

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval <u>10/10/22</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department HISTORY College Dorothy F. Schmidt College of Arts and Letters <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix EUH Number 3324	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course <div style="border: 1px solid red; padding: 2px;">Lecture</div>	Course Title Modern Eastern Europe
Credits <i>(Review Provost Memorandum)</i> 3	Grading <i>(Select One Option)</i> Regular <input checked="" type="radio"/> Pass/Fail <input type="radio"/> Sat/UnSat <input type="radio"/>	Course Description <i>(Syllabus must be attached; Syllabus Checklist recommended; see Guidelines)</i> This course provides an overview of the political, social, and cultural history of Eastern Europe from the beginning of the 19th century through to the present day, stressing four themes: diversity, contested spaces, contrasts, and continuities/connections.	
Effective Date <i>(TERM & YEAR)</i> Spring 2023	Prerequisites, with minimum grade*		
		Corequisites	Registration Controls <i>(Major, College, Level)</i>
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course			
WAC/Gordon Rule Course <input type="radio"/> Yes <input checked="" type="radio"/> No <i>WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines.</i>		Intellectual Foundations Program (General Education) Requirement <i>(Select One Option)</i> None <i>General Education criteria must be indicated in the syllabus and approval attached to the proposal. See GE Guidelines.</i>	
Minimum qualifications to teach course Ph.D. in related field			
Faculty Contact/Email/Phone ehanne@fau.edu		List/Attach comments from departments affected by new course	
Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UUPC Chair <i>Ethlyn Williams</i> Undergraduate Studies Dean <i>Dan Meeroff</i> UFS President _____ Provost _____			Date 9/8/22 9.19.22 9-26-2022 10/10/22 10/10/22 _____ _____

Email this form and syllabus to mjennning@fau.edu seven business days before the UUPC meeting.

FLORIDA ATLANTIC UNIVERSITY
DEPARTMENT OF HISTORY
SPRING 2023

MODERN EASTERN EUROPE

EUH 3324
TUESDAY AND THURSDAY 9:30-10:50 AM
ARTS AND LETTERS ROOM TBD
3 CREDIT HOURS

Prof. Miriam Sanua Dalin
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Office hours: Tues. and Thurs. 2:00-4:00 pm and by appointment

COURSE DESCRIPTION AND OBJECTIVES:

This course will provide an overview of the political, social, and cultural history of the region from the beginning of the 19th century through roughly the present day, with stress on four major themes:

1. **DIVERSITY** - as an essential historical characteristic of the area – the multiplicity of *peoples* and populations movements into this region, including different branches of the Slavic peoples, the Baltic peoples, Bulgars, Hungarians (Magyars), Mongols, Jews, Roma (formerly called “Gypsies”), Turks and Germans; diversity of *religion* – the intersection of pagan traditions, Roman Catholicism, the Protestant Reformation, the Eastern Orthodox faith, and Islam; and a remarkable variety of *languages and dialects*.
2. **CONSTANTLY CONTESTED SPACES** – in this area, empires from east, west, north and south were constantly trying to carve out territories of spheres of influence, and local peoples were often valiantly pursuing strategies for survival, independence and self-rule. This led to a phenomenon of constantly shifting

borders – it was not uncommon in the modern period for the same piece of territory in Eastern Europe to fall under the jurisdiction of three, four, or even five different sovereign entities at different points in history.

3. **CONTRASTS** – in what way did Eastern Europe develop differently from Western Europe? How were the same developments and events viewed with different perceptions? What factors gave the region a distinct identity?
4. **CONTINUITIES AND CONNECTIONS** – in a mirror to theme no. 3, in what way were developments in Eastern Europe similar to developments elsewhere? What connection did Eastern European events and personalities play in events happening elsewhere in the world? (One leading example: the impact of Polish exiles and soldiers)

In spite of its strategically vital geopolitical location, Eastern Europe is still for many observers a lesser known area – in fact it is commonly referred to as “the Other Europe.” It was often associated in Western European and American minds with unwelcome stereotypes of instability, backwardness, “Balkanization,” and even lack of civilization (how and why this view came to be is story unto itself). Also known as “East-Central Europe,” the entire region stretches from the Baltic states and Poland all the way south to the Balkans and Bulgaria, and was located historically in lands dominated by Germany and Russia, as well as the Austrian Hapsburg and the Ottoman Empires. Today the area includes some 20 countries and around 180 million people. At the crossroads of history, Eastern Europe was for ages a contested borderland between rival realms, countries, and dynasties. In the 20th century, the region was divided by Hitler and Stalin, then dominated by the Soviet Union for decades, until the fall of Communism. Today it is in a time of transition, with many countries having joined NATO and the European Union and much economic growth and promise, but it still faces lingering

problems, challenges, and threats from a resurgent Russian Federation to the east.

After an introduction to the historical migrations of different peoples that give the area its distinctive diversity and the “golden ages” of several countries that took place in the Middle Ages, we will start with what was the largest state in all of Europe in the early modern period: the union of Poland-Lithuania (which at one point happened to hold three-quarters of all the Jews living in the world) and that state’s partition and dismemberment by rival empires. We will see the rise of nations and nationalism and the impact of the First World War; in the aftermath, many modern independent states were created in the region which started out as democracies but slid into dictatorship. The Second World War was unleashed by a new program for partition, negotiated in the Nazi-Soviet Pact; we will consider the massive violence of that war and in particular the Holocaust and the near-extirpation of the region’s Jewish population. Nevertheless, due to massive migration of Polish Jews to other areas of the world both before the War and of survivors afterward, remnants of Polish Jewish religious, cultural, linguistic, political and organizational life continue to survive and even flourish in Israel, the United States, and other places around the globe.

We then turn to the domination of Eastern Europe by the Soviet Union under Stalin after the war and resistance to that process; the “Eastern bloc” in the post-Stalin years; the dynamics behind the unexpected demise of Communism and the revolutions of 1989. While the transition was largely peaceful, it also involved the bloody wars of Yugoslav succession. We conclude with the enlargements of NATO and the European Union to these nations of the formerly Communist world, survey the ongoing crisis involving Ukraine and Russia, and ask whether Eastern Europe can be seen today as a distinctive region and identity or part of a greater Europe.

Overall, students should finish this course with a much better acquaintance and knowledge of an important and developing area of the world that for much of history was seen as at the “margins” of the main centers of political, economic, cultural, and scientific power. Course requirements include attendance, class readings, one midterm exam, one final exam, and one 8–10-page term paper on a choice of topics to be arranged with the instructor.

Required Books:

A History of Eastern Europe: Crisis and Change. (Second Edition). By Robert Bideleux and Ian Jeffries. London and New York: Routledge, 2007. ISBN: 978-0-415-36627-4 (paperback) ISBN 978-0-203-01889-7 (E-book)

Eastern Europe in the Twentieth Century – and After (Second Edition) by R.J. Crampton. Routledge: 1997. ISBN: 978-0-415-16423-8

Shtetl: the Life and Death of a Small Town and the World of Polish Jews. By Eva Hoffman. Public Affairs Books: 1996. ISBN: 978-1-58648-524-5

Under a Cruel Star: A Life in Prague, 1941-1968. By Heda Margolius Kovaly. New York: Holmes and Meier, 1997. ISBN: 0-8419-1377-3

Recommended:

The Palgrave Concise Historical Atlas of Eastern Europe. Revised and Updated. By Dennis P. Hupchick and Harold E. Cox. Palgrave: 2001. ISBN: 0-312-23985-8 (also available as e-book)

COURSE REQUIREMENTS AND DUE DATES OF PAPERS AND EXAMS

- Midterm exam - Thurs. Feb. 21 (in class)
- 8-10 page term paper (topics to be distributed) due Tues. April 4
- Final exam -Thurs. April 27 7:45 a.m. (in class) (no class Tues. April 25 – Reading Day)

GRADE BREAKDOWN (I.E. PAPERS COUNT FOR 40%; EXAMS FOR 40%; PARTICIPATION; 20%)

Midterm exam 25%; final exam 25%; term paper 30%, class attendance and participation, 20%

GRADING SCALE

A	94-100; A-	90-93; B+	87-89; B	83-86; B-	80-82; C+	77-79; C	73- 76;
C-	70-72; D+	67-69; D	63-66; D-	60-62; F	59 and below		

SCHEDULE OF CLASS MEETINGS

Jan. 10, 12, 17, 19

Introduction: the “Other” Europe; differing definitions and boundaries; the deep roots of diversity – ancient and medieval migrations of peoples; religious, cultural, linguistic developments; clashing “Golden Ages” of various peoples, 1389-1772; the height of the Polish-Lithuanian Commonwealth; origins of the Jewish community in Poland.

Reading: Crampton, ix-xiii, 1-27; History of Eastern Europe (hereafter “HEE”) pp. 131-192

Jan. 24, 26, 31

Dismemberment and Destruction: the Polish Partitions (some observers would say the beginning of the “modern” period in the region) and the origins of nationalism, 1815-1863; Eastern Europe between the great empires, 1863-1914 and how these empires coped, or proved unable to cope, with the powerful ideology of

Romantic nationalism and the emotionally charged definition of ethnic identity.

Reading: HEE, pp. 192-299; Hoffman, *Shtetl*, pp. 1-159

Feb. 2, 7, 9

World War I, 1914-1918: Destruction and Rebirth; how the War blew up earlier borders and state structures of the region; the results of the hope-filled peace and treaty negotiations, including the longed-for rebirth of Poland; the interwar period and the slide from young democracies on paper into authoritarianism, dictatorship and fascism, to 1939.

Reading: Crampton, pp. 31-118, 130-143; HEE, pp. 300-417; Hoffman, *Shtetl*, pp. 159-200

Feb. 14, 16, 21, 23

Caught between Hitler and Stalin; lead-up to World War II; Nazi-Soviet Pact of 1939 and the plan to divide up Eastern Europe between them (until the Nazis decided to invade their partner, the Soviet Union); the Eastern Front in World War II; the tragedy and crime of the Holocaust, as Nazis and local collaborators destroyed Eastern Europe's Jewish communities; postwar flights, expulsions, and elimination of armed resistance. MIDTERM FEB. 21

Reading: Crampton, pp. 152-210; HEE, pp. 418-455; Hoffman, *Shtetl*, pp. 201-258

Feb. 28, Mar. 2, 14, 16, 21 (Spring break March 7, 9)

Behind the Iron Curtain, 1945-1980; World War II did not bring peace to Eastern Europe, and Stalinist Communist regimes were imposed, turning much of the region into the so-called Eastern Bloc of countries; how this order was imposed and what life in these countries under these conditions was like; discussion in class of Heda Margolius Kovaly, *Under a Cruel Star, a Life in Prague 1941-*

1968, an autobiographical account of life in communist Czechoslovakia.

Reading: Crampton, pp. 211-274; HEE, pp. 459-477; Kovaly, *Under a Cruel Star: A Life in Prague, 1941-1968* – entire (192 pages)

March 23, 28

Revolts and Unrest: repeated attempts at revolts and uprisings in East Germany, Poland, Hungary, and Czechoslovakia.

Reading: Crampton, pp. 275-341; HEE, pp. 476-488

March 30, Apr. 4, 6, 11

The Collapse of Communism: dynamics and factors leading up to it; the case of Poland's independent trade union Solidarity, 1980-81; the activities of dissidents and ordinary people; the toppling of the Berlin Wall and the regimes of Eastern Europe in 1989 and the Soviet Union itself in 1991.

Reading: Crampton, pp. 345-415; HEE, pp. 504-535.

Apr. 13, 18, 20

The Post-Soviet Era, 1990s – the transition into post-communism; some discussion of the disintegration of Yugoslavia into devastating civil war; how other Eastern European countries sought integration into the rest of Europe; joining NATO and the European Union; some discussion of the current Russia/Ukraine crisis; the “Return” to Europe?

Reading: HEE, pp. 539-573, 619-621; Crampton, pp. 419-458

Tues. April 25, Reading Day

Thurs. April 27 – 7:45-10:15 a.m. FINAL EXAM in class

Disability Policy Statement:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/ .

Counseling and Psychological Services (CAPS) Center:

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/> .

Code of Academic Integrity Policy:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high-quality education in which all students enjoy an equal opportunity to succeed. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Attendance Policy:

Students are expected to take part in all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the

instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Policy on the Recording of Lectures (optional)

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

