COURSE DESCRIPTION AND REQUIREMENTS

This course offers a historical survey and analysis of the processes of political, social, cultural, and economic change that affected East Central and South-Eastern Europe in the twentieth century. The course will begin with the break-up of multi-national empires and the establishment of nation-states in Eastern Europe and end with the collapse of communism and all its implications for the peoples of the region. Unfortunately, western historians and politicians tend to neglect this very important part of Europe, located between Germany, Italy and Russia. It was here that the two world wars began. It was also here that some of the most extreme political ideologies found their eager followers. Finally, Eastern Europe is the birthplace of the “Solidarity” movement that initiated the process of democratization of the region and allowed for the return of its peoples to the European family.

General Skills

- Improved cognitive skills
  - analytical [breaking down phenomena into components]
  - quantitative [handling information mathematically]
  - synthetic [combining disparate information]
  - critical [evaluating flaws and merits, consistencies and irregularities, motives and effects, etc.]
  - original [producing novelty and exhibiting creativity]

- Improved written and oral communications skills
  - conceptual coherence
  - correct grammar
  - effective organization
  - effective delivery

Historical Knowledge and Understanding

- Substantive knowledge and understanding about the Western past
  - geographic dimension
  - temporal dimension
  - aspects of society
    - economic [the production and exchange of material goods]
    - social [relations among individuals and groups, as well as the nature of everyday life]
    - political [governments, legal systems, power groups and relations between states]
    - cultural/intellectual [the realm of ideas (philosophy and science), the arts and religion]
  - links between the past and the present

Towards these ends, this course will require regular class participation, one oral presentation, one map quiz, two exams, and one paper in addition to a number of unannounced quizzes:

1. Class participation (discussion) (10% of your grade).
   In terms of grading, participation refers to class attendance and discussion. Each student is allowed to miss one class without any excuse. Any additional unexcused absence will result in a participation point reduction (two points per class missed). The purpose of discussion is to draw the students into a conversation about the course material, to clarify confusing issues, and resolve any intellectual problems that may arise during the course. Occasional participation in the discussions will earn a C+ grade. Regular participation in discussion will earn a B or an A depending on quality.

2. Oral presentation with PowerPoint (10% of your grade)
   Each student will be required to choose one primary source from Stokes, From Stalinism to Pluralism: A Documentary History of Eastern Europe Since 1945 for his/her oral presentation. Each oral presentation accompanied by PowerPoint will be delivered in class and will last up to ten minutes.
3. **Map quiz (May 30)** (5% of your grade). [See map in Crampton, p. 390. and other maps of Eastern Europe]

4. **Two essay exams** (each worth 20% of your grade)
   Each exam will consist of two essay questions. All materials in the course, whether presented in class or in the readings, are eligible for inclusion in your exam.
   Exams should be taken as scheduled. Exam make-ups will be allowed only in very rare verifiable emergencies.

5. **Book critique and two reviews of short primary sources or one research paper**
   a) Book critique and two document reviews (20% +5%+5% of your grade):
      - Choose a book that deals primarily with the history of the peoples, states or topics covered in this course. Consult the bibliographies in the required reading and the subject catalog of the library for the possible titles. On or before Jan. 29, hand in a sheet of paper with your name, and some basic information about your book, including the title, author, publisher, date and place of publication, and the number of pages; if it is not clear from the title, include a paragraph on what the book is about. Your paper should be 6 pages (font size up to 12), typed and double-spaced. See a Student Guide to History. Use a dictionary and a thesaurus to ensure your paper is written in proper English. The due date for your book critique is April 16. Late papers will be graded and then marked down one letter grade per class day late.
      - You are required to write two short reviews of primary sources and you have four to choose from. Review of the Report of the Crimea Conference (Yalta) (Stokes, 13-18) is due on February 16. Review of Czeslaw Milosz’s Ketman (Stokes, 51-56) is due on March 2. Your optional review of Milan Kundera’s A Nation Which Cannot Take Itself for Granted (Stokes, 151-155) is due on March 28. Each review should be two full pages, typed and double spaced. It should include a thesis and state the document’s historical significance. In your review you should also identify the targeted audience of the document. What does the document say about the epoch in which it was written? For more information on how to write a review see your review study guides at the end of this syllabus. Late papers will be graded and then marked down one letter grade per class meeting late.
   
   b) For your research paper (30% of your grade), choose a topic that deals primarily with the history of the peoples covered in this course. Consult the bibliographies in the required reading and the subject catalog of the library for the possible titles. On or before Jan. 29, hand in a sheet of paper with your name, your research paper topic, and selected bibliography. Your paper should be 10(184,602),(326,636)(184,639),(326,658), excluding bibliography, typed and double-spaced (font up to 12). See a Student Guide to History. Use a dictionary and a thesaurus to ensure your paper is written in proper English. The due date for your research paper is April 16. Late papers will be graded and then marked down one letter grade per class day late.

   In addition to bringing a copy of your paper to class you must submit all your papers to “Turnitin,” a plagiarism detection service by the due date. If you fail to do so your papers will not be graded. All necessary instructions on how to enroll and submit your paper to “Turnitin” are available at: www.turnitin.com

Your class ID: 16437238
Your class enrollment password: Europe

**GRADING**

Students’ work will be evaluated according to the following standards and guidelines:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>105-93; A-: 92.9-90</td>
<td>10%</td>
</tr>
<tr>
<td>B+</td>
<td>89.9-87; B: 86.9-83; B-: 82.9-80</td>
<td>10%</td>
</tr>
<tr>
<td>C+</td>
<td>79.9-77; C: 76.9-73; C-: 72.9-70</td>
<td>20%</td>
</tr>
<tr>
<td>D+</td>
<td>69.9-67; D: 66-60</td>
<td>20%</td>
</tr>
<tr>
<td>F</td>
<td>59.9-0</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>class participation</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>oral presentation</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>first exam</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>final exam</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>paper</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>two document reviews</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>map quiz</td>
<td>10%</td>
</tr>
</tbody>
</table>

**REQUIRED TEXTS**


Note: additional reading material will be placed on instructor’s Blackboard throughout the semester.
RECOMMENDED READING

Benjamin, J.R. A Student’s Guide to History

Note: all books are available at Loyola Bookstore

ACADEMIC DISHONESTY

The penalty for academic dishonesty of any kind (including plagiarism) will be a grade of zero on the examination or written assignment on which cheating occurred. The zero will be averaged with the other grades in calculating the final grade. In addition, the appropriate University authorities will be notified about the occurrence. Repeated offenders will receive a grade of an F for the course. Plagiarism is the presentation of someone else’s work as if it were your own, for example, by copying from a fellow student, the web, or from a publication without adequate citation of the source. Direct borrowing of more than three consecutive words from any written source without quotation marks and acknowledgment (usually a footnote or endnote) constitutes plagiarism. This course is registered with “Turnitin,” a plagiarism detection service.

COURSE SCHEDULE

This schedule is intended as a guide to the semester. It will be adjusted as needed.

Reading Assignments (to be completed for the date indicated)

Jan. 17, 19:  Introduction - Crampton, ix-xiii, 469-498; Rothschild, 257-263; Stokes, 3-8
Jan. 22, 24, 26:  Historical Background - Crampton, 1-27
           Crampton, 30-106; Rothschild, 1-18
           BOOK CRITIQUE/RESEARCH PAPER TITLE DUE ON JAN. 29
           MAP QUIZ ON FEB. 2
           Crampton, 107-176; Rothschild, 1-18
Feb. 12, 14, 16:  World War II - Crampton, 177-209; Rothschild, 18-59;
           ORAL PRESENTATIONS, STOKES, 3-32
Feb. 19, 21, 23:  The Communist Take-Over - Crampton, 210-254; Rothschild, 60-99;
           ORAL PRESENTATIONS: STOKES, 33-42
Feb. 26, 28, March 2:  Stalinism - Crampton, 255-274; Rothschild, 100-117;
           ORAL PRESENTATIONS: STOKES, 43-77
           SHORT DOCUMENT REVIEW: Czeslaw Milosz, Ketman, Stokes, 51-56.
March 3-11:  Spring Break-no classes.
March 12:  Review session
March 14:  MIDTERM EXAM
March 16, 19, 21:  De-Stalinization - Crampton, 275-341; Rothschild, 118-152;
           ORAL PRESENTATIONS: STOKES, 79-130
March 23, 26, 28:  Stability? - Crampton, 345-366; Rothschild, 153-180;
           ORAL PRESENTATIONS: STOKES, 131-192
           SHORT DOCUMENT REVIEW: Milan Kundera, A Nation Which Cannot take Itself for Granted, Stokes, 151-155
March 30-April 2: Easter Break

Final exam week: FINAL EXAM

April 4, 6: The Solidarity Movement - Crampton, 367-376; ORAL PRESENTATIONS: STOKES, 193-215

April 9, 11, 13: The Revolutions - Crampton, 379-415; Rothschild, 181-210; ORAL PRESENTATIONS: STOKES, 216-253


BOOK CRITIQUE/RESEARCH PAPER DUE ON APRIL 16


Note: Students with disabilities who need special accommodations must contact an Assistant Coordinator of Services for Students with Disabilities to obtain written verification of their disabilities and arrange for those accommodations.

Book Critique Guide

A critique is not a simple book report or review; it is an essay in which you analyze and evaluate what the author has written. Do not summarize the book nor quote it extensively. When referring to a statement in the book, put it in your own words and put a footnote at the end giving the page so your reference can be checked. Use the suggestions below as a guide to reading the book (take notes while you read to make the writing easier) and to writing the critique. For further suggestions, see John E. Drewry’s Writing Book Reviews or Book Reviewing, Chapters II, V, and VI. For good examples of book critiques, see the New York Review of Books or the New York Times Book Review.

I. Introduction (20-25% of the critique)
In a paragraph or two, explain what the book is all about, what aspects of history does the author emphasize, how the book is organized. Indicate the major question the author deals with and what his central propositions are. Do not merely paraphrase the table of contents.

II. The Body (50-60%) Discuss the author’s development of his major questions and evaluate the central propositions in terms of the evidence given. Which of the author’s generalizations do you find especially valuable, convincing, relevant, interesting? Why? With which you disagree? Why? React to the material in the book and the arguments it presents but make sure that your essay does not lose coherence by attempting to cover too much. Depth is preferable to quantity. Again, do not just summarize what the author says.

III. Historiographical Conclusion (20-30%) What does the author reveal about himself in this book? Is he fair and objective? What are his biases? What do you suspect are his values? Do you think that there are any connections between these values and questions that he raises and answers? Do his views intrude on the narrative or liven it up? Give references to back up your statements. Rate the author as a writer for clarity, organization, and ability to keep your interest. Have you learned anything from this book?

The critique will be judged for style and grammar as well as for critical analysis: use a dictionary and a thesaurus. Consult the brief but valuable paperback by William Strunk Jr., and E. B. White, The Elements of Style. Specific references should be footnoted. The first citation of a book should include the date and place of publication since these can be significant: for example, Boris Pasternak, Doctor Zhivago (New York: Pantheon Books, 1991), 301. If the same book is cited successively, use Ibid., plus the page number. If another book is cited in between, use the following form: Pasternak, op.cit., page number or just Pasternak, page number. Your paper should be typed double-space. Proofread it before handing it in. Late papers will be accepted but penalized.

Style and grammar:
• Try to use present tense when writing about the book or the author and the past tense when discussing the subject of the book.
• Avoid repetitions.
• When mentioning a person for the first time use his/her full name.
• Make sure that your review is understandable to somebody who has not read the book.
• Use active voice unless using passive voice is unavoidable.
• Do not quote extensively.
Never use slang.
Avoid contradicting yourself.
Avoid using hyperbole.
Remember that “there” (location) and “their” (possession) are two different words.

Your oral presentation guide

A document review is not a summary as it provides critical analysis of a source. Remember to evaluate a document as a historical source. Remember that you must create a PowerPoint presentation to accompany your talk.

Content of a good review:
- Your review should be headed by short biographic information about the author of the document.
- Identify the author’s theme or thesis.
- Why did the author write this text?
- What did the author try to say?
- What time period does the text cover?
- What are the subtopics in the document?
- Explain how the author supports his/her thesis and what evidence he/she uses.
- In your conclusion try to identify the potential audience of the document and assess the author’s success in proving his/her thesis. State the document’s relevance.

Suggestions:
- Read the entire text.
- While reading think what the author is trying to say.
- Take notes if necessary.
- Write a draft of your review.

Style of your presentation:
- Avoid repetitions.
- When mentioning a person for the first time use his/her full name.
- Make sure that your review is understandable to somebody who has not read the document.
- Never use slang. Never say “whatever,” “what not,” etc.
- Avoid contradicting yourself.