



DEPARTMENT OF THE ARMY  
UNITED STATES MILITARY ACADEMY  
WEST POINT, NEW YORK 10996

REPLY TO  
ATTENTION OF

MADN-HIS

12 August 2015

MEMORANDUM FOR Students Enrolled in HI 368

SUBJECT: Syllabus for HI 368, *Modern Central and Eastern Europe, 1896-1989*, AY 16-01.

1. Purpose. *Modern Central and Eastern Europe* will provide a thematic and chronological study of the region situated south of the Baltics, north of the Balkans, east of Germany and west of Russia. *Modern Central and Eastern Europe* will allow cadets to better address thematic issues intrinsic to borderland areas: specifically, the concepts of ethnic, religious, and national identity formation. It will also permit cadets to participate in a historical study of the 20th century's most extreme and influential ideological developments (fascism and communism) from the perspective of Europe's most culturally diverse and divided regions.
2. Scope. Between 1896 and 1989, Central and Eastern Europe experienced two world wars, at least three major revolutions, and radical industrial and environmental dislocations. The region witnessed everything from birth of modern culture to the creation of new post-World War I nation-states, to the Holocaust, to massive forced population shifts, to the creation of the communist Eastern Bloc, to the popular overthrow of Communism in 1989. Radical regimes on the right and left brought incredible change, quashed hopes, and produced both progress and suffering of unprecedented proportion. This course will examine life in late-19th and 20th century Habsburg Europe and its successor states of Poland, Hungary, Czechoslovakia, and Yugoslavia. The course will be divided into chronological thirds: the late imperial period, the interwar and wartime period, and the Communist period. It will be structured comparatively, highlighting themes of nation-creation, everyday life, social transition, war, revolution, and ethnic cleansing.
3. Course Goals. *Modern Central and Eastern Europe* offers cadets the opportunity to continue their development as leaders, engaged thinkers, and life-long learners through the in-depth study of history.
  - a. To improve one's ability to think, listen, and read critically, analytically, and creatively.
  - b. To analyze human behavior and ideas, and to dissect historical themes, linkages, and causation.
  - c. To understand the influence of diverse historical forces—technological, social, political, economic—on human behavior, achievement, and ideas.
  - d. To communicate, effectively, both orally and in writing, and to demonstrate reasoned, critical thought in one's communications.
  - e. To demonstrate the willingness to pursue progressive and continued intellectual development.

- f. To demonstrate the ability to research, write, and revise a historical essay.
  - g. To anticipate and respond to change, and to study how societies have done so historically.
  - h. To understand a variety of historical methodologies and how they can reveal divergent layers of comprehension.
4. Course Objectives. This course is designed to consider not only political events and world wars, but to examine how various trends and developments played out in different forms across Central and Eastern Europe. Our class will investigate the confusion and upheaval caused by the process of modernization, nationalism, and Communism. We will examine the changing roles of men and women, and consider ideological, generational, class, and national tensions. We will look at trends in high and popular culture in order to investigate the everyday motivations that inspired Central Europeans from all walks of life. By examining the history of a region using a variety of sources and methodologies, you will emerge as better scholars, citizens, and leaders.
- a. To understand the interaction of social, political, cultural, economic, religious, gendered, technological, and military factors in shaping modern Eastern and Central European history.
  - b. To examine the processes of national, ethnic, gendered, and religious identity construction first within larger empires (the Habsburg, German, Russian, and Ottoman Empires) and later among in the smaller, heterogeneous states of post-First World War Central and Eastern Europe.
  - c. To study the processes and historical conditions that allowed for ethnic cleansing and genocide.
  - d. To consider the successes and failures of Communism in Eastern and Central Europe in the years following the Second World War.
  - e. To investigate how smaller states respond to broad historical trends from a comparative perspective.
  - f. To analyze the problem posed by studying history according to the nation-state model.
5. Student Requirements.
- a. There are four categories of graded exercises totaling 2000 points: partial reviews, instructor grades, written requirements, and the term-end examination.
    - (1) There is one midterm examination (written, partial review) covering the first half of the course. It is worth 350 points.
    - (2) Instructor grades. The instructor will award a total of 350 points for class participation, writs, and other in-class requirements. Up to 100 of these points will be determined based on peer class participation rankings. Cadets will be surveyed once each block to determine quality of participation and to

what extent cadets are contributing to each other's learning. Up to 50 points will be awarded for participation in the class blog (see Enclosure 1), if we choose to use it.

(3) Written requirements. The major written requirement is a 1500 word research paper. The research paper begins with an interim requirement of a research proposal. Near the end of the process, you will do a peer review of a colleague's research paper. In addition to the research paper, you will complete a short two page paper in response to a novel, film, or instructor-selected topic. You may do this assignment in the form of a series of blogs, with instructor permission. In total, the written work is worth 800 points and it is described in greater detail in paragraph six (6).

(4) Final (Term-end) examination. The 500 point comprehensive term-end will cover the third sub-course and the course as a whole.

b. The table below summarizes the graded exercises and their relative weights:

Requirement	Point Value	% of Course Total
Instructor grades/Peer participation rankings/Blog assignment	350	17.5%
Interim exams (WPRs) [2]	350	17.5%
Interim writing requirements (WRs)	200	10%
Historical research essay	500	25%
Peer review	100	5%
Term-end examination (Final)	500	25%
Total	2000	100%

c. Cadets will not pass the course if they fail to complete a major requirement or earn less than 50% on the TEE.

d. Any cadet who wishes to count this course as his/her **integrative experience (IE)** will combine one of the interim writing projects with one class presentation. In essence, the cadet, in close collaboration with the instructor, will plan, prepare, and teach one lesson.

e. Grading Scale. The following grading scale will be used.

A+ 97.0 – 100.0	C+ 77.0 – 79.9
A 93.0 – 96.9	C 73.0 – 76.9
A- 90.0 – 92.9	C- 70.0 – 72.9
B+ 87.0 – 89.9	D 67.0 – 69.9
B 83.0 – 86.9	F Less than 67.0
B- 80.0 – 82.9	

## 6. Writing Requirements.

a. **Short Writing Assignment. Response Paper & Class Leadership.** Each cadet will write a two-page response to a question pertaining to a specific aspect of Central and Eastern European history between 1896 and 1989, selected in consultation with

the instructor. Cadets may do outside research to answer the questions they select, but this is not required. The goal of this paper is to allow each cadet to develop some expertise that they can then bring to bear during a specific discussion, and to do so using alternative historical sources such as novels and films.

- (1) Each cadet will select one of the novels and one of the films assigned and submit his/her preferences to me using the attached form (Enclosure 2). Your choice is due by lesson 6. Late proposal submissions will result in lower paper grades. *Your response paper must deal with a different subject than your research paper.*
- (2) I will approve your choice of source and confirm your assigned class day. You will then arrange to *meet with me at least two classes in advance of the day your question falls* to cooperatively determine how to incorporate what you have learned from the novel/text/film into class discussion.
- (3) You will turn in your approximately two-page response paper at the beginning of the class. You will lead a portion of the class on the pre-determined day and you will receive a grade for your class contribution separate from your paper grade. You are expected to lead the discussion, not present your paper.

b. **Research Paper.** Each cadet will write a 1500-word research paper on some aspect of Eastern/Central European history. You will have a choice – to answer a specific question I provide or to answer a historical question of your choice. By **15 September** (lesson 11), you must submit your preference to me using the attached form (Enclosure 3). A preliminary introductory paragraph and annotated bibliography of sources that you have consulted or plan to consult is due by the beginning of class on **5 October** (lesson 18). A full draft of the paper is due in class on **6 November** (lesson 29). The final paper is due NLT 1600 on **24 November** (lesson 35).

- (1) You must include at least one primary source. Appropriate primary sources will be determined in consultation with the instructor.
- (2) Paper exchange/Peer Review: You will provide a *completed* copy of your paper to your assigned cadet reader at the beginning of class on **6 November** (Lesson 29). *If you do not provide your colleague with a complete draft, you will lose 10 percent from your paper's final grade, plus an additional five percent penalty for every additional 24 hour delay.* Readers will review and edit papers and return them to the paper's author at the beginning of class on **12 November** (Lesson 31). The purpose of this exercise is to gain experience with editing and criticizing prose, as well to give each cadet a chance to reflect on his or her own work through reading another's. You will be evaluated (100 points) on how well you critique your colleague's work.
- (3) Submission of a rough draft is encouraged but not required. If submitted, rough drafts must be given to me NLT class time, **16 November** (no extensions), but only after you have completed the revisions suggested by your cadet reader. Rough drafts must meet the same format and documentation requirements as your final paper, although you may submit

electronically. *If you submit the rough draft electronically, you must scan the peer review evaluation form and the peer reviewed rough copy and send that to me as well.*

- (4) Final papers must be turned in **with your rough copy and your reader's evaluation attached** in your HI 368 brown bomber.

c. **General guidance for writing assignments.**

- (1) As a student of history, you are expected to follow the documentation style most widely used in historical scholarship. Document your work using footnotes according to the Chicago style outlined in your *Little Brown Handbook*, in the Office of the Dean pamphlet, "[Documentation of Academic Work](#)," [DAW] and the "[Department of History Style and Formatting Guide](#)." The DAW is also available on the Dean's and USCC's home page.
- (2) Blog postings do not require formal footnotes, but should use parenthetical footnotes.
- (3) You are expected to turn in all requirements on time and in proper format. Late papers will be penalized. Improper format or inadequate documentation may result in required resubmission.

7. Geography.

To understand the history of Central and Eastern Europe, you must be familiar with basic geographic features and the region's changing political borders. Consequently, there will be several map quizzes during the course of the semester. You will be provided more information early in the semester

8. Portfolio.

To assist you in your effort to attain all course goals and objectives, you must keep all papers submitted to me in a history portfolio. This includes all quizzes, WPRs, rough drafts, final papers, etc. Each submission of any type, including topic proposals or rough drafts, must be in your history portfolio.

9. Bibliography.

The course includes core readings for all students, as well as additional readings for specific cadets.

a. The core readings will include:

- (1) Crampton, R.J. *Eastern Europe in the Twentieth Century -- and After*. London: Routledge, 1997 [2<sup>nd</sup> edition ISBN 9780415164238] or 2010 [3<sup>rd</sup> edition ISBN 9780415366298] - New \$45, used \$10 [2<sup>nd</sup> edition].
- (2) Stokes, Gale. *The Walls Came Tumbling Down*. New York: Oxford University Press, 1993. ISBN 9780195066456 - \$32.00 list, \$10.00 used.

- b. Cadets will also choose a book or film from a supplemental list provided by the instructor. It is not necessary to purchase the book or film.
6. Counseling and Assistance
- a. My goal is to make each lesson as challenging as possible, but the success or failure of the course will depend upon the time and effort you and your classmates are willing to devote to it.
  - b. My office is located in Room 145, Thayer Hall. My office telephone number is 938-7643, and my home number is 497-3650. Emailing or calling to arrange an appointment is the best way to ensure I am available, but walk-in visits are welcome. Please do not call my home after 2100 hours.

Encls

- 1. Explanation of Class Blog
- 2. Proposed Source for Response Paper
- 3. Proposed Topic for Research Paper
- 4. Schedule of Lessons

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## EXPLANATION OF CLASS BLOG

**INTRODUCTION:** HI 368 will include online class discussion, using a blog. The purpose of this blog is to encourage continued consideration of class themes and allow for additional discussion of readings. By-and-large, your contributions to the blog will not be evaluated, and thus you should feel free to post questions and ideas. However, each cadet will be evaluated once (see below discussion of requirements) and regular quality contributions may earn you *extra credit*.

### REQUIREMENTS

#### Part 1 - Initial posting:

- The instructor will assign each cadet one class for which he/she is responsible.
- Cadets are encouraged to discuss class readings and themes on the blog in advance of class, but are required to do the following:
  1. *After your assigned class*, you are required to post questions and ideas emerging from the class and the readings that we did not fully explore in class discussion.
  2. In addition to raising these questions/themes/ideas, you should post thoughtful comments as responses to or answers to the questions you raise.
  3. You will be graded based on the quality of the questions and discussion you raise. Specifically, I will consider whether your post demonstrates comprehension of sources, an ability to raise significant questions and broader course themes for continued discussion, and the general coherence of your writing. This evaluation will be part of your instructor grade.

#### Part 2 – Responses:

- Responses to initial postings are not mandatory, but highly recommended.
  1. Responses may include discussions of historical evidence from readings, questions and ethical issues raised in readings/class discussion, questions/critical thoughts about particular aspect readings, clarification of ideas raised in readings/discussions, etc.
  2. Responses should reference readings using parenthetical footnotes. For example, if you are discussing how to define Central Europe, you might quote or paraphrase Larry Wolff and then cite it as (Wolff, 8) so that your classmates understand where you found this idea and can agree/disagree with your interpretation.
- You may incorporate content about your response paper, particularly if we had not had adequate time to fully discuss the material in class.
- Cadets who post quality responses to at least five initial postings will be eligible for up to 50 total points in extra credit. You may earn a maximum of 15 bonus points in block one, 15 in block two, and 20 in block three.

**NOTE:** All blogs must be civil, appropriate and non-offensive. You may disagree with what others write, but not criticize them personal. Cadets who violate this rule will receive one warning and any offensive postings will be removed. Cadets will be disciplined for a second offense.

Enclosure 2

PROPOSED SOURCE FOR RESPONSE PAPER/CLASS LEADERSHIP ASSIGNMENT  
(25 points)

Name\_\_\_\_\_

Section/Hour\_\_\_\_\_

Date\_\_\_\_\_

The following are my top three choices of sources for my two-page response paper. I have consulted the attached list and chosen in order of priority and preference. I have noted appropriate lesson number for my presentation so that I can assume class leadership duties during that lesson or know when my postings are due. Should I be confused by any of this, I will consult with Dr. Frey.

NOTES:

- No more than one choice may be a film.
- Your response paper must deal with a different subject than your research paper.

(1) Choice:

Lesson #\_\_\_\_\_.

Explanation, if necessary:

(2) Choice:

Lesson #\_\_\_\_\_.

Explanation, if necessary:

(3) Choice:

Lesson #\_\_\_\_\_.

Explanation, if necessary:

Special considerations for my receiving my first choice? (Such as special connections to a topic, language ability, etc.):

Enclosure 3

PROPOSED TOPIC FOR RESEARCH PAPER (25 points)

Name\_\_\_\_\_

Section/Hour\_\_\_\_\_

Date\_\_\_\_\_

Please describe the general topic you wish to explore in your research paper:

The specific historical question you wish to address is:

Historical sources you already have consulted include (You may attach an additional sheet with your sources and any annotations; do not, however, list books you have not yet actually begun to read):

Special considerations for my receiving my first choice? (Such as special connections to a topic, language ability, etc.):

Instructor Comments: