Central Europe, Past and Present
EURR 4204A/5204 and History 4604/5604
Held in Paterson Hall # 201
Winter (January-April) 2015
Mondays and Wednesdays 6:06-9:00 p.m.

Instructor: Jan Fedorowicz
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Phone: 240-7432 (cell); 730-6311 (residence)
Office hours: Tuesday 5:00 -6:00 p.m.
email: jfedorowicz@sympatico.ca

Contact:

If you want to contact me quickly, please use the following email address: jfedorowicz@sympatico.ca. This is the best way of getting to me since I have this address open all the time. I will be available in my office during the hour before class. I can also make myself available for longer conversations in the evenings using SKYPE. If you want to set up a Skype conversation, contact me by email and we can set a time.

Course website:

The portal for entering the course is located at http://www.carleton.ca/culearn/. When students go to this site and log in, the courses that they are enrolled in will be listed and they can then enter the 3902 course site. Student support can be found at the following link: http://www5.carleton.ca/culearnsupport/students/.

Course Objectives

This course will analyze the turbulent nineteenth and twentieth centuries in Eastern European history. During this period, the people of the region fought to establish their own identity, forms of community and paths of development in opposition to various degrees of external domination. The Habsburg, Ottoman, Prussian and Russian states dominated the region in the 19th century and Nazi Germany and the Soviet Union contended for it in the 20th. Eastern Europeans have also had to confront various internal divisions, as the boundaries of modern states and nations have rarely coincided. We will examine the issues of nations and national minorities, but also analyze other social and political developments. We will devote significant time to the issue of memory and its role in shaping identity for these peoples in the “Lands Between” past and present European powers. We will monitor significant progress, but interspersed with issues of ethnic cleavage and horrific violence. The course will conclude with events following the fall of the Berlin Wall and the progress of Central Europe to something like “normalization.”
Required Texts

Since many of students in this course will be unfamiliar with Central European history, I have assigned the following two texts to provide a broad, comprehensive background to the region:


R.J. Crampton, Eastern Europe in the Twentieth Century and After (Routledge, Second Edition 1997)

Excerpts from these books are assigned for every class and the books can either be purchased or found on reserve in the Library.

In addition, a series of specialized readings have been posted on cuLearn. The readings can also accessed at the University Library by referring to the source publications.

Requirements and Grading

All students will be graded on in-class participation and written assignments. Active and consistent class participation is VITAL to succeeding in this class. Participation marks will be assigned on the basis of attendance, contribution to the discussion, familiarity with readings, and the ability to relate material in the readings to the topics under discussion. A total of 20% of the final mark will be based on these criteria. Any unexcused absence will result in a reduction in your participation grade.

Assignments sent by fax to the Institute will not be accepted. You cannot hand in the same assignment for two or more courses. To obtain credit in a course, students must meet all the course requirements for attendance, term work, and examinations.

1. Oral presentations in class:

Students will be required to make one presentation in class on a topic of interest related to the syllabus topics and readings for that topic.

Presentations by undergraduates should be approximately 10-15 minutes in length and include at least one of the non-required readings. This should be tied into the topic for the week.

Presentations by MA students can be 20 – 30 minutes long and include at least two of the non-required readings, treated comparatively. This should be tied into the topic for the week.

Presentations can be accompanied by a Power Point deck illustrating the subject. Presentations using only slides with words are less effective than presentations using photographs, paintings, and maps. The room in which we are meeting is an electronic classroom. Students can bring their presentations on a USB key that can be plugged into the control panel for projecting to the class. Alternatively, students can email their presentations to me and I will bring them in.
Both the presentation and notes used for it (even if they are only rough), should be handed in after the presentation to assist me with evaluation.

A sign-up sheet will be distributed in the first class so that students can choose the topics on which they would like to present.

2. Written work:

Students will be expected to submit the following items:

1. A bibliographic discussion of the sources for the essay topic. This should focuses on a historiographical treatment of sources. BA students should include at least 4 significant sources on the topic. MA students should include at least six sources.

2. The major research essay. For undergrad this should be approximately 10 pages long. For graduates, it should be 15-20 pages.

The oral presentation on a syllabus topic and the discussion paper on a syllabus topic can address the same topic. However, because the oral report is focused on supplementary readings and the written discussion paper is based on required readings, specific issues and materials will differ. The major written assignment may take one of a number of forms.

Undergraduate students will most likely write a “traditional” research paper or about 10 pages in length. The paper should present a point of view or “thesis” and seek to support it through a use of both primary and secondary sources. Generally, I would expect about 10 sources. There should be some historiographical assessment of the secondary sources (evaluation of their arguments, sources, biases, points of contention) as part of building toward the essay’s theses.

Graduate students will prepare a substantial research assignment of approximately 15-20 pages. It can be based on primary sources (most likely in translation) in which case the focus would be on what light the sources shed on the issue. Alternatively, it can use secondary sources, in which case the student will address the historiography of the issue (points of view, evolution of the issue, agreements/disagreements, interpretations etc.). There are two other possible variants. The first is to write an introduction to a primary source (novel, memoir) that introduces the work in a scholarly fashion. The second is to write a book review in the New York Review of Books style on 2 or 3 primary or secondary sources.

Requirements of all written assignments

☐ A Title Page with a real title reflecting your topic (not just “bibliographical essay”. Under no circumstances should the title page be in a separate file different from the body of your essay.

☐ Page numbers

☐ A header with your name on every page

☐ A thesis statement or introduction of your main argument
Proper references (footnotes): use Chicago Manual of Style or MLA. Do not use in-text citations.

Bibliography (at end) of sources used. Sources drawn from the Internet should include the URL and the date accessed.

Rough work: generally this can consist of scans of rough notes, or the title pages of the sources used.

All of the above should be in electronic form and it should be in a single file. Do not submit multiple files for an assignment. The name of the file should contain your surname and an indication of the topic.

Assignments are expected to be well-written and concise, conforming to correct grammar and spelling. All material submitted in this course must be your own work, written specifically for this course. You must always reference the ideas of others, as well as paraphrases and direct quotations. The use of The Chicago Manual of Style is mandatory. References must be footnoted or end-noted - in-text citation is not acceptable.

Grading of assignments

For clarity, the following table sets out the weighting of these requirements:

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Undergrads</th>
<th>Grads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in class discussions</td>
<td>20%</td>
<td>Same</td>
<td>Same</td>
</tr>
<tr>
<td>Oral report on a syllabus topic</td>
<td>20%</td>
<td>10 minutes</td>
<td>15 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>At least one supplementary reading</td>
<td>At least two supplementary readings.</td>
</tr>
<tr>
<td>Bibliographic and historiographical</td>
<td>20%</td>
<td>5-6 pages</td>
<td>7-8 pages</td>
</tr>
<tr>
<td>discussion</td>
<td></td>
<td>At least 4 sources</td>
<td>At least 6 sources</td>
</tr>
<tr>
<td>Major Essay</td>
<td>40%</td>
<td>10 pages</td>
<td>15 pages</td>
</tr>
</tbody>
</table>

Handing in Work

The due dates of the assignments have been posted. All essays and exams are to be submitted electronically by the due date, using the course website. This means that CUOL students need not be physically present on campus to hand in or receive assignments. When submitting electronically, you MUST use a file format that is compatible with MS Word. Those using Macs or other software MUST convert it to MS Word formats. You MUST use a file name that includes your Surname. You MUST upload it to the appropriate place on WebCT. Assignments will be returned electronically after marking by email. I will make every attempt to hand assignments back promptly.
Session Topics

The following list of topics and readings is divided into three sections. The first consists of a Background Reading from one of the two required texts for the course. These present the broader context of the topic and are especially useful for students with no background in Central European history. The second set of readings are required and will be the subject of the discussions in class. The third set of readings are additional sources that can be used to prepare presentations or to start on research topics. The readings are marked as follows:

Background Readings: = additional material to provide general context
Readings for Discussion = * (Required readings)
Additional readings and sources = optional material for presentations, essays

1. JANUARY 6: INTRODUCTION (HISTORICAL OVERVIEW)

Background Readings:
Berend, pp. 1-40

2. JANUARY 13: LEGACIES OF EMPIRE AND THEORY OF NATION

Background Readings
Berend, pp. 41-88
Crampton, pp.1-27

Readings for discussion (posted on cuLearn)

Additional readings and sources

3. JANUARY 20: THE RISE OF NATIONAL FEELINGS

Background Readings
Berend, pp. 88-133
Readings for discussion


Additional readings and sources

Peter F. Sugar, “Introduction” Sugar ed. Eastern European Nationalism in the Twentieth Century 3-20
George Barany, Stephen Szchenyi and the Awakening of Hungarian Nationalism (1968).

4. JANUARY 27: NATIONS AND EMPIRES, PROGRESS AND CHANGE

Background Readings
Berend, pp. 133-180

Readings for discussion


Additional readings and sources
Ivan T. Berend, Economic Development in East-Central Europe in the 19th and 20th Centuries (1982).
Carl Schoske, Fin-de-Siecle Vienna: Politics and Culture (1980).
Andrew C. Janos, Politics of Backwardness in Hungary, 1825-1945 (1982).
John Boyer, Political Radicalism in Late Imperial Vienna (1972).

5. FEBRUARY 3: WORLD WAR I AND ITS AFTERMATH

Background Readings
Berend, pp. 285-291
Crampton, pp.31-151

Readings for discussion

Additional readings and sources
Aviel Roshwald, Ethnic Nationalism and the Fall of Empires, Central Europe, Russia, and the Middle East, 1914-1923, 70-90, 104-11, 116-52, 156-71

6. FEBRUARY 10: INTERWAR EASTERN EUROPE

Background Readings
Readings for discussion
*W.V. Wallace. 1996. ‘From Czechs and Slovaks to Czechoslovakia, and from Czechoslovakia to Czechs and Slovaks”, Europe and Ethnicity. Routledge, pp.47-67

Additional readings and sources

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**Reading Week: February 16-20**

**7. FEBRUARY 24: NATIONALITY PROBLEMS IN EASTERN EUROPE**

Background Readings
Crampton, pp. 152-178

Readings for discussion

Additional readings and sources

8. MARCH 3: WORLD WAR II, THE HOLOCAUST AND THE AFTERMATH

Background Readings
Crampton, pp. 179-210

Readings for discussion

Additional readings and sources
R.J. Crampton, Eastern Europe in the Twentieth Century- and After, ch. 12.

9. MARCH 10: REDRAWING THE MAP: CONFIRMING THE DIVISION OF EUROPE

Background Readings
Crampton, pp. 211-274
Readings for discussion

Additional readings and sources

10. MARCH 17: COMMUNIST RULE IN CENTRAL EUROPE

Background Readings
Crampton, pp. 275-345

Readings for discussion

Additional readings and sources

11. MARCH 24: THE WANING AND COLLAPSE OF SOVIET INFLUENCE

Background Readings
Crampton, pp. 345-418

Readings for discussion
*Katherine Verdery, “What was Socialism, and Why did it Fall?” What was Socialism and What Comes Next? (1996), 19-38.

Additional readings and sources
Arista Maria Cirtautas, The Polish Solidarity Movement, Revolution, Democracy, and Natural Rights.

12. MARCH 31: REJOINING EUROPE

Background Readings
Crampton, pp. 419-458

Readings for discussion
Additional readings and sources


13. APRIL 7: REVIEW AND SUMMARY

No Readings

| Research Paper Due: April 8 |
REGULATIONS COMMON TO ALL HISTORY COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

STATEMENT ON CLASS CONDUCT

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment". [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

- A+ = 90-100 (12)  B = 73-76 (8)  C - = 60-62 (4)
- A = 85-89 (11)  B - = 70-72 (7)  D+ = 57-59 (3)
- A - = 80-84 (10)  C+ = 67-69 (6)  D = 53-56 (2)
- B+ = 77-79 (9)  C = 63-66 (5)  D - = 50-52 (1)
- F  Failure. No academic credit
- WDN  Withdrawn from the course
- ABS  Absent from the final examination
- DEF  Official deferral (see "Petitions to Defer")
- FND  Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from Fall term courses is December 8. The last date to withdraw from Fall/Winter and Winter term courses is April 8, 2015.

REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by November 7, 2014 for the fall term and March 6, 2015 for the winter term.
You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at http://carleton.ca/equity/accommodation

**PETITIONS TO DEFER**

Students unable to complete a final term paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to extend a term paper deadline or to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

**ADDRESSES**

(613-520-2600, phone ext.)
Department of History (2828) 400 PA
Registrar’s Office (3500) 300 Tory
Student Academic Success Centre (7850) 302 Tory
Paul Menton Centre (6608) 500 Unicentre
Learning Support Services – Study Skills, Writing Tutorial Service (1125)