

Nationalism & Socialism in East Central Europe

SPRING 2022: HIST 33505 ~MWF 3:30-4:20pm

Locations: Mon & Wed in LWSN B155; Friday & as needed on [zoom](#)

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Map credit: <https://www.secretmuseum.net/map-of-east-central-europe/map-of-east-central-europe-maps-of-eastern-european-countries/>

It is a terrible mistake to be a small country in the middle of Europe. – István Deák

The lands between Germany and Russia continue to be a laboratory for political ideas and ambitions. From the collapse of dynastic empires following World War One and the creation of national states, through the cataclysmic geopolitical and demographic transformations of World Two, from the Cold War era rule of Soviet-style regimes through their collapse, to the expansion of the European Union through today, political and social forces have fostered experimentation with nationalism and socialism, along with forms of fascism, communism, populism and democracy. We will pay special attention to intergroup and individual/state relations, voluntary and forced migration, survival, modernization, and dissent using a variety of primary and secondary sources, including novels, film and music, and innovative pedagogies. We will seek to understand the roots of today's headlines, against a global backdrop.

Required Texts:

- Melissa Feinberg, *Communism in Eastern Europe*. Routledge, 2022.
- Jana Juránová and Agneša Kalinová, translated by Julia Sherwood and Peter Sherwood, *My Seven Lives*. West Lafayette, Purdue University Press, 2021.
- Mark Mazower, *Dark Continent*. New York, Vintage Books, 1998.
- **Additional required readings available on Brightspace, marked with a “B” (B).**

Course Requirements and Grading: 400 possible points

- I) **Participation (50 points):** The success of a class, in trying times or otherwise, depends on your participation. I will be mainly be using active, collaborative learning methods to keep us all engaged in-person (Monday & Wednesday) and online (Friday). We will be using google docs and slides for discussion and collaborative work, the zoom chat box, and other means we find to work well. Let us be generous, courteous, and respectful of each other as we engage in the course. You will receive points for each time you evidence participation. The elegance of this method is that you will have the notes from readings and discussions based on collaborative efforts saved in your drive, and your participation is easy to assess. You may wish to create a separate google drive for course materials, or a separate folder in an existing drive. I will explain further in class. Points updated weekly on Brightspace.
- II) **Five Reaction Logs (RL) (20 pts. each, 100 points total):** These are concise (300 word min – 500 word max, about 1 ½ pages) and reflective responses to the RL question based on the week’s readings, which you will find listed on the syllabus under the Friday entry. **Reaction Logs are due on Brightspace by 2pm on Fridays.**
- III) **My Seven Lives Assignment (100 points):** *My Seven Lives* is the vivacious and gripping memoir of Agneša Kalinová (1924-2014) tracing her improbable journey over the course of the 20th century. We will be reading bit by relevant bit over the semester, toward the goal of your grand finale project featuring objects that illuminate episodes in her story. More information to follow. **Due on Brightspace by 2pm on Monday, April 25th.**
- IV) **Final Essay: (50 points):** For the final essay, you will reflect upon a given prompt on a prominent course theme, drawing from your course materials and engagement over the semester in 700 to 800 words (about 3 pages). **Due on Brightspace by 5pm on Monday, May 2nd.**

****Special Course Feature:** *Look What I Found!* We will have several zoom-in visits by historians of East Central Europe who will present & discuss with you a favorite document from their own research!

Grade scale: A+ = 98-100; A = 93-97; A- = 90-92; B+ = 88-89; B = 83-87; B- = 80-82; C+ = 78-79; C = 73-77; C- = 70-72; D+ = 68-69; D = 63-67; D- = 60-62; F = 0-59

Schedule of Classes (You will learn of changes to the schedule in advance) (**OL = Online**):

Week 1: **Into the Laboratory**
 M, 1/10: Course Introduction
 W, 1/12: Where and what is East Central Europe? Paul Robert Magocsi, map of “Ethnolinguistic Distribution, ca. 1900,” *Historical Atlas of Central Europe* (**B**)
 F, 1/14, **OL:** [Fabos, et al, *Proud & Torn Visual Memoir of Hungarian History, 1900*](#) (**B**)
 • Scenes from *Sunshine*

Week 2: The Test of War

M, 1/17: *MLK Day: No Class*

W, 1/19: [Judson, "Austria-Hungary," \(B\)](#)

[Fabos, et al, *Proud & Torn Visual Memoir of Hungarian History, 1914* \(B\)](#)

F, 1/21, **OL**: Péter Hanák, "Vox Populi: Intercepted Letters in the First World War" (B)
(RL #1) What does this selection of letters tell us about public opinion (vox populi) in Austria-Hungary during the First World War? What were peoples' concerns?

Week 3: End of Empires

M, 1/24: Peter Gatrell, "Crucibles of Population Displacement Before and During the Great War" (B)

W, 1/26: John Connelly, "1919: A New Europe and Its Old Problems" (B)

[Centropa film, "The Changing Map of Europe" \(B\)](#)

[Fabos, et al, *Proud & Torn Visual Memoir of Hungarian History, 1920* \(B\)](#)

F, 1/28, **OL**: Avieli Roshwald, "Defining the Boundaries of the Nation, 1918-1923" (B)

Week 4: Nations, States, Minorities

M, 1/31: Joseph Rothschild, "The Interwar Background" (B)

W, 2/2: Juránová, et al, ch.1, "Childhood and Adolescence," pp. 1-27.

[Centropa film, Katarina Loefflerova "The Importance of a Good Vacation" \(B\)](#)

F, 2/4, **OL**: Mazower, ch. 2, "Empires, Nations, Minorities," pp. 41-68.

(RL #2) Mazower argues in this chapter that the "collapse of Europe's old continental empires signalled the triumph not only of democracy but also...of nationalism" (p. 41). Why does he say this? Explain his argument with attention to minority rights.

Week 5: The Liberal Order's Collapse

M, 2/7: Mazower, ch. 2, "Empires, Nations, Minorities," pp. 27-40.

W, 2/9: Juránová, et al, ch.1, "Childhood and Adolescence," pp. 28-47.

F, 2/11, **OL**: Ivan Berend, "Populism and Right-Wing Radicalism in Central and Eastern Europe" (B)

Week 6: Order of Exploitation and Brutality

M, 2/14: Mazower, ch. 2, "Empires, Nations, Minorities," pp. 69-75, and ch. 5, "Hitler's New Order, 1938-1945," pp. 138-158.

István Deák, "Germany's Many Allies," (B)

W, 2/16: Juránová, et al, ch. 2, "War – Deportations – Escape – Return," pp. 49-95.

F, 2/18, **OL**: István Deák, "A Fatal Compromise? The Debate Over Collaboration and Resistance in Hungary," (B)

(RL #3) Which forms of resistance does Deák discuss? How and against whom could one resist (pp.60-64)? What specific features of the Holocaust in Hungary make it such a 'harrowing moral issue' (pp.64-67)?

Week 7: War of Annihilation

M, 2/21: Mazower, ch. 5, "Hitler's New Order, 1938-1945," pp. 158-181.

W, 2/23: Timothy Snyder, "The Nazi Death Factories" (B)

[Fabos, et al, *Proud & Torn Visual Memoir of Hungarian History, 1944*](#)

F, 2/25: **OL: Look What I Found! Dr. Kate Densford**

Week 8: Postwar

M, 2/28: Mazower, ch. 7, "A Brutal Peace, 1943-9," pp. 212-249.

W, 3/2: Feinberg, ch. 1, "Communism Comes," pp. 8-36.

F, 3/4: **OL: Look What I Found! Rachelle Grossman, ABD**

Juráňová, et al, ch. 3, "Bratislava after the War," pp. 97-138.

Week 9: Creating a Stalinist Society

M, 3/7: Feinberg, ch. 2, "Creating a Stalinist Society," pp. 37-64.

W, 3/9: Juráňová, et al, ch. 3, "Bratislava after the War," pp. 139-155.

F, 3/11, **OL:** Mazower, ch. 8, "Building People's Democracy," pp. 250-273.

(RL #4) "Soviet takeover, or social revolution?" Mazower asks in this chapter on the communist takeovers in East Central Europe and building Stalinist regimes. How would you answer this question? Take a position!

*Week 10: 3/14-3/18: *Spring Break – No Class*

Week 11: Socialist Modernity in the 1950s and 1960s

M, 3/21: Feinberg, ch. 3, "Socialist Modernity in the 1950s and 1960s," pp. 65-91.

W, 3/23: Marzena Sowa, *Marzi, A Memoir*, sections on everyday life from the graphic novel (B)

F, 3/25, **OL: Look What I Found! Professor Eli Rubin**

Week 12: Reform and Retrenchment, 1956-1968

M, 3/28: Feinberg, ch. 4, "Reform and Retrenchment, 1956-1968," pp. 92-116.

W, 3/30: Juráňová, et al, ch. 4, "From Oppression to Freedom and Back Again, 1956-1969" pp. 157-219.

F, 4/1, **OL:** [Fabos, et al, *Proud & Torn Visual Memoir of Hungarian History, 1956*](#)

Week 13: Consumerism and Consequences during Late Socialism

M, 4/4: Feinberg, ch. 5, "Consumerism and Its Consequences during Late Socialism," pp. 117-144.

W, 4/6: Juráňová, et al, ch. 5, "Normalization and Emigration," pp. 221-289.

F, 4/8, **OL:** Václav Havel, "Power of the Powerless" (B)

(RL #5) According to Havel, what does it mean to "live in truth"? What actions does one need to take to "break the rules of the game" in late Socialist Czechoslovakia?

- Week 14: **Decade of Crisis**
 M, 4/11: Feinberg, ch. 6., “Decade of Crisis,” pp. 145-171.
 Katherine Verdery, “The Etatisation of Time in Ceaușescu’s Romania” (B)
 W, 4/13: Juráňová, et al, ch. 6, “Exile,” pp. 291-336.
 F, 4/15, **OL**: **Look What I Found! Professor Leslie Waters**
- Week 15: **From Communism to Neoliberalism**
 M, 4/18: Feinberg, ch. 7., “From Communism to Neoliberalism,” pp. 172-198.
Centropa Film: "1989: The Fall of Communism"
 W, 4/20: Juráňová, et al, ch.7, “Returns,” pp. 337-346.
 F, 4/22, **OL**: Feinberg, ch. 8., “Eastern Europe in the 21st Century,” pp. 199-221.
- Week 16: **Reading Week**
 M, 4/25: Wrap-up discussion
My Seven Lives project due on Brightspace by 2pm
 W, 4/27: *No Class – work on your final essay*
 F, 4/29: *No Class – work on your final essay*
- Finals Week: **Final essay due on Brightspace by 5pm (ET) on Monday, May 2nd**

Have a good summer!

UNIVERSITY POLICIES

Protect Purdue Pledge

Being a part of the Boilermaker community means that each of us must take extraordinary steps to stay well and persistently protect each other, on campus and in the community. Accountable together, I pledge to take responsibility for my own health, the protection of others and help keep the Purdue community safe from spread of COVID-19 and other infections as identified and instructed by the university.

PROTECT PURDUE WEBSITE: <https://protect.purdue.edu/>

DISCLAIMER

In the event of a major campus emergency, the above requirements, deadlines and grading policies are subject to changes that may be required by a revised semester calendar. Any such changes in this course will be posted on Brightspace once the course resumes or can be obtained by contacting the professor via email.

EMAIL ETIQUETTE

Outside of class or office hours, communicate with your professor by email. State the reason for your email in the subject line (ex: “question about essay”). Include a full salutation (ex: “Dear Professor”), and closing with your full name (ex: “Sincerely, Eleanor Roosevelt”). Use full sentences, correct grammar, and punctuation. If you fail to follow this etiquette, I will not

respond to your email. I will usually respond to your emails within 24 hours, with the exception of weekends.

CHEATING / PLAGIARISM

Plagiarism refers to the reproduction of another's words or ideas without proper attribution. University Regulations contains further information on dishonesty. Plagiarism and other forms of academic dishonesty are serious offenses, and will be treated as such in this class. **You are expected to produce your own work and to accurately cite all necessary materials.** Cheating, plagiarism, and other dishonest practices will be punished as harshly as Purdue University policies allow. Any instances of academic dishonesty will likely result in a grade of F for the course and notification of the Dean of Students Office. Please make sure that you are familiar with Purdue's academic integrity policies:

<http://www.purdue.edu/odos/aboutodos/academicintegrity.php>

GRIEF ABSENCE POLICY

Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). Students will be excused from classes for funeral leave and given the opportunity to complete missed assignments or assessments in the event of the death of a member of the student's family.

STUDENTS WITH DISABILITIES

Purdue University is committed to providing equal access and equal opportunity to university courses, activities, and programs for students with disabilities. Students with documented disabilities that substantially limit a major life activity, such as learning, walking, or seeing, may qualify for academic adjustments and/or services. If you have a disability that requires special academic accommodation, please make an appointment to speak with me within the first three weeks of the semester in order to discuss any adjustments. It is the student's responsibility to notify the Disability Resource Center of any impairment/condition that may require accommodations and/or classroom modifications. To request information about academic adjustments, auxiliary aids, or services, please contact the Disability Resource Center in the Office of the Dean of Students, 830 Young Hall, (765) 494-1247 (V/TTY), drc@purdue.edu.

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Purdue University is committed to providing a safe and secure campus environment. Purdue strives to create an educational environment for students and work environment for employees that promote educational and career goals. Violent behavior impedes such goals. Therefore, violent behavior is prohibited in or on any university facility or while participating in any university activity.