

**Central Europe, Past and Present**  
**EURR 4204A/5204 and History 4604/5604**  
**Held in Southam Hall # 313**  
**Winter (January-April) 2016**  
**Monday 6:05-9:00 p.m.**

**Instructor: Jan Fedorowicz**

**Office: TBA**

**Phone: 240-7432 (cell); 730-6311 (residence)**

**Office hours: Monday 5:00 -6:00 p.m.**

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### **Contact**

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 EURR 4204/5204/HIST 4604/5604 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 19<sup>th</sup> century and Nazi Germany and the Soviet Union contended for it in the 20<sup>th</sup>. 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:

Ivan T. Berend, *History Derailed: Central and Eastern Europe in the Long Nineteenth Century* (U. of California, 2003)

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 be 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 should 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 focus 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. **I am looking for an essay examining various sources, not just a series of bibliographical annotations.** Select a work or works plus some secondary sources that can shed light on that work. Start the bibliographic essay by introducing the topic. **Provide a thesis statement or a summary of your main argument that explains clearly what you are trying to do!!!** Discuss your topic by referring to the sources you have selected. What does each source have to say about the topic? What does it contribute to an understanding of the topic you have selected? What sources, arguments or evidence does each of your sources use? Web materials can be used in this portion of the assignment as long as they are recognized as valid sources of information. When citing a Web Page, you should include the date on which that page was accessed, since pages can change. If possible, use a screen captures if you are referring to materials such as novels or works of art. Consult the library web page and reference librarians for information on how to use an electronic journal index.
2. The major research essay. For undergrads this should be approximately 10 pages long. For graduates, it should be 15-20 pages. This is a paper in which you will present and support a thesis (argument) concerning the topic of your choice. The essay should contain the following:
  - A clear and concise thesis statement
  - A brief section (several paragraphs) providing an overview of the state of research on your topic. Give the opinions of a few sources and explain why they agree or disagree. Some areas of research are highly contested; in others, there is general unity of opinion. Journal articles and the introductions of books are good places to look for examples of this type of writing.
  - A series of arguments proving your thesis, based on research in at least 10 secondary sources (including two journal articles). You should use some primary sources from the period you are studying as the reference point. You can use web sources as long as they are properly cited and represent real historical research and information.
  - Footnoted or end-noted references that support your argument. You must always reference the ideas of others, as well as paraphrases and direct quotations. Use the format provided in the [Chicago Manual of Style](#).

**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.).

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.

### 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

Item	Weight	Undergrads	Grads
Participation in class discussions	20%	Same	Same
Oral report on a syllabus topic	20%	10 minutes At least one supplementary reading	15 minutes At least two supplementary readings.
Bibliographic and historiographical discussion	20%	5-6 pages At least 4 sources	7-8 pages At least 6 sources

Major Essay	40%	10 pages	15 pages
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### 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. 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 cuLearn. 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 back ground 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 11: INTRODUCTION (HISTORICAL OVERVIEW)

#### Background Readings:

Berend, pp. 1-40

### 2. JANUARY 18: LEGACIES OF EMPIRE AND THEORY OF NATION

#### Background Readings

Berend, pp. 41-88

Crampton, pp.1-27

#### Readings for discussion (posted on cuLearn)

\*Gale Stokes "Eastern Europe's Defining Fault Lines" *Three Eras of Political Change in Eastern Europe* (1997), 7-22.

\*Larry Wolff, *Inventing Eastern Europe: The Map of Civilization in the Mind of the Enlightenment*, 1-16.

\*Geoff Eley and Ronald Grigor Suny, "Introduction: From the Moment of Social History to the Work of Cultural Representation" Eley and Suny eds. *Becoming National: A Reader* (1996), 3-38

**Additional readings and sources**

Anthony Smith. 1998. *Nationalism and Modernism: A critical survey of recent theories of nations and nationalism*. London: Routledge, pp. 1-24.

Ernst Gellner. 1983. *Nations and Nationalism* N.Y., Cornell University Press, pp. 1-7, 54-62

**3. JANUARY 25: THE RISE OF NATIONAL FEELINGS****Background Readings**

Berend, pp. 88-133

**Readings for discussion**

\*Gary Cohen, "From Bohemians to Czechs and Germans" *Politics of Ethnic Survival: Germans in Prague, 1861-1914* (1981), 19-51.

\*Brian Porter, *When Nationalism Began to Hate: Imagining Modern Politics in Nineteenth-Century Poland* (2000), 15-42.

\*Keely Stauter-Halsted, "Rural Myth and Modern Nation: Peasant Commemorations of Polish National Holidays" *Staging the Past: The Politics of Commemoration in Habsburg Central Europe, 1848 to the Present* ed. Maria Bucur and Nancy Wingfield (2001), 153-77.

\*John-Paul Himka, *Galician Villagers and the Ukrainian National Movement in the Nineteenth Century* (1988), 123-33, 189-204.

**Additional readings and sources**

Peter F. Sugar, "Introduction" Sugar ed. *Eastern European Nationalism in the Twentieth Century* 3-20

Emil Niderhauser, *The Rise of Nationality in Eastern Europe* (1981) 37-92.

Alena Simunkova, "Bomische Skizzen: Reflections on Social Space and Nationhood in Nineteenth-Century Prague" *Nationalities Papers* 30 no. 3 (2002): 335-350.

Peter F. Sugar and Ivo J. Lederer, eds. *Nationalism in Eastern Europe* (1994).

Arthur May, *The Hapsburg Monarchy, 1867-1914* (1951).

Robin Okey, *The Habsburg Monarchy: From Enlightenment to Eclipse* (2000).

George Barany, *Stephen Szechenyi and the Awakening of Hungarian Nationalism* (1968).

Peter Brock, *The Slovak National Awakening* (1976).

Stanley Pech, *The Czech Revolution of 1848* (1969).

Hugh Agnew, *The Origins of the Czech National Renaissance* (1993).

**4. FEBRUARY 1: NATIONS AND EMPIRES, PROGRESS AND CHANGE****Background Readings**

Berend, pp. 133-180

### Readings for discussion

- \*Peter Hanak, "Urbanization and Civilization: Vienna and Budapest in the Nineteenth Century" *The Garden and the Workshop: Essays on the Cultural History of Vienna and Budapest* (1998), 3-43.
- \*Gale Stokes, "The Social Origins of East European Politics" *Three Eras of Political Change*, 36-66.
- \*Brian Porter, *When Nationalism Began to Hate: Imagining Modern Politics in Nineteenth-Century Poland* (2000), 157-88.
- \*Frantisek Bielek, "Slovak Emigration in the Years 1880-1939..." *Overseas Migration from East-Central and Southeastern Europe 1880-1940* ed. Julianna Puskas (1990), 59-63.

### Additional readings and sources

- Zoltan Szasz, "Interethnic Relations in the Hungarian Half of the Austro-Hungarian Empire" *Nationalities Papers* 24 no. 3 (1996) 391-408.
- David W. Paul, "Slovak Nationalism and the Hungarian State, 1870-1910" *Ethnic Groups and the State*, ed. Paul Brass (1985).
- Fidelis, Malgorzata, "Participation in the Creative Work of the Nation: Polish Women Intellectuals in the Cultural Construction of Female Gender Roles, 1864-1890," *Journal of Women's History* 2001 13(1): 108-131.
- Ivan T. Berend, *Economic Development in East-Central Europe in the 19<sup>th</sup> and 20<sup>th</sup> Centuries* (1982).
- Arthur J. May, *The Habsburg Monarchy, 1867-1914* (1951).
- David Good, *The Economic Rise of the Habsburg Empire, 1750-1914* (1984).
- 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).
- Norman Davies, *God's Playground: A History of Poland* (1982).

## 5. FEBRUARY 8: WORLD WAR I AND ITS AFTERMATH

### Background Readings

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

### Readings for discussion

- \*Peter Hanák. "Vox Populi: Intercepted Letters in the First World War." *The Garden and the Workshop. Essays on the Cultural History of Vienna and Budapest* 179-212

### Additional readings and sources

- Istvan Deak, "The Habsburg Empire" *After Empire: Multiethnic Societies and Nation-Building* ed. Karen Barkey and Mark von Hagen (1997), 129-41

- Alan Palmer. "The Universal War for the Freedom of Nations" and "The Making of Peace." *The Lands Between*. (1970) 120-174.
- Nándor F. Dreisziger. "The Dimensions of Total War in East Central Europe, 1914-1918." *East Central European Society in World War I*. eds., Béla K. Király and Nándor F. Dreisziger.
- 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

<b>Winter Break No Classes: February 15-19</b>
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**6. FEBRUARY 22: INTERWAR EASTERN EUROPE****Background Readings**

Crampton, pp.31-151

**Readings for discussion**

- \*R.J. Crampton, *Eastern Europe in the Twentieth Century- and After* (1997), 31-9, 57-76, 119-29, 130- 43, 159-76.
- \*Istvan Deak, "Hungary" *The European Right: A Historical Profile* eds. Hans Rogger and Eugen Weber (1965), 365-407.
- \*Jenne, Erin K., 2010. A full Cycle of ethnic bargaining: Sudeten Germans in Interwar Czechoslovakia. PP. 54-91.
- \*W.V. Wallace. 1996. 'From Czechs and Slovaks to Czechoslovakia, and from Czechoslovakia to Czechs and Slovaks', *Europe and Ethnicity*. Routledge, pp.47-67
- \*Hugh Agnew. 2006. *The Czechs and the Lands of the Bohemian Crown*, Hoover Institution.

**Additional readings and sources**

Joseph Rothschild, *East Central Europe between the Two World Wars* (1973).

Bela Vago, "Fascism in Eastern Europe" *Fascism, A Reader's Guide*, ed. Walter Laqueur(1976): 229-253.

Hans Rogger and Eugene Weber, eds. *The European Right, A Historical Profile*.

Andrew C. Janos, *The Politics of Backwardness in Hungary, 1825-1945*.

<b>Bibliographical Papers Due</b>
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**7. FEBRUARY 29: NATIONALITY PROBLEMS IN EASTERN EUROPE****Background Readings**

Crampton, pp. 152-178

**Readings for discussion**

- \*Raymond Pearson, *National Minorities in Eastern Europe, 1848-1945* (1983), 147-89.

- \*Cynthia J. Paces, "Religious Heroes for a Secular State: Commemorating Jan Hus and Saint Wenceslas in 1920s Czechoslovakia" *Staging the Past*, eds. Bucur and Wingfield (2001), 209-35.
- \*Ezra Mendelsohn, "Relations Between Jews and Non-Jews in Eastern Europe Between the Two World Wars," François Furet, *Unanswered Questions, Nazi Germany and the Genocide of the Jews*, (1989) 71-83.
- \*Peter Sugar, ed *Eastern European Nationalism in the Twentieth Century* (1995), 105-6, 208-211, 274-6.

#### **Additional readings and sources**

- Adam Michnik, "Shadows of Forgotten Ancestors" *Letters from Prison and Other Essays* 201-222.
- Owen V. Johnson, *Slovakia 1918-1938: Education and the Making of a Nation*, selections.
- Ezra Mendelsohn, *The Jews of East Central Europe between the World Wars*, selections.
- Mark Cornwall, "The Struggle on the Czech-German Language Border", 1880-1940" *English Historical Review* 1994 109(433): 914-951.
- Joseph Rothschild *East Central Europe Between the Two World Wars* (1974).
- Joseph Rothschild, *Return to Diversity: A Political History of East Central Europe Since World War II* (2<sup>nd</sup> ed 1993) (3<sup>rd</sup> ed. (with Nancy Wingfield) 1999).
- Ezra Mendelsohn, *The Jews of East Central Europe between the World Wars* (1983).
- Owen V. Johnson, *Slovakia 1918-1938: Education and the Making of a Nation* (1985).
- Ivan Berend, *Decades of Crisis* (1998).

### **8. MARCH 7: WORLD WAR II, THE HOLOCAUST AND THE AFTERMATH**

#### **Background Readings**

Crampton, pp. 179-210

#### **Readings for discussion**

- \*Jan Gross, "Neighbors," *The New Yorker* (12 March 2001).
- \*Andrzej Kaczynski, "Burning Alive" *Rzeczpospolita*, 5 May 2000.
- \*Jacek Zakowski, "Every Neighbor Has a Name" *Gazeta Wyborcza*, 18-9 November 2000.
- \*Brian Porter, "Explaining Jedwabne: The Perils of Understanding" *Polish Review* 47 no. 1(2002): 23-6.
- \*Piotr Wrobel, "Neighbors Reconsidered" *Polish Review* 46 no. 4 (2001): 419-29.
- \*Robert M. Hayden, "Schindler's Fate: Genocide, Ethnic Cleansing, and Population" *Slavic Review*, 55, No. 4 (Winter 1996), 727-748.

#### **Additional readings and sources**

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

- Timothy Snyder, "The Causes of Ukrainian-Polish Ethnic Cleansing 1943" *Past & Present* 2003 (179): 197-234.
- Jan Gross, *Neighbors: The Destruction of the Jewish Community in Jedwabne, Poland* (2001).
- Rieber, Alfred J., ed., *Forced Migration in Central and Eastern Europe, 1939-1950*.
- Philipp and Siljak, Ana, ed., *Redrawing Nations: Ethnic Cleansing in East-Central Europe, 1944-1948*.
- Stanislav J. Kirschbaum. "The Slovak Republic, 1939-1945." In: Stanislav J. Kirschbaum. *A History of Slovakia. The Struggle for Survival*.

## 9. MARCH 14: REDRAWING THE MAP: CONFIRMING THE DIVISION OF EUROPE

### Background Readings

Crampton, pp. 211-274

### Readings for discussion

- \*Bradley F. Abrams, "The Second World War and the East European Revolution," *East European Politics and Societies* vol. 16, no 3 (Fall 2002): 623-664.
- \*Ben Fowkes, *Eastern Europe, 1945-1969: From Stalinism to Stagnation* (2000), 33-55, 64-81, 85-93, 111-26.
- \*Nancy Wingfield, "The Politics of Memory: Constructing Identity in the Czech Lands, 1945 to 1948" *East European Politics and Societies* 14 no. 2 (2000) 246-67.
- \* "Spheres of Influence" (Selected Documents), *From Stalinism to Pluralism: A Documentary History of Eastern Europe Since 1945* ed. Gale Stokes (1991), 28-42.

### Additional readings and sources

- Jan Gross. "The Social Consequences of War: Preliminaries for the Study of the Imposition of Communist Regimes in East Central Europe." *East European Politics and Societies* 3 (1989) 198-214.
- Komlosy, Andrea, "The Marshall Plan and the Making of the 'Iron Curtain' in Austria" *Contemporary Austrian Studies* 2000 8: 98-137.
- Peter Thaler, "Fluid Identities in the Central European Borderlands" *European History* 2001 31(4): 519-548.

## 10. MARCH 21: COMMUNIST RULE IN CENTRAL EUROPE

### Background Readings

Crampton, pp. 275-345

### Readings for discussion

- \*Johanna Granville, "1956 Reconsidered: Why Hungary and Why not Poland" *Slavonic and East European Review* 2002 80(4): 656-687.
- \*Padraic Kenney, "The Gender of Resistance in Communist Poland" *American Historical Review* 104(2): 399-425.

- \*Vojtech Mastny, "The Soviet Non-Invasion of Poland in 1980-1981 and the End of the Cold War" *Europe-Asia Studies* 1999 51(2): 189-211.
- \*Vaclav Havel, "The Power of the Powerless" *From Stalinism to Pluralism*, (1991), 168-74.

### Additional readings and sources

- Heda Margolius Kovaly. *Under a Cruel Star: A Life in Prague, 1941-1968* (1987).
- Milan Kundera. *The Joke*. (1983).
- Kieran Williams. *The Prague Spring and Its Aftermath: Czechoslovak Politics 1968-1970*.
- Katherine Verdery. *National Ideology Under Socialism*. Berkeley (1997).
- David Doellinger, "Prayers, Pilgrimage and Petitions: The Secret Church and the Growth of Civil Society in Slovakia" *Nationalities Papers* 30, no. 2 (June 2002): 215-40.

## 11. MARCH 28: THE WANING AND COLLAPSE OF SOVIET INFLUENCE

### Background Readings

Crampton, pp. 345-418

### Readings for discussion

- \*Gale Stokes, "Modes of Opposition Leading to Revolution in Eastern Europe" *Three Eras of Political Change*, 161-80.
- \*Adam Michnik, "The Moral and Spiritual Origins of Solidarity" *Without Force or Lies : Voices from the Revolution of Central Europe in 1988-9*, 239-50.
- \*Timothy Garton Ash, "Budapest: The Last Funeral" *Eastern Europe, Transformation and Revolution, 1945-1991: Documents and Analyses* ed. Lyman H. Legters (1992), 435-8.
- \*Katherine Verdery, "What was Socialism, and Why did it Fall?" *What was Socialism and What Comes Next?* (1996), 19-38.
- \*Daphne Berdahl, "Borderlands" *Where the World Ended: Reunification and Identity in the German Borderland* (1999), 140-68.

### Additional readings and sources

- Vaclav Havel "New Year's Day Speech, 1990" and Mikhail Gorbachev, "A Common European Home" *From Stalinism to Pluralism*, 260-7.
- Gale Stokes, *The Walls Came Tumbling Down*, 1993.
- Timothy Garton Ash, *We the People: The Revolution of '89 Witnessed in Warsaw, Budapest, Berlin, and Prague* (1999).
- Bernard Wheaton and Zdenek Kavan, *The Velvet Revolution, Czechoslovakia, 1988-1991*.
- Paal Sigurd Hilde "Slovak Nationalism and the Break-up of Czechoslovakia." *Europe-Asia Studies* 51 no. 4 (1999) 647-665.
- Wolchik, Sharon L. "Czechoslovakia on the Eve of 1989" *Communist and Post-Communist Studies* 1999 32(4): 437-451.
- Slavenka Drakulic, *How We Survived Communism and Even Laughed* (1991).
- James Millar and Sharon Wolchik, *The Social Legacy of Communism*, (1994).

Arista Maria Cirtautas, *The Polish Solidarity Movement, Revolution, Democracy, and Natural Rights*.

## 12. APRIL 4: REJOINING EUROPE

### Background Readings

Crampton, pp. 419-458

### Readings for discussion

\*Ireneusz Pawel Karolewski and Andrzej Marcin Suszycky, ed. 2010. *Multiplicity of nationalism in contemporary Europe*. Lanham, Md.: Lexington Books.

### Additional readings and sources

V.P. Gagnon, Jr. Winter 1994/1995. "Ethnic Nationalism and International Conflict, The Case of Serbia," *International Security* 19(3), pp. 132-168.

*De-scribing empire: post-colonialism and textuality* / edited by Chris Tiffin and Alan Lawson. London ; New York : Routledge, 1994, PP. 1-15.

Sharpe, Matthew. 2010. Did Zizek say democracy? In: *Zizek and politics: a critical introduction*. Edinburgh: Edinburgh University Press.

Petras, James F. *Globalization unmasked: imperialism in the 21st century* Halifax, N.S. Fernwood, 2001.

**Research Paper Due: April 4**

**This course is governed by the Regulations Governing All History Courses a copy of which has been posted on the Course cuLearn site.**

**Academic Accommodations:**

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

**Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

**Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**Plagiarism:**

The University Senate defines plagiarism as “presenting, whether intentional 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 Deans of the Faculty conduct 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 may include a mark of zero for the plagiarized work or a final grade of F for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### **Submission, Return and Grading of Term Work:**

Written assignments must be submitted directly to the instructor(s) according to the instructions in the course outline. Late assignments may be submitted to the drop box in the corridor outside room 3305 River Building. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructors. For written assignments not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

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

**Carleton E-mail Accounts:** All email communication to students from the Institute of European, Russian and Eurasian Studies will be via official Carleton university e-mail accounts and/or cuLearn. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

**Official Course Outline:** The course outline posted to EURUS website is the official course outline.