



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 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

Awareness 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

- 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)

Signature
Chair/Director (Signature)

Date: 3/4/09

## **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 Social and Behavioral Science Criteria**

HST 370 meets the criteria for the General Studies “Social and Behavioral Science” designation by (1) introducing students to the historical study of one of the major episodes in “human interaction” in modern history, the interplay of revolutionary event and deliberate design in the transition from communism to capitalism in Eastern Europe; (2) by borrowing tools from a number of different social science disciplines in studying these events – including history, political science, and sociology; and (3) by highlighting the central historical role actually played by social scientists themselves – economists and political scientists (with help from some poets and churchmen) – in these events.

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

<b>ASU--[SB] CRITERIA</b>					
<b>A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>					
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.	<i>Syllabus</i>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• <del>ECONOMICS</del></li> <li>• CULTURAL GEOGRAPHY</li> <li>• <del>HISTORY</del></li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• LINGUISTICS</li> <li>• <del>POLITICAL SCIENCE</del></li> <li>• <del>SOCIAL PSYCHOLOGY</del></li> <li>• <del>SOCIOLOGY</del></li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• <del>ECONOMICS</del></li> <li>• CULTURAL GEOGRAPHY</li> <li>• <del>HISTORY</del></li> </ul>	<ul style="list-style-type: none"> <li>• LINGUISTICS</li> <li>• <del>POLITICAL SCIENCE</del></li> <li>• <del>SOCIAL PSYCHOLOGY</del></li> <li>• <del>SOCIOLOGY</del></li> </ul>	<i>Syllabus</i>
<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• <del>ECONOMICS</del></li> <li>• CULTURAL GEOGRAPHY</li> <li>• <del>HISTORY</del></li> </ul>	<ul style="list-style-type: none"> <li>• LINGUISTICS</li> <li>• <del>POLITICAL SCIENCE</del></li> <li>• <del>SOCIAL PSYCHOLOGY</del></li> <li>• <del>SOCIOLOGY</del></li> </ul>				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> <li>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</li> <li style="text-align: center;">OR</li> <li>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</li> </ul>	<i>Syllabus</i>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	<i>Syllabus</i>		
		<p><b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b></p> <ul style="list-style-type: none"> <li>• Courses with primarily fine arts, humanities, literary, or philosophical content.</li> <li>• Courses with primarily natural or physical science content.</li> <li>• Courses with predominantly applied orientation for professional skills or training purposes.</li> <li>• Courses emphasizing primarily oral, quantitative, or written skills.</li> </ul>			

Course Prefix	Number	Title	Designation
HST	370	Eastern Europe in Transition	SI5

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. Human interaction	Course studies a centrally important episode in 'human interaction' -	Throughout the syllabus
2. Social sciences	The course is explicitly interdisciplinary, in & self-conscious in explaining not just history, but also economics, political science, and sociological analysis	Of the reading list - p. 3 of 21 syllabus, bringing together historical, economic, and social factors.
3. Illustrates social science perspectives	All for the purpose of the course, and from Ash, in fact emphasize the central roles played by social scientists themselves, in the 'Transition' in Eastern Europe.	

# 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"<sup>1</sup> 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 you 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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<sup>1</sup> Misha Glenny, 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:

A+ = 97-100	B- = 80-83
A = 94-96	C+ = 77-79
A- = 90-93	C = 74-76
B+ = 87-89	C- = 70-73
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."<sup>2</sup>

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>

## 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  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

1. Juan Linz and Alfred Stepan, Problems of Democratic Transition and Consolidation (Baltimore: Johns Hopkins University, 1996), ISBN 978-0-8018-5158-2, Hayden JC421 .L56 1996
2. J.F. Brown, The Grooves of Change, Eastern Europe at the Turn of the Millennium (Durham: Duke University Press 2001), ISBN 0-8223-2652-2, Hayden DJK 51.B74 2001
3. Carole Rogel, The Breakup of Yugoslavia and its Aftermath (Westport, CN: Greenwood Press 2004), ISBN 0-33-32357-7, Hayden DR 1309.R64 2004
4. Jan T. Gross, Neighbors: The Destruction of the Jewish Community of Jedwabne, Poland (Princeton: Princeton University Press 2001), ISBN 978-0-691-08667-5, Hayden DS 135.P62 J444 2001

### Literary works

5. Timothy Garton Ash, Magic Lantern: The Revolution of '89 witnessed in Warsaw, Budapest, Berlin and Prague (New York: Random House 1993), ISBN 978-0-679-74048-3, West Stacks DJK50 .G37x 1990
6. Jana Hensel, After the Wall, Confessions of an East German Childhood (New York: Public Affairs 2004), ISBN 978-1-58648-266-4, Hayden HQ799.G3 H45613 2004

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<sup>2</sup> ASU MSW Handbook. September 2006. p. 61. Last checked 3/13/2007. See: <http://www.west.asu.edu/chs/msw/MSWHandbook.pdf>

**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  
☞ J.F. Brown, The Grooves of Change, p.1-25 (maps p.4&22!)
- 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  
☞ The Gdańsk Agreement, August 1980, in: Gale Stokes, From Stalinism to Pluralism, A documentary History of Eastern Europe since 1945 (New York: Oxford Uni Press 1996), p.204-208, DJK 50.F76 1996  
☞ Solidarity's Program, October 16, 1981, in: Gale Stokes, From Stalinism to Pluralism, p.209-213

**Student Presentation#1:** Poland: Resistance through Strikes. 1970-1989. R.J. Crampton, Eastern Europe in the Twentieth Century and after (New York: Routledge 1997), DJK38 .C73 1997 p. 345-380. On Reserve.

**Excerpts from: Man of Iron (Czlowiek 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

**Student Presentation#2:** The Prague Spring 1968 R.J. Crampton, Eastern Europe in the Twentieth Century and after (New York: Routledge 1997), DJK38.C73 1997 p.307-341. On Reserve



### **Week 3 "The Walls came tumbling down"<sup>3</sup>**

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Mon, January 28 "Revolutions"<sup>4</sup>: 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**

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Mon, February 4 Romania

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

**Student Presentation#4:** The "Unfinished Revolution" in Romania.<sup>5</sup> Give a brief introduction to the revolutions in Romania. Tom Gallagher, Theft of a Nation, Romania since Communism (London: Hurst 2005), p.70-98 Dr 268.G37 2005. See also: Steven D. Roper, Romania the unfinished Revolution (Amsterdam: Harwood 2000), p.57-61 DR267R.692000. Both on Reserve.

Wed, February 6 "The Gorbachev Factor"<sup>6</sup>  
☞ Alex Pravda, Soviet Policy towards Eastern Europe in Transition, in: The End of the outer Empire, Soviet-East European Relations in Transition 1986-1990, edited by Alex Pravda (London: Sage 1992), p.1-34 DJK 45.S65 E53 1992  
☞ 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  
☞ Krishan Kumar, History and Identity in the Revolutions of 1989, in: Krishan Kumar, 1989, Revolutionary Ideas and Ideals (Minneapolis: Uni of Minnesota Press 2001), p.194-214 DJK 51.K85 2001

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<sup>3</sup> Gale Stokes, The Walls came tumbling down: The Collapse of Communism in Eastern Europe (New York: Oxford Uni Press 1993)

<sup>4</sup> Timothy Garton Ash, Magic Lantern, p.14.

<sup>5</sup> Steven D. Roper, Romania the unfinished Revolution (Amsterdam: Harwood 2000)

<sup>6</sup> Archie Brown, The Gorbachev Factor (New York: Oxford Uni Press 1996)

## **Week 5**                    **A Theory of Transition**

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- 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**

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- 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**

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- Mon, February 25    Poland  
    ☞ Linz/Stepan, Problems of Democratic Transition, p.255-292

**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  
    ☞ Václav Havel, New Year's Speech 1990, in: Gale Stokes, From Stalinism to Pluralism, p.249-253
- Fri, February 29     Romania  
    ☞ Linz/Stepan, Problems of Democratic Transition, p.344-365

## **Week 8 Pathways to Market Economies**

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

Wed, March 5 Privatization: Who owns former state-owned businesses?  
📖 Lawrence P. King: The basic Features of Postcommunist Capitalism in Eastern Europe. Firms in Hungary, the Czech Republic, and Slovenia (Westport, CN: Preager 2001), p.1-14  
HC244.K485 2001

**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  
📖 Grzegorz W. Kolodko, The World Economy and Great Post-Communist Change (New York: Nova Science 2006), p.93-100  
HC244.K6318 2006

**Student Presentation#8:** Transition and economic, social and environmental sustainability. Sandra O. Archibald and Zbigniew Bochniarz, Assessing Sustainability of the Transition in Eastern Europe, in: The Environment and sustainable Development in the new Central Europe, edited by Zbigniew Bochniarz and Gary Cohen (New York: Berghahn 2006) HC244.Z9 E519 2006, On Reserve

**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**

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

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Mon, March 17 Social consequences of Transition  
📖 Mihaly Simai, Poverty and Inequality in Eastern Europe and the CIS Transition Economies, United Nations Department of Economic and Social Affairs, Working Paper 17, Feb. 2006.  
[http://www.un.org/esa/desa/papers/2006/wp17\\_2006.pdf](http://www.un.org/esa/desa/papers/2006/wp17_2006.pdf), last visited 5/30/2007

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

Wed, March 19 Gender  
📖 Danuta Hübner, Gender and Transition: The Case of Eastern Europe and the Commonwealth of Independent States (CIS), in: Development Outreach, The World Bank Institute, Spring 2001.  
<http://www1.worldbank.org/devoutreach/spring01/article.asp?id=115>, last visited 1/07/08

**Student Presentation#9:** Give a short introduction to welfare and gender in Eastern Europe before and after 1989. See: Gillian Pascall and Anna Kwak, Gender regimes in transition in Central and Eastern Europe (Bristol: Policy Press 2005), p.1-30, HN 380.7.A8 P37 2005 (On Reserve)

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"<sup>7</sup>**

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

Wed, March 26            Institutional change  
□ Anne Goedicke, 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 Goedicke, and Karl Ulrich Mayer (Stanford: Stanford Uni Press 2006), p.44-64  
HN 460.5 A8 A348 2006

Fri, March 28            East Germans after Unification

**Student Presentation#10:** "Growing apart together?"<sup>8</sup> 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 2000), p.87-105, HN460.5.A8 N48 2000. On Blackboard

**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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<sup>7</sup> Title taken from: Wolfgang Zapf, Roland Habich, Thomas Bulmahn and Jan Dehley, The Case of Germany: Transformation through Unification (Hamburg: Kraemer 2002)

<sup>8</sup> Mike Dennis, Perceptions of GDR Society and its Transformation, p.90.

## **Week 12**                      **History and Memory of World War II**

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Mon, March 31                      Memory and World War II, Poland  
    📖 Annamaria Orla-Bukowska, New Threads on an Old Loom: National Memory and Social Identity in Postwar and Post-Communist Poland, in: The Politics of Memory in Postwar Europe, edited by Richard Ned Lebow, Wulf Kansteiner, Claudia Fogu (Durham: Duke Uni Press 2006), p.177-209 D744.55.p79 2006

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"<sup>9</sup>**

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Mon, April 7                      Legitimizing the Present through History  
    📖 Katherine Verdery, The Political Lives of Dead Bodies, Reburial and Postsocialist Change (New York: Columbia Uni Press 1999), p.23-54 GT3342.V471999

Wed, April 9                      The Breakup of Czechoslovakia  
    📖 Søren Rinder Bollerup and Christian Dons Christensen, Nationalism in Eastern Europe, Causes and Consequences of National Revivals and Conflicts in Late-20th Century Eastern Europe (New York: St. Martin's Press 1997), p.113-132 DJK26.E864 1999

Fri, April 11                      Serb Nationalism  
    📖 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.

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<sup>9</sup> Titel taken from: Misha Glenny, The Rebirth of History, see footnote 1.

## **Week 14 Ethnic Conflict**

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Mon, April 14 From Ethnic Tension to War. A literary perspective. Slavenka Drakulic, How We Survived Communism and Even Laughed (London: HarperCollins 1993), HX365.5.A6 D73 1992b (on course website)

**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  
📖 J.F. Brown, The Grooves of Change, p.200-215

**Student Presentation#13:** Ethnic groups on the map. Explain today's location and size of national minorities in former Yugoslavia, Hungary, Romania and Bulgaria. Paul Robert Magocsi, Historical Atlas of Central Europe (Seattle: Uni of Washington Press 2002), p.197-201 and 221-224. DKJ 11.M33 2002 (On Reserve)

**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"<sup>10</sup>  
📖 Carol Rogel, The Breakup of Yugoslavia, p.27-54

**Essay#2 due: History and Memory**

## **Week 15 Former Yugoslavia Today**

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Mon, April 21 Yugoslavia and the West

**Review of essay#2 due**

**Student Presentation#14:** Yugoslavia and the intervention of the International Community. Carol Rogel, The Breakup of Yugoslavia, p.55-84

**Student Presentation#15:** Balkanism: Western conceptions of the Balkans and their influence on decision making today. Maria Todorova, Imagining the Balkans (New York: Oxford Uni Press 1997), Hayden DR34 .T63 1997, p. 3-20, On Reserve

Wed, April 23 Former Yugoslavia today  
📖 Carol Rogel, The Breakup of Yugoslavia, p.85-102

Fri, April 25 Revision and Teaching Evaluation

## **Week 16 Revision and Evaluation**

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

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<sup>10</sup> 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>. 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 martyrology.<sup>11</sup>

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 than 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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<sup>11</sup> Tomasz Szarota, Wojna na pocieszenie (Der Krieg für den Trost), in: Gazeta Wyborcza vom 6.9. 1996.