Instructor Information:
Name: Prof. Heather D. DeHaan
Email: hdehaan@binghamton.edu
Office Hrs: Mondays 3:30-4:30, Wednesdays 1:10-2:10, Thursdays 3:20-4:20
Office Location: LT-816
TA: Jessica Washnis (jwashni1@) LT 606 M12-2:10, 3:30-4

Lecture Time and Location:
Mondays & Wednesday from 2:20-3:20 in UU202
Friday discussion section: 1:10-2:10 in FA244 OR 2:20-3:20 in FA246

Course Description:
This course explores the history of the peoples and places located at the former or current edges of European borderlands. From Central Asia to the Caucasus and central Europe, this course discusses the conflict and co-existence of diverse cultural, religious, regional, class, and state entities in those places where empires meet, conflict, and sometimes shatter. Course themes include the flow of people across imperial and state boundaries, the origins and nature of ethno-religious violence, the problem of the nation-state, and the complex domestic and geopolitics of post-imperial countries. Students will come to better understand this area’s history as well as the dynamics inherent to borderland regions.

Learning Objectives:
This class advances the following History and Social Science (N) learning objectives:
1. The ability to assemble, analyze, critically evaluate, and incorporate sources (primary and secondary, as relevant) in their research; they will have the skills to analyze a variety of different types of written texts (or, when appropriate, other kinds of evidence) and identify how each is shaped by author, audience, and the context in which it was constructed.
2. The ability to write clear, cogent, and complex prose.
3. Knowledge of major historical themes, processes, and events, as well as some of the critical and theoretical methods for interpreting these; although no single course is required, and thus students have widely varying areas of expertise, they should have a general understanding of the development of the region(s) or specialties in which they have concentrated.
4. Knowledge of some of the interactions between different parts of the world or between different groups within a single society and how these relationships have affected the development of respective regions, ethnicities or identities.

This course may also be taken for CEL credit: Students who opt for the interview project (see below) will be involved in a community setting in such a way that the experience is linked to course content, enriches learning, and benefits the community in some way.

Special Needs: Students who have special needs—due to sports commitments, family obligations, disabilities, etc.—must inform the instructor of such needs as soon as possible. Your instructors can
only make the requisite accommodations if they are duly informed well before the date for which special accommodation might be required.

ACADEMIC HONESTY:

Plagiarism is strictly forbidden and will be prosecuted. Students caught plagiarizing will receive a zero on the assignment and possibly fail the course. As noted in the Binghamton University Academic Honesty Code, plagiarism involves representing another person’s work as your own. In the words of the Honesty Code, this encompasses:

1. Quoting, paraphrasing, or summarizing sentences, phrases, or paragraphs without acknowledgement.
2. Failing to acknowledge the source of either a major idea or ordering principle central to one’s own paper.
3. Relying on another person’s data, evidence or critical method without credit or permission.
4. Submitting another person’s work as one’s own.
5. Using unacknowledged research sources gathered by someone else.

To avoid plagiarism, summarize the data or concepts taken from your research materials in your own words and cite the source in a footnote. Also, start early: many cases of plagiarism originate with poor planning—that is, with the end-of-term rush to “assemble” a paper. Research papers are never assembled. Rather, they are researched, outlined, written, edited, and then rewritten, in a careful process marked by thoughtful analysis and synthesis.

Please note that all papers MUST be submitted to turn-it-in before they will be graded or accepted towards the completion of course requirements.

Cheating on Examinations:

Students caught cheating will receive an automatic zero on the assignment. As noted in the Academic Honesty Code, cheating includes:

1. Unauthorized collaboration of any sort during an examination.
2. Reading of an examination before it has been given.
3. The unauthorized use of notes, books, tapes, computers or other aids during an examination.
4. Allowing another person to take an examination in one’s place.
5. Looking at someone else’s examination during the examination period.
6. Allowing another person to use one’s own examination during the examination period.
7. Passing examination information to students who have not yet taken the examination.

COURSE REQUIREMENTS:

Students’ MUST attend lecture, write the mid-term and final, attend weekly discussion sections, and submit all required coursework. Insofar as this is a 4-credit course, in addition to attending lecture and discussion section, students should expect to complete 9.5 hours of out-of-class work on readings, exam preparation, and assignments each week.

When in lecture, students must be attentive, participate, and avoid all but absolutely essential trips to the restroom. Use laptops only for note-taking and reviewing. Misuse for texting, games, other reading, etc. will result in an automatic 1% off of the final grade. Repeated lateness or other
disruptive behavior in lecture or discussion section may also result in a participation grade deduction.

Because this is a Writing (W) course, students who fail to write midterm and final and also to submit either an oral interview analysis or research paper will automatically fail the course. Coursework MUST be submitted before the final lecture in this course, or it will not be accepted. If you face health or family issues that interfere with your ability to complete course requirements, speak to your professor or TA as soon as possible. I cannot and will not make special dispensations for students who wait until after assignments or the end of the course to talk with me.

**Course Evaluation:**
Map quizzes (10%)
Midterm (20%)
Research Paper: *There is an Interview/LxC/CCE alternative to the research paper (see below)*
- Topic, Bibliography, Outline (5%)
- Writing, Argument, Organization, Research (20%)
  - Instructions can be found at the bottom of the syllabus.
  - 3% penalty per day of lateness
  - Extremely late work will be neither accepted nor graded!
Participation (20%)
Final (25%)

**LXC option (includes CEL component):**
In lieu of the research paper, students may sign up for LxC, in which case they will interview an immigrant from East Central Europe. Their interview transcripts and analysis will be due on the same day as the other students’ research paper, and the same 3% penalty per day of lateness applies. Students who opt for the interview must also participate in 9 one-hour LXC meetings, which are held outside (and in addition to) regular lecture and discussion sections. In addition to involving productive engagement with the community in a manner that enhances students’ understanding of course material, LXC discussion sections will help students understand how language and culture shape the production and understanding of knowledge. They will develop skills in cross-cultural competency as they reach out to groups of a different background than their own. They will expand their knowledge both of the peoples and cultures of East Central Europe, whether they live in Europe or in the USA, and through an interview with an immigrant from this region, they themselves will participate in historical knowledge production—that is, in the production of the interview as an historical document. For further information on the interview project, see the project description at the end of the syllabus.

**Books**

Required Text:
Jan Gross, *Neighbors: The Destruction of the Jewish Community in Jedwabne, Poland*

Other Recommended History Books (for Additional/Background Reading):
Robert Mągosz, *Historical Atlas of Central Europe** in reference section of library
Mark Mazower, *Dark Continent: Europe’s Twentieth Century** on reserve
Benedict Anderson, *Imagined Communities*
Geoff Eley, *Becoming National: A Reader*
Alfred Rieber, *The Struggle for the Eurasian Borderlands: From the Rise of Early Modern Empires to the End of the First World War*

Andreas Kappeler, *The Russian Empire: A Multi-ethnic History*

Steven Seegel, *Mapping Europe’s Borderlands: Russian Cartography in the Age of Empire*

Omer Bartov and Eric D. Weitz, eds., *Shatterzone of Empires: Coexistence and Violence in the German, Habsburg, Russian and Ottoman Borderlands*

Joseph Rothschild, *East Central Europe Between the Two World Wars*

Joseph Rothchild, *Return to Diversity*

Omer Bartov, Atina Grossmann, Mary Nolan, eds. *Crimes of War: Guilt and Denial in the 20th c.*

Norman Naimark, *Fires of Hatred: Ethnic Cleansing in 20th Century Europe*

Roger D. Peterson, *Understanding Ethnic Violence: Fear, Hatred, & Resentment in 20th c Eastern Europe*

Recommended for LXC students:

Evan Hoffman, *Lost in Translation: Life in a New Language*


Keven Kenny, *Diaspora: A Very Short Introduction*

Irving Howe and Morris Dickstein, *World of Our Fathers: The Journey of the East European Jews to America and the Life They Found and Made*

Magdalena Zaborowska, *How We Found America: Reading Gender Through East European Immigration Narratives*

**COURSE SCHEDULE:**

**WEEK 1. Inventions**


Jan. 28. The Enlightenment & East Central Europe: Inventions of “the East” and “the Other”

Jan. 30 NO DISCUSSION

**READING (for Monday’s class!!): On the National Question**

http://www.nationalismproject.org/what.htm - Please read excerpts from Ernst Gellner, Miroslav Hroch, Anthony D. Smith, Eric Hobsbawm, and Benedict Anderson

**WEEK 2. Shatterzones of Empire**

Feb. 2. Nationalism & Empires: Habsburg, Ottoman, and Russian Context


Feb. 6. DISCUSSION (“Crossing Boundaries”): Thomas Barrett, “Crossing Boundaries: The Trading Frontiers of the Terek Cossacks,” in *Russia’s Orient* 227-248**; get more from Russia’s Orient – perhaps article on man in-between

WEEK 3. Empires in Decay
Feb. 9. The Fatal Shot & “the Balkan knot”: reformist ferment in the borderlands (jadids, nationalists, pan-Turks, pan-Islam, and international revolutionaries)
Feb. 11. Revolution on the Edge: The Caucasus B/w Three Revolutions


WEEK 4. New States, New Nations, New Frontiers
Feb. 16. The New Nation-States of Central Europe [Map Quiz (5%)].
Feb. 18. Bazmachis & Borders: Turning Borderlands into Heartlands


WEEK 5. Ideological & Economic Frontiers
Feb. 23. “Lands Between”: Ukraine as example of Nation-State Challenges [Bib/topic due]
Feb. 25. Fascist Rise of the 1930s


WEEK 6. WWII Revanchism
March 2: The “German Question”
March 4. Ethnic Politics: Context for Genocide(s)
March 6. DISCUSSION: Jan Gross’s Neighbors & Bernd Boll, “Zloczow, July 1941,” in Crimes of War

WEEK 7. Homogenizing Populations
March 9. Postwar Borders & Deportations (from Breslau to Wroclaw)
March 11. Cold War Divides & Communist Takeovers
For lecture, please read Churchill’s “Iron Curtain” speech:
http://legacy.fordham.edu/halsall/mod/churchill-iron.asp
March 13. TBA

Recommendation: Mazower, “Building People’s Democracy” and “A Brutal Peace,” in *Dark Continent*.

WEEK 8: The “Soft West”
March 16: Midterm (20%)
March 18. Ideological Boundaries: Competition in Central Europe


WEEK 9. Erecting Borders of Communism
March 23. Games of Memory & Identity
March 25. Hybridized Communism: Revolts in Poland, East Germany, Hungary


WEEK 10. Crossing Borders: Goods, War, and Diplomacy
For this lecture, read: Vaclav Havel’s “Power of the Powerless,” found at:
April 1. Afghanistan & Soviet Islam
April 3. NO DISCUSSION


WEEK 11
April 6-10 EASTER/PASSOVER BREAK
WEEK 12. Gorbachev’s “Boomerang”
April 13. Peaceful Revolutions: “the Soft Inside”
April 15. The New States of Eurasia: new “shatterzones”

*Added reading:* Mark Mazower, “Sharks and Dolphins,” in *Dark Continent*

WEEK 13. Yugoslavia
April 20. Yugoslavia Under Communism [*Map Quiz #2 (5%)]*
April 22: Post-Tito Disintegration
April 24. NO discussion: **Papers Due (20%)**

*Recommended:* Norman Naimark, “Wars of Yugoslav Succession,” in *Fires of Hatred*; Slavenka Drakulic, *How We Survived Communism and Even Laughed*

WEEK 14. Politics of Transition
April 27. Conceptual & real boundaries of transition: economic, temporal, spatial transitions
April 29. New Formations: Europe & Eurasia

*Recommended (on ideo-economic boundaries): Stephen Cohen’s Failed Crusade and Stephen Kotkin’s Armageddon Averted.*

WEEK 15. Borderlands Today
May 4. All About Ukraine: Maidan b/w East (Eurasian Union) and West (European Union)
May 6. Final Discussion (student-selected topic)
May 8 Discussion: TBA
INTERVIEW/LXC/CEL OPTION

*Details on standard research paper option follow below.

Students may conduct an oral interview with someone whose ethnic origins lie in the borderlands of Eastern Europe as defined for the purposes of this course. Students who opt to interview a member of the one of Binghamton's communities of immigrants from Eastern Europe (rather than write a standard research paper) will have to spend several hours interacting with this community and with her/his chosen interview subject. First, the students need to identify a suitable person to interview. Second, the students needs to contact this person, explain the purposes of the interview, the types of questions to be asked, arrange a time and place for the interview, and obtain consent for using this interview for their class research project. Then, the student needs to conduct the interview itself. An interview will generally last 1-2 hours. (Interviewees will sign off on a document after the interview, affirming the time allotted. They may also use the form to request a copy of the interview, should they wish to keep one.)

Whenever possible, students will do these interviews collaboratively. To do the research, students will have to conduct some background research on the target community and individual. They need to formulate interview questions, and they will meet with other students engaged in such interview projects to consider their questions, strategies, and goals. Interview partners will evaluate one another and their team work. **All students who do these interviews will also earn LXC credit, which they can apply toward the acquisition of a Global Studies minor. As part of this LXC commitment, they will participate in 9 one-hour meetings outside of regular class time.** LXC meetings will help students work through their interview project and its challenges. They will talk about the various East European communities in the Binghamton community, their histories, means of outreach, interview strategies and experiences as a group. They should expect to do research for weekly meetings that will also help them with their interview project.

FURTHER ORAL INTERVIEW INSTRUCTIONS:
http://www.oralhistory.org/about/principles-and-practices/

The purpose of the interview:
Students conducting interviews should seek information on the identities and identity-shaping experiences of Binghamton individuals and communities whose roots can be traced to the borderlands of Eastern Europe (Czechs, Slovaks, Hungarians, Ukrainians, Russians, etc.). Interviewers (students) should seek to elicit a rich, personal account of their interviewee’s experiences of community life, their reflections on their experience, their identity, and their relationships to other groups of the same ethnic identity (for instance, Ukrainians hailed from three empires and could differ in religious, culture, and even self-identification). You want to permit people to tell their life story, with a focus on the immigrant, minority ethnicity experience. Where possible, you want to use language and other materials originating from the “target culture”—that is, out of the cultural and linguistic environment of the person interviewed. Students should also come to appreciate American perspectives on that “target culture” as well as the perspectives of this individual on America and on some of the materials covered in class.

After the Interview
Students must submit an interview recording and transcript together with an analysis of that interview as an historical document (a primary source). As with all primary documents, this means
identifying the document’s origin (an interview assignment), purpose (to enable the interviewee to
give voice to her/his experience as immigrant and ethnic minority), value (its value to future
historians who read it) and limitations (what historians should be careful not to learn through such a
document.) In this 4-5 page analysis, students should reflect on what they learned through the
interview, asking themselves the following questions:

- How did the structure of the interview (the relationship of interviewer and interviewee, the
  setting, the interviewer’s preparation, etc.) shape the content of the interview?
- How did the interviewer’s purpose shape the questions, and how did his impact the
discussion?
- What other aspects of the interview shaped its content and thus its value for historians? Was
  the interviewee nervous or uncomfortable? How strong was his/her memory? Did either
  interviewee or interviewer have a predetermined message that they wished the interview to
  convey?
- What did the interviewer/student learn?

ASSESSMENT:
10% participation in LxC support discussion: includes finding research subject, working with partner
to outline suitable questions, doing background research, obtaining consent, having a
preliminary meeting with interview subject to discuss plan, gain consent, preparing initial
questions, post-interview debriefing, etc.
5% interview: quality of questions, discussion, etc. as well as effective collaboration with partner (to
be assessed in part by survey of interviewee and of student partner)
10% analysis of the interview *Each student must submit a separate analysis and transcript, even
when working with a partner on the rest of the project.

Please note that interviewees will be surveyed, ask to comment on their reflections on the interview and its quality.

THE GOAL fits the criteria for CEL Community Engaged Learning, in that this assignment is to
foster engagement with the community, to help students work collaboratively and accountably, and
also to learn about the challenges of conducting an effective oral interview. By participating in LXC
as they do these projects, students will also meet LXC learning objectives: recognizing how language
and culture shapes the production of knowledge and meaning, becoming more aware of other
cultures and communities, and expanding their range of cultural competencies (extending this to one
of Binghamton’s immigrant communities). The project, together with LXC work, should equip
students to properly engage the community, hearing and giving voice to the interviewee/community
member as they learn more about East European identity, history, and experience. The final
assessment project, through which they reflect on their interview and its value as historical evidence,
should both foster cultural awareness and a more critical approach to information and research.
RESEARCH ESSAY

Students who do not opt for the oral interview will write a research essay (10 pages) on a topic related to the materials discussed in this class. Students must base their research on at least FIVE scholarly sources, which may include either books or scholarly articles (found through the JSTOR, Project Muse or other electronic databases in the library). All papers will be assessed based on quality of sources, research, analysis, and written presentation. Students are encouraged to work closely with their instructor(s) in outlining a suitable topic, finding 5-6 quality sources, defining a thesis, and organizing their final analysis.

Plagiarism will not be tolerated. Students may not submit work produced for another class. All information taken from another source should be cited. Direct quotes should be used sparingly—only to emphasize one of the student’s own points and NOT as a substitute for their own language and analysis.

Format: All papers should use footnotes: both Chicago B and Turabian-style footnote formats are acceptable. Please use 12-pt Times New Roman font, with margins of one inch. All students must submit both an electronic and hard copy. The electronic copy must be submitted to turnitin, and the hard copy should be given to your TA. Papers that are not submitted in both formats will be deemed incomplete and will not be graded (!).

Assessment:
5% bibliography, topic and outline
20% paper (assessed on basis of quality of research, analysis, and written presentation)

THE GOAL of this project is enhance students’ research, writing, and critical thinking skills, while enabling them to augment their knowledge of course-related historical events and phenomena.

Possible Topics: The topics suggested below are broadly defined and require further definition. Working with their TA and/or instructor, students should scan available materials in the library and narrow their topic to reflect available research materials, their 10-page limit, and their own interests.

Nature of the Ukrainian Famine (1931-1932)
Walter Duranty and the Pulitzer Prize
Place of Roma in Post-Socialist Europe
Holocaust in Hungary, Romania, or other location
Arrow Cross of Hungary
Yugoslav Partisan Movement in WWII
A fascist movement or government (e.g. Croatian Ustase)
Warsaw Ghetto Uprising
Warsaw Uprising
Katyn Massacre
Ethnic politics in a contested city or region (e.g. Silesia, Danzig, Gdansk, Kaliningrad)
Imre Nagy or Hungary 1956 (an aspect not covered in detail in class)
Hungarian Emigration after 1956 or Émigré communities and US Cold War politics
The Russian Revolution in Central Asia, Caucasus, or the Far East
Vaclav Havel as playwright, dissident, and or politician
Crimean Tatars
Civil War in Tajikistan (1990s)
Soviet-Afghan Relations in 20th century
1948 Soviet split with Tito
Russian-Turkish Front in WWI
Resistance movements in WWII (in Yugoslavia, Germany, Czechoslovakia, or Poland)
Soviet occupation of the Baltic States OR Molotov-Ribbentrop Pact
Prague Spring (some aspect of)
Economic policies in Communist Hungary
Ceausescu’s Romania
Albanian-Yugoslav Tensions
Greece-Turkey Population Exchanges
Bulgarian-Turkish Population Exchanges
Expulsion of Germans from Eastern Poland, Czechoslovakia, or other location
Helsinki Accords
Ethnic, class, or gender tensions in interwar Poland, Czechoslovakia, Hungary, Yugoslavia, etc.
Hungarian Jews in late 19th to early 20th century
Bela Kun Revolution
WWII Monuments: construction, controversy, legacy
Conflicts between any two “borderland” states
Prague’s Jewish Town
Cossacks in First or Second World War
Hassidic Movement of Eastern Europe OR Pale of Settlement OR Birobidzhan
Russian colonial policy OR Soviet nationality politics
Singing revolution of the Baltics OR a color revolution (Rose Revolution, Orange Revolution) OR Otpor
Chernobyl or Lake Baikal or Amur River (i.e. an environmental issue dividing peoples, regions, etc.)
Czech-German Relations in the 20th century
Slovakia in WWII
Helsinki Accords: negotiation, impact, purpose, etc.
Red Army occupation of Eastern Europe
Solidarity OR Charter 77 OR other dissident movement
Pope John Paul II
Nagorno-Karabagh
South Ossetia
Russian-Chechen Relations in historical perspective
British occupation of southern Caucasus in WWI
Uighurs in China OR Tajiks in Uzbekistan
Armenians in Turkey
Azerbaijani-Iranian Relations
Soviet invasion of Afghanistan – reasons for; challenges of
Soviet occupation of northern Iran in and after WWII
Bulgarian economics and society