ARIZONA STATE UNIVERSITY

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 370 Eastern Europe in Transition 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
   Literacy and Critical Inquiry—L  
   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:  ☑ No  ☐ Yes; Please identify courses: ____________________________

   Is this an multisection course?:  ☑ No  ☐ Yes; Is it governed by a common syllabus? __________

   Mark von Hagen
   Chair/Director (Print or Type)
   Date: 3/5/09

   Chair/Director (Signature)

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
HST 370: Eastern Europe in Transition

Course Description
HST 370 introduces students to one of the most complex developments in recent European history, the fall of Communism in the east and the transition of political and economic systems from (post)-totalitarian dictatorship to democracy and from planned to free-market economics. Starting with the nature and differences of the revolutions of 1989-91, our goal is to understand the political, economic, and social dimensions of the transition, as well as the challenges and burdens of history in modern-day Eastern Europe. The course takes a highly interdisciplinary approach in connecting history with theoretical tools borrowed from neighboring disciplines such as political science, economics, and sociology. The central topics are: (1) the revolutions of 1989-91; (2) the transition to democracy and market economies, and their social implications; (3) the “rebirth of history” after 1989; and (4) ethnic tension, focusing in particular on the disintegration of Yugoslavia and the Balkan Wars.

Meeting Historical Awareness Criteria
HST 370 meets the criteria for the General Studies “Historical Awareness” designation by (1) introducing students to the historical study of what was arguably the major sequence of connected historical events of the last 25 years, the overthrow of communist dictatorships and their replacement with capitalist democracies in Eastern Europe; (2) by making a disciplined (and interdisciplinary) examination of the dismantling and creation of political and economic institutions, on an unprecedented scale; and (3) by focusing in particular on the role of ideas in these processes, including the political and economic ideas that are central to the historical accounts in the books by Linz and Stepan, Brown, Rogel, and Gross, as well as the literary and experiential reportages in those by Garton Ash and Hensel.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[H] CRITERIA

THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>1. History is a major focus of the course.</td>
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<tr>
<td>X</td>
<td></td>
<td>2. The course examines and explains human development as a sequence of events.</td>
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<tr>
<td>X</td>
<td></td>
<td>3. There is a disciplined systematic examination of human institutions as they change over time.</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.</td>
</tr>
</tbody>
</table>

THE FOLLOWING ARE NOT ACCEPTABLE:

- Courses in which there is only chronological organization.
- Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.
- Courses whose subject areas merely occurred in the past.
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. History majors</td>
<td>This is a history study of the major historical sequence of events of the end of the last century.</td>
<td>Syllabus, Terry Dyer.</td>
</tr>
<tr>
<td>2. Development of current institutions in change</td>
<td>The course studies the fall of dictatorships and rise of new countries, dismantling of planned economies.</td>
<td>Syllabus, Terry Dyer.</td>
</tr>
<tr>
<td>3. Relating ideas to social and economic changes</td>
<td>The course includes a case study of the role of ideologues in the transition.</td>
<td>Syllabus, Terry Dyer.</td>
</tr>
</tbody>
</table>

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.
HST 370: Eastern Europe in Transition

Spring 2008

Lecturer: Volker Benkert
Office&Hours: Coor 4479, W 4-5+Fri 12:30-1:30
Date & Time: M,W, F, 11:40-12:30
Phone: (480) 965-4538
Room: Payne Education Hall 212
E-mail: vbenkert@asu.edu

There is a Blackboard website for this course at http://my.asu.edu.

COURSE DESCRIPTION
This course will deal with one of the most complex developments in recent European history: the fall of Communism in Eastern Europe and the transition of political and economical systems from (post-)totalitarian dictatorship to democracy and from planned to free-marked economy. Starting with the nature and differences of the revolutions in 1989-1991, our goal will be to understand the political, economical and social dimensions of transition as well as challenges and burdens of history in modern day Eastern Europe. Thus, the course will take a highly interdisciplinary approach connecting history with theoretical tools borrowed from neighboring disciplines such as political sciences, economics and sociology. Owing to this diverse background, our coursework roughly falls into four topic areas: (1) the revolutions of 1989-1991, (2) the transition to democracy and market economy and its social implications, (3) the "rebirth of history"\(^1\) after 1989 and nationalism (4) ethnic tension, the disintegration of Yugoslavia and the Balkan Wars.

COURSE OBJECTIVES
The course is designed to pursue three major goals. Most importantly, it will familiarize students with the complex process of transformation in Eastern Europe since 1989. Secondly, the course will equip students with an informed understanding of the theoretical framework behind the analysis of such transformation processes. Thirdly, it aims at improving students’ personal skills, such as communication skills, through active discussions in class, presentation skills and team work. Writing two essays both from a political science and a historical perspective will also advance writing and analytical proficiency as well as interdisciplinary competency.

COURSE POLICY
I will take attendance at every class session. You are allowed two unexcused absences for the semester. More than two unexcused absences will result in a grade reduction of 3% per class session missed. I can grant an excused absence only in case of a documented medical or family emergency. Furthermore your are expected to:

- attend class regularly and arrive and leave on time.
- finish all unrelated activities before class and turn cell phones and pagers off.
- complete all readings on time and bring the readings to class with you
- participate actively in class discussions
- complete all assignments on time and submit them in class

Persons with documented disabilities will be accommodated. Please identify yourself before the end of the second week of this class to discuss your needs.

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\(^1\) Misha Glenny, \textit{The Rebirth of History}: Eastern Europe in the Age of Democracy (Harmondsworth: Penguin 1990)
ASSIGNMENTS AND GRADES

Participation in class 10%
Three Quizzes (10% each) 30%, Mon, Feb 4; Fri, Mar 28; Mon Apr 28
Essay#1: 6 pages: State Department now hiring! 19%, due Monday, March/17
Essay#2: 6 pages: History and Memory 19%, due Friday, April 18
Two Criticisms of drafts by fellow students (2%) 4%, due Fri, March 7; Wed, April 16
Two Reviews of papers by fellow students (4%) 8%, due Fri March 21; Mon, April 21
Student Presentation 10%

All grades will be based on the following scale:
B- = 80-83
C+ = 77-79
A = 94-96
B+ = 87-89
A- = 90-93
C = 74-76
B = 84-86
D = 60-69
E = 59 or below

The quizzes are brief (25 min during the appointed class session) and straightforward. They are designed to test your knowledge of key elements discussed in class and replace midterm and final exams.

The essays are due at the appointed day in class. I will not accept any late papers unless in exceptional circumstances such as documented medical or family emergencies. All papers must be typed or word-processed, double-spaced and have 1” margins. The type should be 12 point. Papers should be free of grammatical, spelling, and typographical errors. Also make an appointment with a tutor of the ASU Writing Center (UASB 140) to help you organize your ideas. http://studentsuccess.asu.edu/writing. Furthermore you are expected to submit a final draft before the due date of the paper (see schedule below) to a fellow student, who will offer criticism to improve your paper before you submit it to me. Please attach your classmates’ criticisms to your paper. Your grade will only be based on the paper you submit to me, but I want to see that your classmates actually gave you feedback.

The criticism of a draft of another student’s paper is supposed to improve her/his essay. Please correct all spelling, grammar and expression mistakes in the writing. Then write about a page of comments giving detailed feedback on the paper on the basis of the rubric given. You are expected to hand a signed paper copy of your comments to the student whose draft you are revising. She/he will then attach your comments to her/his paper, so that I can see that you submitted your criticism.

The reviews are a one page review of a student’s essay summarizing the content and stating the strengths and weaknesses of the paper according to the rubric given. Here your role is not to improve, but to assess another student’s work.

In your presentation, you should briefly sum up the given material and integrate the topic into the class session. Be prepared to answer questions and lead a short discussion after your talk. Your talk must not exceed 10-12 min. See me at least a day before class to discuss your presentation. Please also summarize your presentation on a handout for your classmates. Depending on the number of class participants, students will work in pairs.

In addition to the extra credit possible in the first written assignment, further extra credit (2%) can be earned by writing a two page paper on a topic of your choice which was not discussed in class. You must have your topic approved. I will not accept any paper submitted later than Monday April 28 in class. A possible subject of your investigation could be the role of the European Union in the transition of Eastern European countries. See: Geoffrey Pridham, Designing Democracy, EU Enlargement and Regime Change in Post-Communist Europe (New York: Palgrave 2005), JN 96.A58 P75 2005
PLAGIARISM

"Plagiarism is defined as using another’s words (written or spoken), ideas or visuals without properly documenting the source. While not all plagiarism is willful or intentional, students are always responsible for knowing the rules governing the use of other’s material and appropriately acknowledging their sources."  

Plagiarism or any other form of academic dishonesty cannot be accepted in this course. **If you are caught cheating, you will receive an E or XE for the class. In other words, you will fail the entire course, not just the assignment.** I therefore urge you to familiarize yourself with proper forms of citing and using sources. For more information on the university’s policy on academic dishonesty, see the website of the College of Art and Sciences: [http://www.asu.edu/clas/ssfd/documents/Academic%20Integrity%20Brochure.pdf](http://www.asu.edu/clas/ssfd/documents/Academic%20Integrity%20Brochure.pdf)

CLASS SESSIONS

Class sessions will generally consist of lectures with instructor questions followed by substantial discussion of assigned readings, student presentations and occasionally films. I do reserve the right to call upon any student to answer a given question or express an opinion on the assigned reading.

READINGS

Readings for the course are a combination of sources, literary works as well as scholarly writings. The books below are available for purchase at the ASU bookstore and on reserve at Hayden Library. You may secure cheaper/used copies through web-based dealers, but you are solely responsible to ensure the purchase of the correct edition! All other readings will be available on the Blackboard course website. Readings marked [square] in the schedule below are required for the assigned day. Some materials for the presentations (indicated in schedule below) are on reserve at Hayden Library.

Textbooks


Literary works


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SCHEDULE (maybe subject to change)

**Week 1**  **Introduction: Eastern Europe in the 20th Century**

Mon, January 14  Introduction, History of Eastern Europe in the 20th Century

Wed, January 16  Historical Geography of Eastern Europe before World War II

Fri, January 18  Historical Geography of Eastern Europe after World War II
                 J.F. Brown, *The Grooves of Change*, p.28-59 (maps p.31&47)

**Week 2**  **Before the Fall: Opposition and Repression**

Mon, January 21  Martin Luther King Day Observed

Wed, January 23  Solidarność, An independent Worker's Union


**Excerpts from: Man of Iron (Człowiek z zelaza)**
Poland 1981 (153 min b/w color) Polish with English subtitles, Dir.: Andrzej Wajda
The film depicts the fist triumph of the Solidarity labour movement in 1980 and at the same time includes frequent flashbacks to the previous Gdańsk Shipyard strike in 1970. It allows us to take a deeper look at the struggle to overcome Communist rule in Poland which paved the way for other revolutions in Eastern Europe.

Fri, January 25  Intellectual Opposition in Czechoslovakia
                 Charter 77, in: Gale Stokes, *From Stalinism to Pluralism*, p.163-166

Week 3  “The Walls came tumbling down”³

Mon, January 28  “Resolutions“⁴: Warsaw and Budapest
   ₪ Garton Ash, Magic Lantern, p.11-60

Wed, January 30  “Wir sind das Volk” (We are the people)
   ₪ Garton Ash, Magic Lantern, p.61-77

Student Presentation#3: The Fall of the Berlin Wall in Caricatures. This will be challenging but funny presentation for ambitious students. On Blackboard you will find caricatures that describe both the feelings of Germans as well as international reactions towards the fall of the wall and the unification. Please see me well in advance in order to discuss how to interpret and present them in class.

Fri, February 1  The Velvet Revolution
   ₪ Garton Ash, Magic Lantern, p.78-130

Week 4  Assessing the Revolutions

Mon, February 4  Romania

Quiz#1: Eastern Europe after 1945 and the Revolutions of 1989 in Poland, Hungary, East-Germany and Czechoslovakia


Wed, February 6  “The Gorbachev Factor”⁶
   ₪ A Common European Home, Mikhail Gorbachev July 6 1989, in: Gale Stokes, From Stalinism to Pluralism, p.290-1

Fri, February 8  Assessing the Revolutions

⁵ Steven D. Roper, Romania the unfinished Revolution (Amsterdam: Harwood 2000)
Week 5  
**A Theory of Transition**

Mon, February 11  
Preconditions of Democracy  
Linz/Stepan, *Problems of Democratic Transition*, p.3-37

Wed, February 13  
Repercussions of previous non-democratic governments  
Linz/Stepan, *Problems of Democratic Transition*, p.38-65

Fri, February 15  
Actors: Who starts and leads transition  
Linz/Stepan, *Problems of Democratic Transition*, p.66-83

**Student Presentation #5:** Triple vs. Quadruple Transformation. Taras Kuzio, *Transition in Post-Communist States: Triple or Quadruple?* in: Politics 21(3), 2001, p. 168-177. JA 8 : P74, Online Synergy Linz/Stepan’s theoretical framework looks at three major points: democratization, marketization and stateness. Kuzio argues that to understand ethnic conflict in Yugoslavia another dimension -nationness- is needed.

Week 6  
**Communist Legacies**

Mon, February 18  
Communist Legacies  
Linz/Stepan, *Problems of Democratic Transition*, p.231-254

Wed, February 20  
Excursus: Russia  
Linz/Stepan, *Problems of Democratic Transition*, p.366-400

**Student Presentation #6:** The Abortive coup in August 1991. Using Hayden Library and web material, give a brief summary of the events in August 1991 in the USSR and the implications on the disintegration of the USSR.

Fri, February 22  
Towards Democracy  
J.F. Brown, *The Grooves of Change*, p.73-106

Week 7  
**Pathways to Democracy**

Mon, February 25  
Poland  

**Student Presentation #7:** Independence and Transition in the Baltic States. Linz/Stepan, *Problems of Democratic Transition*, p.401-433

Wed, February 27  
Hungary, Czechoslovakia and Bulgaria  
Linz/Stepan, *Problems of Democratic Transition*, p.293-343  

Fri, February 29  
Romania  
Linz/Stepan, *Problems of Democratic Transition*, p.344-365
**Week 8**  
**Pathways to Market Economies**

Mon, March 3  
Introduction  
* J.F. Brown, *The Grooves of Change*, p.60-72

Wed, March 5  
Privatization: Who owns former state-owned businesses?  

**Drafts for Essay#1 due. Please hand a paper copy of the final draft of your paper to the student assigned to you.**

Fri, March 7  
Shock or Gradual therapy revisited  


**Criticism for Essay#1 drafts due. Please hand a signed paper copy of your criticism to the student whose essay draft you corrected.**

Start Reading Jana Hensel

**Week 9**  
**Spring Break**

**Week 10**  
**Social and Identity Change**

Mon, March 17  
Social consequences of Transition  

**Essay#1 due: State Department now hiring! Start reading J. Gross, Neighbors**

Wed, March 19  
Gender  

Fri, March 21  How to look back on the Stasi and its agents?

Film Screening The Life of Others (Das Leben der Anderen)
Germany 2006 (137 min, col.) German with English subtitles, Dir.: Florian Henkel von Donnersmarck. This Academy Award winning movie follows a distinguished playwright who struggles to remain true to his art without rocking the boat. The East German totalitarian regime, however, distrusts him and puts him under surveillance. Increasingly the Stasi agent in charge of him becomes aware of the writers clandestine dissident actions, but sickened by the corruption around him he protects his target. The movie raised questions about whether or not a Stasi agent could be portrayed in such a positive fashion without downplaying the terror of the Stasi.

Review of essay#1 due

Course Withdrawal Deadline

Week 11  Germany: “Transformation through Unification”

Mon, March 24  Discussion of The Life of Others, and After the Wall

Wed, March 26  Institutional change

Anne Goedcke, A “Ready-Made State”, The Mode of
Institutional Transition in East Germany after 1989, in: After the
Fall of the Wall. Life Courses in the Transformation of East
Germany, edited by Martin Diewald, Anne Goedick, and Karl
HN 460.5 A8 A348 2006

Fri, March 28  East Germans after Unification

Student Presentation#10: “Growing apart together?” East Germans after
Reunification. Mike Dennis: Perceptions of GDR Society and its Transformation, in: The
new Germany in the East, policy agendas and social developments since unification,
edited by Chris Flockton, Eva Kolinsky, Rosalind Pritchard (London: Frank Cass

Quiz#2: This quiz will include questions on the material covered in weeks 5-10. You will also be asked to write a short essay on “After the Wall”. Topics are: Hensel’s background in the GDR and how she views her former life in the East today, her experiences with the West and Westerners, and her ambivalent identity today.

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7 Title taken from: Wolfgang Zapf, Roland Habich, Thomas Bulmahn and Jan Dehley, The Case of
Germany: Transformation through Unification (Hamburg: Kraemer 2002)
8 Mike Dennis, Perceptions of GDR Society and its Transformation, p.90.
Week 12 History and Memory of World War II

Mon, March 31 Memory and World War II, Poland

Wed, April 2 Memory and World War II, Czechoslovakia
Film Screening: Divided We Fall (Musíme si pomáhat)
Czech Republic 2000 (120 min, col.) Czech with English subtitles, Dir.: Jan Hřebejk
Just like Jan Gross’s book Neighbors, this movie challenged Czech preconceptions of national history during World War II. The movie strangely intermingles true Czech heroism with collaboration with the German oppressors. While it certainly does not try to downplay the Holocaust and the brutality of German occupation, it portrays ordinary people on all sides in different roles as victims and as perpetrators.

Fri, April 4 Discussion of Jan Gross, Neighbors and Divided We Fall

Student Presentation #11: In his 2002 book, Crabwalk, Günter Grass claims that German sufferings in World War II have been overshadowed by the gravity of crimes committed by Germans. Robert G. Moeller, however, argues that Germans have a long tradition of mourning their victims. Describe Moeller’s opinion on how Germans commemorated their troubled past and the extent of the current shift in politics of memory from German crimes to German victims. See: Robert G. Moeller, Sinking Ships, the Lost Heimat and Broken Taboos: Günter Grass and the Politics of Memory in Contemporary Germany, in: Contemporary European History, 12, 2 (2003), p. 147–181, D 1050.C65, Online, Cambridge Journals. On Blackboard.

Week 13 “Rebirth of History”

Mon, April 7 Legitimating the Present through History

Wed, April 9 The Breakup of Czechoslovakia

Fri, April 11 Serb Nationalism
\[1\] Carol Rogel, The Breakup of Yugoslavia, p.1-26

Student Presentation #12: Serbian feelings of historical injustice. Present a document drafted by Members of the Serbian Academy of Sciences to elaborate on these feelings of historical injustices and give background to it using Internet and Hayden Library resources. Memorandum of the Serbian Academy of Sciences (1968), in: Gale Stokes, From Stalinism to Pluralism, p.275-280. On Blackboard.

\[9\] Titel taken from: Misha Glenny, The Rebirth of History, see footnote 1.
Week 14  Ethnic Conflict


Drafts for Essay#2 due. Please hand a paper copy of the final draft of your paper to the student assigned to you

Wed, April 16  Minorities in Eastern Europe


Criticism for Essay#2 drafts due. Please hand a signed paper copy of your criticism to the student whose essay draft your corrected.

Fri, April 18  Bosnia “A War of Myths”

Carol Rogel, *The Breakup of Yugoslavia*, p.27-54

Essay#2 due: History and Memory

Week 15  Former Yugoslavia Today

Mon, April 21  Yugoslavia and the West

Review of essay#2 due


Wed, April 23  Former Yugoslavia today


Fri, April 25  Revision and Teaching Evaluation

Week 16  Revision and Evaluation

Mon, April 28  Quiz#3: Material covered in week 11-15

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10 Carol Rogel, *The Breakup of Yugoslavia*, p.41
Essay Topics

Essay#1: State Department now hiring!
Intrigued by your newly acquired knowledge of the process of transition in Eastern European History, you apply to the state department after your graduation from ASU. As part of your application, you have to write a 6 page comparative analysis of two Eastern European countries of your choice. Briefly point out, why you choose to compare these countries. Then describe and contrast their development from after the fall of Communism to today on the basis of transition theory delineated by Linz/Stepan. Refer to all arenas of a consolidated democracy (civil and political society, rule of law, state apparatus, economic society) and address possible stateness problems. For up-to-date information turn to the country reports in Nations in Transit issued by the independent non-governmental organization freedomhouse at: [http://www.freedomhouse.org/template.cfm?page=17&year=2006](http://www.freedomhouse.org/template.cfm?page=17&year=2006). See also the country profiles in J.F. Brown, The Groove of Change and in Linz/Stepan, Problems of Democratic Transition and Consolidation.

Up to three percent of Extra credit for this paper will be given, if one of the two countries was not discussed in class. These countries are Ukraine, Belarus, Moldavia and Albania. Please see me well in advance, should you plan to choose any of these countries.

Essay#2: History and Memory
Jan Gross’s book Neighbors unveils a story buried for sixty years that while not changing our view on the German responsibility for the Holocaust adds a new twist to it. It is not surprising that this story of the murder of the Jedwabne Jews could only be uncovered after the fall of Communism at a time when an open debate about the country’s past is possible - even if this debate has far reaching implications for the predominant narrative trope of Polish martyrlogy. 11

Write a critical analysis of Gross’s book, indicating precisely what his main points and arguments are, and how we ought to understand the wider significance of what he uncovered. A second part of your paper should be based upon your review of the Website literature on the Jedwabne incidents as well as Annamaria Orla-Bukowska, New Threads on an Old Loom. On the basis of that review, what conclusions can you reach about the impact of Gross’s revelation upon contemporary Poland. Your paper should not be longer then 6 pages.

Alternative Projects:
For Students who are more interested in writing a paper on History and Memory with respect to Czechoslovakia or Germany, similar projects can be drawn up on the basis of Gunter Grass's Crabwalk or the Czech movie Divided We Fall. Please see me at least two weeks before the due date for this assignment to have such an alternative project approved.

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