**History D330: Eastern Europe in the Twentieth Century**  
Spring 2010: MWF 12:20-1:10  
Ballantine 236

Instructor: Prof. Kenney  
Office hours: MWF 1:20-2:20  
Ballantine 716 phone: 855-1923  
e-mail: pjkenney@indiana.edu

Why are there all those little countries, and how do they survive? How does war or revolution transform societies, economies, and cultures? Why do people support communist or fascist regimes, and why do they then rebel? Where does democracy come from? These very current questions have been central to the East European experience throughout the 20th century. This course will examine the upheavals in the region from World War I through the postcommunist era, as a way to understanding phenomena such as revolution, nationalism, and modernization.

As this is an upper-level course, I will have to assume some familiarity with history in general, and European History in particular. If you have never taken college-level history, I suggest we meet soon so that I can help you be well prepared.

**Assigned readings:** (additional readings will be found on Oncourse)

- Zimmer, *Nationalism in Europe, 1890-1940*
- Milosz, *Native Realm*
- Gross, *Neighbors: The Destruction of the Jewish Community in Jedwabne*
- Kazik (Simha Rotem) *Memoirs of a Warsaw Ghetto Fighter*
- Borodziej, *The Warsaw Uprising of 1944*
- Swain & Swain, *Eastern Europe Since 1945*
- Stokes, *From Stalinism To Pluralism*
- Drakulić, *How We Survived Communism and Even Laughed*

**Learning Objectives:** By the end of the course, you should demonstrate:

- an understanding of key events and problems in 20th-century Eastern Europe History.
- an understanding of key concepts, such as democracy, dictatorship, resistance, legitimacy.
- the ability to develop a research question and bibliography, making effective use of written and online sources.
- the ability to recognize and interpret primary historical sources, taking into consideration authorship and purpose.
- the ability to use historical knowledge and historical methods to formulate questions, and to develop arguments that can be developed with appropriate evidence.
- the ability to communicate historical arguments, and to deploy relevant evidence, in an effective and persuasive manner.

**Requirements:**

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<th>Participation</th>
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<td>(including discussion assignments)</td>
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<tr>
<td>Map quiz</td>
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<td>First paper</td>
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<td>World War II essays</td>
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<td>Microfilm project</td>
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<td>Final paper</td>
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Lecture schedule

Mon., Jan 10 Perceptions of Eastern Europe.
Wed., Jan 12 Geography. The imperial masters before 1914. The peoples of Eastern Europe
Fri., Jan 14 Discussion: Perceptions of Eastern Europe. Stokes, doc. 37; Drakulić, ch. 17

Mon., Jan 17 Martin Luther King, Jr. Day – no lecture
Wed., Jan 19 Nationalism: an introduction
Fri., Jan 21 Discussion: Where is Eastern Europe? Milosz, pp. 1-39 MAP QUIZ

Mon., Jan 24 World War I and the postwar settlements; Reading: Zimmer, chs. 1-2.
Wed., Jan 26 National revolution in Eastern Europe
Fri., Jan 28 Discussion: Milosz’s nationalism Milosz, pp. 40-107 Paper #1 (Milosz) due

Mon., Jan 31 How to build a nation-state: politics and economics in the 1920s Zimmer, ch. 3
Wed., Feb 2 Democracy’s failure, part 1: domestic threats Berend (OnCourse), 224-99; Zimmer, ch. 4
Fri., Feb 4 Discussion: Why does democracy fail? (complete discussion questions)

Mon., Feb 7 Fascism and democracy’s failure, part 2: dangerous neighbors
Fri., Feb 11 Discussion: What’s the point of resistance? Read Borodziej (all) WW2 response #1 due

Mon., Feb 14 The Jews of Eastern Europe
Wed., Feb 16 The Holocaust and the Nuremberg Trials
Fri., Feb 18 Discussion: Collaboration. Read Gross (all) WW2 response #2 due
Mon., Feb 21 How the war changed Eastern Europeans
Wed., Feb 23 Discussion: Resistance, revisited. Read Kazik (all) WW2 response #3 due
Fri., Feb 25 Microfilm introduction: Library John Connelly talk, 2/25

Mon., Feb 28 1945: the Great Powers decide Eastern Europe's future… Stokes, docs 1-4
Wed., Mar 2 … or did they? Another look at the Communist seizure of power. Swain, 1-30
Fri., Mar 4 Discussion: The Cold War: Origins and interpretations Stokes, docs 5-6
Mon., Mar 7 How did communism work? The Party, the state, the economy. Swain, chs. 2-4
Wed., Mar 9 Repression and collaboration; East European stalinism Stokes, docs. 7-11

Spring Break

Mon., Mar 21 Legitimacy and reform in “ordinary” communism Swain, chs. 5-6; Stokes 14-15
Wed., Mar 23 What was Communism like? Drakulić, chs. 1, 3, 5-9, 11, 19 Slavenka Drakulić lecture, 3/23; film, 3/23
Fri., Mar 25 Discussion: Why couldn’t the Communists deal with women? Drakulić, Stokes
Mon., Mar 28 Dissent and opposition: introduction Swain, ch. 7; Stokes, 16-29. Microfilm project due
Wed., Mar 30 The Prague Spring
Fri., Apr 1 Discussion: What was the diagnosis, and the cure? Stokes documents
Mon., Apr 4 Poland’s rebellions, 1970-76 Stokes, 30-36, 38 Research paper proposal due
Wed., Apr 6 Solidarity
Fri., Apr 8 Discussion: What was the diagnosis, and the cure? Stokes documents

Mon., Apr 11 Mikhail Gorbachev and the Sinatra Doctrine Stokes, 52-53; Swain, ch. 8; other docs.
Wed., Apr 13 New social movements in the 1980s Outline and argument summary due
Fri., Apr 15 Discussion: Theories of 1989 Handout; Stokes, 39-43

Mon., Apr 18 How Communism Falls
Wed., Apr 20 Building nation-states again Swain, chs. 9-10 Research paper due
Fri., Apr 22 Do revolutions still happen? Gladwell article (OnCourse)

Mon., Apr 25 The other path: Genocide in Yugoslavia Drakulić 10, 14-16, 18, 20; Stokes, 44-5
Wed., Apr 27 The New Europe: International Relations Since 1989
Fri., Apr 29

Final Exam: 5-7 PM, Wednesday, May 4, in this classroom.
Course Policies and Guidelines:

Extensions on papers will only be granted by prior arrangement, due to a documented family or medical emergency. Technical problems (cars and computers) are your own responsibility. If a paper is turned in late without prior arrangement, one full grade will be deducted every day (weekends included), beginning on the due date; papers turned in late on the day due will lose one-third of a grade. **No assignment may be made up more than three days after the original due date. All assignments must be completed (even if for no grade) to pass the class.**

Special lectures/films: These are not optional, but I am not requiring them either. If you are serious about being here, you’ll be there as often as you can. If not, I’ll get the message.

Contact: You are required to have and to use your IU email address. Be sure to check it for messages relating to class.

Classroom conduct: Please come to lecture, and to the films, prepared to listen and participate. To do well in this class, you should plan to attend every lecture. Please be on time to class, and do remember that your attendance and attention is a courtesy to your fellow students and to me. Be aware that sporadic attendance through the semester will also affect your grade. You should also do the reading assigned before class. If you are unprepared, you will be wasting your time, and mine.

Electronics: No electronics of any kind may be used in class; this includes laptops/iPads as well as cell phones or anything with a headphone or screen.

Disabilities: If you qualify for accommodations because of a disability, please contact me as soon as possible. Then, submit to me a letter from Disability Services (Franklin Hall 006, 855-7578, iubdss@indiana.edu) in the first two weeks of class so that I can address your needs.

Religious Holidays: If you anticipate a conflict between this course’s schedule and your observance of a religious holiday, please contact me about this as soon as possible.

Academic Honesty & Plagiarism
I expect that any work you submit will be fully your own, in accordance with the IU Code of Student Rights, Responsibilities and Conduct (Part III). Uncited, plagiarized material shall be treated as academically dishonest, and the paper will receive an 'F'. I strongly suggest you visit www.indiana.edu/~college/plagiarism/index.shtml for an in-depth discussion of plagiarism. See Paper Assignments, below, for further information on referencing. All incidents of academic misconduct must be reported to the Office of Student Ethics.

LAST WORD:
The point of this class is not to stuff a great deal of information into you, but to explore major historical issues in the context of contemporary East European History. The way to succeed, then, is to understand what the big questions are. As you take notes in lecture, or read an assigned text, ask yourself: what’s the big picture here? How do the details fit in to a larger argument? If you don’t see it, then speak up!
Assignments

1. Participation: Once a week, usually on Fridays, we will discuss one or more documents in detail. You should prepare questions related to the documents, and expect to be ready to share your observations. I do not expect that everyone will participate each week, given the size of the class. From time to time, you will be asked to come to discussion with prepared (typed) comments; these may not be submitted late for credit.

   At the age of 20, Czeslaw Milosz sets off on a trip to Western Europe, paddling down the Rhine and then visiting a relative in Paris. It’s the stuff of your dreams, or maybe like a trip you’ve taken. Like any traveler abroad, Milosz takes his sense of himself with him, and finds it changed, too. Who is Milosz, and why? That is, what categories of selfhood seem important to him, and where do they come from? You may choose to focus more tightly on certain aspects more than others, but consider his ideological makeup and his values as well as his ethnic/regional identity.

3. World War II discussion. Responses due February 11, 18, 23
   In three intensive weeks, we will consider in depth the knotty moral problems of World War II, examining questions about persecution, collaboration, acquiescence, and resistance from several angles. I have assigned three short books, and ask you to write three short responses. Essentially, the class will function like a large seminar during this unit. Note that I will not accept these papers late for credit.

   By “reaction papers,” I mean that you can, and should, advance your own opinion. However, your opinion must be specifically grounded in the reading, not in experience. Vague spins on the topic that bear only superficial relation to the reading will not be useful. A good response will be about 500 words. Finally: the questions below are prompts. You should not try to answer them all, and may pursue related questions that you find interesting and appropriate.

Unit A: Resistance. Reading: Wlodzimierz Borodziej, The Warsaw Uprising. Paper due in class Friday, Feb 11:
   The Warsaw Uprising stands as Poles’ proudest moment in modern history. But what was the point of it? If it was about honor, what did that mean beyond a cliché? If there was a strategic or tactical goal, how is that balanced (by the generals, by observers, by you) against the losses incurred?

Unit B: Collaboration. Reading: Jan Gross, Neighbors. This book is a page turner; I suggest reading the introduction and pp. 1-70, 87-90, 95-109. Paper due in class Friday, Feb 18:
   In Polish tradition, Poles were victims of the Nazis, “next in line to the gas chambers” after the Jews. Were Poles, as they killed Jewish neighbors in Jedwabne, also collaborators with the Germans? Can one be both a collaborator and a victim? Do the Poles in Neighbors have anything in common with those in the Warsaw Uprising?
Unit C: Resistance. Reading: Kazik, *Memoirs of a Warsaw Ghetto Fighter*. Since this is a memoir, it is hard to pare down the reading. I suggest reading the Introduction, then chapters 2-7. Paper due Wednesday, February 23:

How does Kazik’s memoir complicate the story of heroic resistance? What is the purpose of such resistance? Finally, how is that resistance shaped by the responses (collaboration, indifference, support) of the surrounding Polish population?


The object of this project is simply to find and describe one historical document. You will use the microfilm collection of US State Department Records relating to the internal affairs of Poland, Czechoslovakia, East Germany Hungary, Romania, Bulgaria, or Yugoslavia, from World War I, in GIMSS. Choose any period from 1945 onward; use the index to locate topic areas on interest to you. Don’t forget to attach to your description a copy of the document. Your description should contain the following:

a. Proper identification, as follows: “Letter (memo, report, etc.) from X to Y, [date]. Records relating to the internal affairs of [country], Department of State, Decimal File [number from edge of document here], General Records, Record Group 59, National Archives, Washington DC.” This is the format you would use in a footnote or bibliography.

b. How is it indexed in the microfilm – under what subject heading?

c. Who wrote it (as full an identification as possible), and to whom? Use additional sources as necessary, and be sure to cite them.

d. When was it written? in what context? give as much information as you can gather from secondary sources about the time and place

e. What is the issue? give as much information as possible (one paragraph). For example, if this is a discussion of repatriation of refugees, identify the war or border dispute that is involved. If it is a discussion of a recent election, describe that election.

f. What context does the archive (the microfilm) give the document? is it part of a series (an exchange of letters, a collection of reports by various officials on one event, etc.)? Is it an annual, a weekly, or daily report? Is it a response to another document?

g. In a paragraph, discuss possible ways a historian might use this document. That is, what topics could you use this document to explore?

h. A bibliography of at least ten works consulted. These may not include general works (like textbooks), nor work contemporary to the document (like newsmagazine articles), but work by scholars on related topics; at least two should be scholarly articles. All must be available in the IU library. Whether or not you locate sources using internet search engines, you must supply a standard bibliographic entry for the book or article, *not a URL*. All should be in proper format; see the History Department’s “Chicago Style Guide” at [www.iub.edu/~histweb/seminars/index.html](http://www.iub.edu/~histweb/seminars/index.html)

i. A search log. From the very beginning, keep a record of the searches you perform, beginning with the topics you look up in the microfilm index. When you are looking for related works, what search engines did you use, on what dates, using what keywords? If you find and follow a reference in a book or article, mention this, too. I will distribute a form for this purpose.

Your research paper will center on the interpretation of primary sources. Note interim deadlines: Proposal due April 4; outline/argument summary due April 13.

You have two options:

Option A: If you enjoyed using the microfilm, keep going! You can expand your topic to use more of the documents you saw, and the bibliography you created.

Option B: Ideas of East European communism/anti-communist opposition. I will distribute/post a list of authors whose books are available in the library, including the writings of dissidents and leaders from Poland, Czechoslovakia, East Germany, Hungary, Romania, and Yugoslavia. You may investigate writers/politicians from other countries after consulting with me. Be sure to build up a secondary bibliography comparable to the one you developed for the microfilm assignment. Using your primary sources as a base, please choose from the following topics:

a. explore the meanings of a term or concept in the writings (e.g. ‘democracy’, ‘communism’, ‘Hungary’)

b. explore the influence of the writer’s biography, of the country’s history, or of predecessors, on his/her writings

c. ideas vs. actions: how do the ideas in the writings relate to the actions the writer took?

Final exam: Note that there will be a question on the exam relating to one or more of the seven East European films shown on campus this semester. If you have obligations that make it impossible for you to see any of the films when they are shown, you should make plans early to see them in some other way.

Extra: You may submit a 3pp. (750 words) paper exploring key issues in a film or in a lecture as related to this course. There is a 7-film East European film series, and there will be a number of lectures by visitors as well; I will keep you informed in class and on OnCourse. You do not need to clear it with me, but in all cases such a paper is due at the start of class the Monday after the lecture or film. Such a paper must make use of one article or book that is not on the syllabus; you should therefore go to the film or lecture prepared. I am happy to offer suggestions, but please don’t ask at the last minute (i.e. at or just before the event).

Each optional paper will substitute for 5% of your grade, plus one point. For example, if you received 6/30 on the map quiz, that is 2 points; a B on an optional paper is worth 4 points, and would replace the quiz in your grade; an additional point will be added to the semester grade. However, such a paper can not substitute for a missed assignment.

Writing: Clear, persuasive writing is central to the practice of History. If you face any difficulties, you should consult Writing Tutorial Services (5-6738/Ballantine 206 and elsewhere), and me, for assistance.