

New



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 2/28/10

1. ACADEMIC UNIT: SHPRS

2. COURSE PROPOSED: HST 432 Eastern Europe & the Balkans 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Catherine O'Donnell Phone:
Mail Code: 4302 E-Mail: codonnella@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

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

Awareness Areas

- 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?



ARIZONA STATE UNIVERSITY

Kent Wright

John R. Lynn

Chair/Director (Print or Type)

Chair/Director (Signature)

Date: 2/3/10

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.

Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

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

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	syllabus
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1". </div> C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	syllabus
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2". </div> C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	syllabus
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3". </div> C-3			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	syllabus
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4". </div>			
C-4			

Course Prefix	Number	Title	Designation

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)
1	Formal writing assignments and essay portions of examination	Description of point allotments and exams
2	Requires collection of primary and secondary sources, evaluation, and interpretation	Assignment descriptions in syllabus
3	3 essays and essay parts of examination	Description of point allotments

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*dating of
assignments*

assignmentsⁿ

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 Rothschild'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.

1 and 3

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, 1990 and subsequent reprintings).
2. Joseph Rothschild, *East Central Europe Between the Two World Wars* (U. of Washington Paperback, 1990).
3. Jan Gross, *Neighbors* (Revised Penguin paperback, 2004).
4. Czeslaw Milosz, *The Captive Mind* (Vintage paperback, 1981 and subsequent reprintings).
5. Misha Glenny, *The Fall of Yugoslavia* (Penguin paperback, 1996).
6. Ger Duijzings, *Religion and the Politics of Identity in Kosovo* (Columbia U. Press, 2001).
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 "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 "Murti-Bing Pill" and "Ketman," 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.

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