



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 3/5/2009

1. ACADEMIC UNIT: Department of History

2. COURSE PROPOSED: HST 432 Eastern Europe and the Balkans in 20th Cent. 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Kent Wright Phone: 965-8595

Mail Code: 4302 E-Mail: kent.wright@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L []
Mathematical Studies-MA [] CS []
Humanities, Fine Arts and Design-HU []
Social and Behavioral Sciences-SB [x]
Natural Sciences-SQ [] SG []

- Global Awareness-G []
Historical Awareness-H []
Cultural Diversity in the United States-C []

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [x] No [] Yes; Please identify courses: _____

Is this amultisection course?: [x] No [] Yes; Is it governed by a common syllabus? _____

Mark von Hagen
Chair/Director (Print or Type)

Mark von Hagen
Chair/Director (Signature)

Date: 3/6/09

HST 432: Eastern Europe and the Balkans

Course Description

HST 432 introduces students to the modern history of two major world regions, Eastern Europe and the Balkans, from the early 20th century to the present. Taking the interrelation of politics and culture as its main focus, the course addresses the turbulent political, economic, and social history of these regions, as they passed through the dissolution of monarchical empires to the experience of world wars, depression, the Holocaust, the Communist experiment and then its overthrow, to the restoration of capitalism and creation of political democracy. The course combines a wide variety of material, including historical narrative and analysis, literary texts, and films.

Meeting Social and Behavioral Sciences Criteria

HST 432 meets the criteria for the General Studies “Social and Behavioral Sciences” designation by (1) introducing students to the historical study of human interaction in an important and unique regions of the world, Eastern Europe and the Balkans; (2) by approaching the study of Eastern Europe and the Balkans using the tools of a very wide range of social sciences: history (the books by Rothschild and Glenny), cultural anthropology (Gross and Milosz), social psychology (Diuzings); and (3) by introducing students to the classical methods of historical social science, involving the critical analysis of primary sources and the critical evaluation of historical interpretation and explanation.

Proposer: Please complete the following section and attach appropriate documentation.

| ASU--[SB] CRITERIA | | | | | |
|---|--|--|--|--|----------|
| A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided. | | | | | |
| YES | NO | | Identify Documentation Submitted | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1. Course is designed to advance basic understanding and knowledge about human interaction. | Syllabus | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 2. Course content emphasizes the study of social behavior such as that found in: <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding-right: 5px;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; padding-left: 5px;"> <ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY </td> </tr> </table> | <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY | <ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY | Syllabus |
| <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY | <ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY | | | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). | Syllabus | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4. Course illustrates use of social and behavioral science perspectives and data. | Syllabus | | |
| | | THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS: | | | |
| | | • Courses with primarily fine arts, humanities, literary, or philosophical content. | | | |
| | | • Courses with primarily natural or physical science content. | | | |
| | | • Courses with predominantly applied orientation for professional skills or training purposes. | | | |
| | | • Courses emphasizing primarily oral, quantitative, or written skills. | | | |

| Course Prefix | Number | Title | Designation |
|---------------|--------|----------------------------|-------------|
| HST | 432 | Eastern Europe and Balkans | SB |

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

| Criteria (from checksheet) | How course meets spirit (contextualize specific examples in next column) | Please provide detailed evidence of how course meets criteria (i.e., where in syllabus) |
|---|---|--|
| Focus on human interaction | Studies human interaction in crucially important zones of Global history in 20th Century - Eastern Europe and Balkans | Syllabus - Description |
| Uses social science methods or tools | Combines classic historical analysis with anthropology, cultural geography, political science | History - book by R. Rothchild, G. Lewis Anthropology - books by Gross, DeGruyter (Syllabus p. 2) Cultural Geography - Muller (p. 2) History - Hartzel (p. 2) |
| Illustrates distinct methods of historical analysis | " | Description, p. 1 |

Stephen K. Batalden, Spring 2009
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Office hours: Weds., 5:00-6:30 p.m.
and by appointment

HST 432: Eastern Europe & the Balkans
Wednesdays, 6:40-9:30 P.M., Discovery Hall 181

This course introduces students to the history of Eastern Europe and the Balkans in the twentieth century, from World War I to the present. Understood in the broadest sense, **politics** and **culture** form the twin focal points of the investigation. The course addresses the turbulent political events that have shaped the region in the twentieth century--the passing of four empires, two world wars, the rise of indigenous fascist and other authoritarian movements, the Holocaust, and the great power involvements in East European affairs. But, the course also explores the development of indigenous East European national cultures, including works by two of the region's finest writers, Jaroslav Hašek and Czeslaw Milosz.

The course is structured in such a way as to combine lecture material with discussion of assigned reading and written work. There will also be the use of some film, featuring some of the world class cinematographers of the region. The readings for the course combine the best writing by American historians of the region (e.g., Joseph Roth's *East-Central Europe Between the Two World Wars*) with readings from the finest essayists and writers from East-Central Europe (Hašek and Milosz). Special attention will also be given at the end of the course to the conflicts generated in the wars of Yugoslav succession in the 1990s.

In order to evaluate student work in the course there will be a mid-term and a final examination. Based upon the assigned reading and material introduced through classroom lectures, the exams will include short-answer identification items and one or more essay questions. There will also be an initial map quiz. Finally, there will be four short written assignments, all of them based upon the commonly assigned reading. The written assignments are described at the end of this syllabus. The written assignments have the advantage of stimulating more productive class discussion. The final grade will be based upon the distribution of point totals, with the approximate weight of the map quiz, exams, and written assignments counted as follows:

- 50 points for the map quiz
- 100 points for each written assignment (300 pts. total)
- 150 points for the mid-term examination
- 250 points for the final examination.

Graduate students taking the course for graduate 500-level credit should see the instructor on the first day of classes. The last day for online course withdrawal is April 5.

Readings (in the order of their assignment)

1. Jaroslav Hašek, *The Good Soldier Svejk* (Penguin paperback).
2. Joseph Rothschild, *East Central Europe Between the Two World Wars* (U. of Washington paperback).
3. Jan Gross, *Neighbors* (Penguin paperback).
4. Czeslaw Milosz, *The Captive Mind* (Vintage paperback).
5. Misha Glenny, *The Fall of Yugoslavia* (Penguin paperback).
6. Ger Duijzings, *Religion and the Politics of Identity in Kosovo* (Columbia U. Press, 2000).
7. Optional survey textbook reading on reserve (the Misha Glenny or Barbara Jelavich texts).

Schedule of Topics

Unit I: **Brief Introduction to the Map of East-Central and Southeastern Europe**

Topics: The Problem of “Eastern Europe”
 Review of the Map

Assignment: Map quiz will be held in class on Wednesday, January 28

Unit II: **World War I and the East European Peace Settlements**

Assigned Reading: Hašek, *The Good Soldier Svejk*.
 Other optional text reading

Topics: The Eastern Front in World War I (Hasek reading)
 The Impact of the Russian Revolution
 Soviet-Polish Relations, 1917-1921
 Eastern Europe, and Wilsonian Diplomacy at the Paris Peace Conference
 Greece and the Anatolian Adventure; The Lausanne Conference

Approximate Due Date for First Written Assignment: Wednesday, February 11

Unit III: **Interwar Eastern Europe and the Balkans**

Assigned Reading: Rothschild, *East Central Europe Between the Two World Wars*

Topics: A country-by-country survey

Date of Midterm Examination: Friday, March 4

Unit IV: **World War II, Resistance, Liberation and Formation of A Soviet Bloc@**

Assigned Reading: Jan Gross, *Neighbors*

Topics: Occupation Policies and Resistance in Eastern Europe
The Holocaust (reading: Jan Gross, *Neighbors*)
Poland: The Home Army, Warsaw Uprising, and Lublin Committee
Partisans and Chetniks in Yugoslavia
EAM/ELAS, the Greek Government-in-Exile, and the Civil War
The Great Powers and Eastern Europe at the End of World War II
The Tito-Stalin Split
The Captive Mind

Approximate Due Date for Second Written Assignment: Wednesday, March 25

Unit V: Communism and Nationalism in Postwar Eastern Europe

Assigned Reading: Milosz. *The Captive Mind*
Optional text reading.

Topics: The so-called "Soviet Bloc" (Milosz, *The Captive Mind*)
Poland and Hungary in 1956
The Prague Spring, 1968
The Polish August: The Solidarity Movement (Film: "Man of Iron")
The Remaking of Eastern Europe: The Revolutions of 1989
The Perils and Promise of Privatization and Democratization

Approximate Due Date for Third Written Assignment: April 15

Unit VI: The Fall of Yugoslavia

Assigned Reading: Misha Glenny. *The Fall of Yugoslavia*.
Ger Duijzings, *Religion and the Politics of Identity in Kosovo*.

Topics: Some Contradictions in Titoist Yugoslavia
Discussion of Misha Glenny: Why did Yugoslavia Fall?
The Bosnian War. 1992-95
NATO Bombardment and the Status of Kosovo (the Duijzings reading)
The Macedonian Question

Due Date for Fourth Written Assignment: April 29

Final Examination: Wednesday, May 13, 6:40-9:30 p.m.

Written Assignments

N.B. All papers are to be prepared in 12-point font, double-spaced, for submission in class on the assigned day. Papers not submitted in class will be counted late with reduction in point value for lateness.

Assignment #1:

Hasek's wonderful character Svejek has frequently been interpreted to be an allegorical figure representing the Czech nation. Others have seen in the novel a left-wing, anti-clerical and anti-war treatment of World War I. Others see it as a biting attack upon late nineteenth- and early twentieth-century imperialism. Taking any one or more of these approaches to the novel (or any other you consider to be better), write a succinct account of the adventures of *The Good Soldier Svejek*, evaluating the significance of the character and his exploits in the novel. Does the novel, for example, help us to understand the position of small national cultures, such as that of the Czechs, in World War I? Remember to limit your evaluation to no more than three double-spaced typewritten pages. The assignment is due in class on Wednesday, February 11.

Assignment #2:

Jan Gross's *Neighbors* draws us into a relatively recent addition to the Holocaust literature—namely, genocidal case studies beyond the scope of the concentration camp experiences. Your second three-page essay ought to address three key points—namely, what is Gross's larger point about Jedwabne, what documentation does he employ in making that point, and what counter-arguments is his study challenging? The assignment is due in class on Wednesday, March 25.

Assignment #3:

After reading Czeslaw Milosz's interpretive essay, *The Captive Mind*, write a thoughtful essay on the meaning of the AMurti-Bing Pill@ and AKetman.@ expressions used by Milosz to explain the intellectual transformation in East-Central Europe after the Second World War. You should draw upon the four case studies--Alpha, Beta, Gamma, and Delta--in illustrating the points Milosz makes in his opening chapters about the nature of this transformation. Your paper should effectively capture the main thesis or idea resting behind Milosz's work. Papers should be no longer than four typewritten pages, so your treatment of individual case studies should be kept to short, succinct illustrations. This three-page assignment is due in class on Wednesday, April 15.

Assignment #4:

Your final three-page written assignment involves an analysis of Ger Duijzings's study, *Religion and the Politics of Identity in Kosovo*. Your paper should identify the thesis or main point of Duijzings's study, and then address the Letnica case study, along with any two (2) other case studies offered in his chapter-by-chapter account. How do his case studies bear out his thesis or main overall point(s)? The assignment is due in class on Wednesday, April 29.