-response papers are due at the end of the day, typically following discussion sections (see the Course Schedule). Any paper submitted after this deadline will receive a deduction of 0.5 points, and an extra 0.5 points will be deducted for every day late following.

Extensions will be granted on a case-by-case basis and will be given in cases of emergency, illness, or because of a heavy workload during the week. In each case, I will grant an extension if students provide me with 24 hours (no less) advance notice.

All course work must be submitted online by Friday, August 9 at 12 PM.

Support

If you find yourself unable or struggling to finish the assigned readings, or to contribute to class discussion, please meet with me so that we can discuss some possible strategies going forward. Please reach out if you ever feel you need extra help, or if you would like to discuss the readings more fully, or if there is anything else that concerns you. I am available during my regularly scheduled office hours, as well as by appointment.

Title IX

Georgetown faculty are committed to supporting survivors of sexual misconduct, harassment, or assault. The instructor for this course is required by University policy to report any disclosures about sexual misconduct to the Title IX Coordinator.

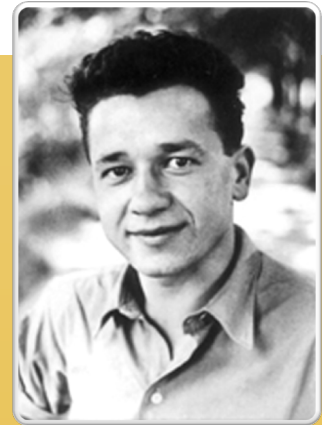


Image: Photograph of Tadeusz Borowski.

Grading

Participation:	15%
Map Quiz (2):	10%
Midterm Exam:	20%
Historical Analysis (2):	30%
Take-Home Final Exam:	25%

If you wish to dispute a grade, I request that you do so in writing. Please explain your justification carefully. After writing, we shall follow up in person during office hours. Disputes must be submitted to me at least 24 hours in advance of an appointment. Please note that a dispute does not guarantee a better grade.

Course Schedule

WEEK 1

Monday 7/8: Introduction + The Age of Reaction

- Johann Gottfried Herder, "On Slav Nations" (1784-1791) in *The Czech Reader*, pp. 123-125
- "The New Order in Poland – The Reign of Nicholas I" (1832) in *Documentary History of Eastern Europe [DHEE]*, pp. 132-137

Tuesday 7/9: Nationalism & Liberalism

- Joachim Lelewel, "Legitimacy of the Polish Nation" (1836) in *Discourses of Collective Identity*, pp. 33-41
- František Palacký, "History of the Czech Nation in Bohemia and Moravia" (1848) in *The Czech Reader*, pp. 133-136

Wednesday 7/10: The Spring of Nations

- František Palacký, "Letter to Frankfurt, 11 April 1848" in *Discourses of Collective Identity*, pp. 322-329
- Mihály Horváth, "History of the Hungarian War of Independence of 1848-1849" in *Discourses of Collective Identity*, pp. 57-64
- "The Polish Revolt of 1863" in *DHEE*, pp. 153-155

Thursday 7/11: Austro-Hungarian Compromise/MAP QUIZ 1

- "A Moderate Nationalist – Count Szechenyi" in *DHEE*, pp. 140-142
- "Ferencz Deak – Speech to the Hungarian Diet" (1867) in *DHEE*, pp. 163-168

Discussion:

- Adam Mickiewicz, "Pan Tadeusz" (1834) in *Discourse of Collective Identity*, pp. 211-223
- Karel Havlíček Borovský, "The Slav and the Czech" (1846) in *Discourse of Collective Identity*, pp. 249-254
- Lajos Kossuth, "Proposal. Concerning the Future Political Establishment of Hungary" (1859) in *Discourse of Collective Identity*, pp. 268-276
- "Karl Marx and Frederick Engels, from *The Communist Manifesto* (1848), pp. 63-77

WEEK 2

Monday 7/15: The Balkan and Jewish Questions

- "Imperial Edict of the Rose Chamber" (1839) in *Perspectives from the Past*, pp. 416-418
- "Bishop Strossmayer and Slavic Nationalism" (1876) in *DHEE*, pp. 183-188
- Mary Antin, "Within the Pale" (1890) from *The Promised Land*, pp. 5-25

- Theodor Herzl, "A Solution to the Jewish Question" (1896) in *The Jew in the Modern World*, pp. 422-427

Tuesday 7/16: Fin-de-Siècle Society

- Tomáš G. Masaryk, "The Czech Question" in *Discourses of Collective Identity*, pp. 199-209
- "Slavic National Feeling" (1897) in *DHEE*, pp. 227-235

Wednesday 7/17: The Coming of the Great War

- Various documents, "Pašić, Apis, and the Battle for Serbia" in *July 1914*, pp. 15-31
- "The Austro-Hungarian Note to Serbia, July 23, 1914" in *DHEE*, pp. 242-247

Thursday 7/18: The Eastern Front (& Revolution)

- Countess Nora Kinsky, "Russian Diary, 1916-1918" in *Lines of Fire*, pp. 204-208
- Zofia Nalkowska, "Wartime Diaries" (1914-1915) in *Lines of Fire*, pp. 250-253

Discussion:

- Karel Capek, R.U.R. (*Rossum's Universal Robots*)

Friday 7/19 Historical Analysis 1 DUE (End of day)

WEEK 3

Monday 7/22: From Empires to Nation-State

- "Polish Independence" (1918) in *DHEE*, pp. 261-264
- "The Coup d'Etat at Prague on October 28, 1918" in *DHEE*, pp. 264-268

Tuesday 7/23: No class/MIDTERM EXAM (on Canvas)

Wednesday 7/24: Interwar East Central Europe

- Józef Piłsudski, "Address Delivered in Vilnius" (1922) in *Discourses of Collective Identity*, pp. 368-375
- "A Rationale of the Little Entente" (1924) in *DHEE*, pp. 283-291
- "The Minorities in Roumanian Transylvania" (1928) in *DHEE*, pp. 297-302

Thursday 7/25: Authoritarianism, Communism, Fascism

- Józef Piłsudski, "On Patriotism" (1902) in *Discourses of Collective Identity*, pp. 405-411
- Adolf Hitler, from *Mein Kampf* (1926), pp. 641-649
- Josef Stalin, speech "The Tasks of Business Executives," (4 February 1931) in *Primary Sources 2*, pp. 25-28

Course Schedule (continued)

WEEK 4

Monday 7/29: Holocaust and Ethnic Cleansings

- Reinhard Heydrich, "On the Elimination of the Czech Nation" (1941) in *The Czech Reader*, pp. 321-326
- Dawid Sierakowiak, "The Struggle to Find Food in the Łódź Ghetto, 1941" in *The Holocaust*, pp. 213-217
- Marie Claude Vaillant-Couturier, "Testimony on the Gassing at Auschwitz, January 28, 1946" in *The Nuremberg War Crimes Trial 1945-46*, pp. 155-157
- Film: *The Fallen of World War II* (Neil Halloran, 2015)

Discussion:

- Tadeusz Borowski, *This Way for the Gas, Ladies and Gentlemen*

Tuesday 7/30: Behind the Iron Curtain/MAP QUIZ 2

- Jakub Berman, "The Case for Stalinism" in *From Stalinism to Pluralism*, pp. 44-50
- "Cominform Resolution Condemning Titoism" (1949) in *DHEE*, pp. 337-343

Wednesday 7/31: De-Stalinization and Hungarian Revolution

- Imre Nagy, "Reform Communism" (1955-1956) in *From Stalinism to Pluralism*, pp. 82-87
- "Assessment of the Hungarian Revolution – 1956" in *DHEE*, pp. 349-356

Thursday 8/1: The Prague Spring

- "Church-State Relations in Poland" (1966) in *DHEE*, pp. 365-368
- Ludvík Vaculík, "Two Thousand Words, May 27, 1968" in *The Czech Reader*, pp. 376-382

Discussion

- Hedy Margolius Kovály, *Under A Cruel Star: A Life in Prague 1941-1968*

Historical Analysis 2 DUE (End of day)

- "Memorandum of the Serbian Academy of Sciences (SANU)" (1986) in *From Stalinism to Pluralism*, pp. 275-280

Tuesday 8/6: From Solidarity to the Fall of Communism

- Adam Michnik, "On Resistance" (1982) in *1989: Democratic Revolutions at the Cold War's End*, pp. 60-65
- Sabine Rosenblatt, "Environmental Concerns in Poland" (1988) in *From Stalinism to Pluralism*, pp. 188-192

Wednesday 8/7: Transition Economics in the 1990s

- Mikhail Gorbachev, "A Common European Home" (1989) in *From Stalinism to Pluralism*, pp. 292-294
- Marci Shore, "It Was Only a Small Revolution" from *The Taste of Ashes*, pp. 51-68

Discussion:

- Slavenka Drakulić, *How We Survived Communist and Even Laughed*

Thursday 8/8: 24-Hour Take-Home Exam (10:50 AM)

WEEK 5

Monday 8/5: Reform, Repression, Normalization

- Jan Patočka, "What Are the Czechs?" & "Charter 77" (1977) in *The Czech Reader*, pp. 419-433
- Václav Havel, from "The Power of the Powerless" in *Open Letters*, pp. 132-134, 174, 176-179, 192, 193-196
- Ion Lăncranjan, "Patriotism: A Vital Necessity" (1982) in *From Stalinism to Pluralism*, pp. 259-261
- György Konrád, "Antipolitics" (1984) in *From Stalinism to Pluralism*, pp. 175-182

Overview of Due Dates

Map Quiz 1	July 11	(Week 1)	Online*
Historical Analysis 1	July 19	(Week 2)	End of day**
Midterm Exam	July 23	(Week 3)	Online
Map Quiz 2	July 29	(Week 4)	Online
Historical Analysis 2	August 2	(Week 4)	End of day
Final Exam	August 8-9	(Week 5)	Online

* Students will have a 24-hour window in which to complete online assessments (map quizzes and the midterm exam).

** Please upload your reading responses, proposal, and project to Canvas.

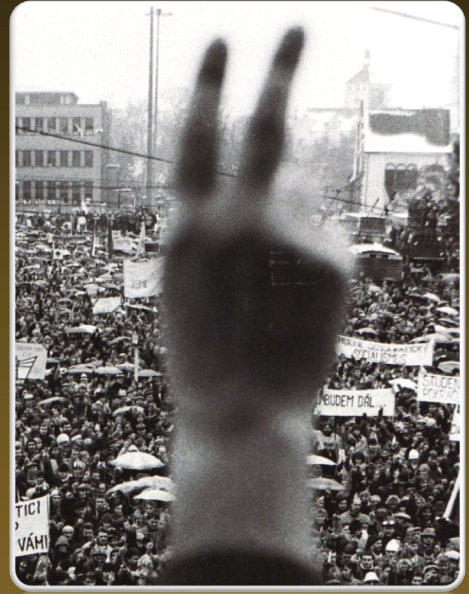


Image: The Velvet Revolution. Prague, 1989.

NB. I reserve the right to change the syllabus over the course of the semester. Any changes will be discussed in class at least one week prior to their implementation.

Bibliography

- Adam, Jan. *Why did the Socialists System Collapse in Central and Eastern Europe? The Case of Poland, the Former Czechoslovakia and Hungary*. Basingstoke, 1996.
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- Garton Ash, Timothy. *We the People: Revolution of '89 Witnessed in Warsaw, Budapest, Berlin and Prague*. Cambridge, 1990.
- Fischer-Galati, Stephen. *Twentieth Century Romania*. Baltimore, 1969.
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- Jelavich, Barbara. *A History of the Balkans, Volumes I-II*. Cambridge. 1983.
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- * Magocsi, Paul Robert. *Historical Atlas of East Central Europe*. Seattle. 1993.
- McCagg, William. *A History of the Habsburg Jews, 1670-1918*. Bloomington. 1989.
- Milosz, Czesław. *The Captive Mind*. London, 1953.
- Naimark, Norman. *The Russians in Germany: A History of the Soviet Zone of Occupation, 1945-1949*. Cambridge, 1995.
- Palmer, Alan. *The Lands Between: A History of East-Central Europe since the Congress of Vienna*. London, 1970.
- Pamlenyi, Ervin, ed. *A History of Hungary*. London. 1975.
- Stokes, Gale. *The Walls Came Tumbling Down: The Collapse of Communism in Eastern Europe*. Oxford, 1993.
- Subtelny, Orest. *Ukraine: A History*. Toronto, 1994.
- Ulam, Adam. *Titoism and the Cominform*. Cambridge, 1952.
- Vuncinich, Wayne. *The Ottoman Empire: Its Record and Legacy*. Princeton, NJ. 1965.
- Zamoyski, Adam. *The Polish Way: A One-Thousand Year History of the Poles and their Culture*. London. 1987.

* Available online through the Georgetown library catalogue (also in the Lauinger Reference Stacks).