CENTRAL EUROPE BEFORE WW II – HIS 543 001; HIS 312 001
Stephen F. Austin State University
Department of History
Fall 2017

“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.” - President John Quincy Adams

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Office Hours: M (1:00pm – 3:30pm)
W (1:00pm – 3:30pm)
Office Location: LAN 114
Class Location: 474

Course Description:

The aim of this course is to describe and point out the nature and historical development of modern Central European countries from the period known as the Great Migrations up to World War Two. The course focuses on especially the brief history of the Czech Lands (Bohemia, Moravia, and Silesia), Slovakia, Hungary and Poland, the countries which make up the current political Central Europe. This course meets the state standards for History of Central Europe up to World War Two.

Student Learning Outcomes:

By the end of the course, students should be able to have complex knowledge of the historical development of Central European countries from the period known as the Great Migrations up to World War Two. The course puts emphasis on the characteristics, content and consequences of historical and political changes during the centuries in individual states and the Central European region. Students should be able to understand, analyze and evaluate different historical and political changes in this region as well as their consequences on the further development of what are known as current political Central European countries.

Requirements of the Course

This course involves reading, writing, and group discussion. It is fast-paced; you will need to absorb material on your own outside of class. You will write the equivalent of 5-8 pages over the course of the term (research paper) and prepare a Project on one of the topics of this course (Power Point presentation, 10-15 slides). You will need to put in consistent effort throughout the whole semester. You’ll need to have (or learn) basic library and online research skills. You will need to speak up in class and demonstrate active learning, not passive absorption.
**Attendance and Daily Work:** I take attendance in each class. You should be on time and ready for discussion each day. I expect class discussion will be lively, respectful, substantive, and that you will have done that day’s assigned reading before class. There’s no such thing as an “excused absence” – you’re either in class, or you’re not. Daily Work may include presentations, discussion questions, and class participation. These cannot be made up, since they depend on being present in class.

**Examinations:** We will have 3 exams. The last one will take place during the final exam period, but will be the equivalent of the other two exams. Examinations will consist of open-ended questions and/or multiple choice questions. Each exam, including the final exam, covers a specific segment of lectures and readings, and each will have equal value in determining the final course grade. Exams will cover both the reading and lecture material. You are responsible for each.

**Grading Policy:** Grades will be determined by three examinations, each counting 1/3 toward the final grade (100 points per exam). The following scale will be used for this course, based on a total of 300 points available for the semester. Thanks to your writing (research paper) and your Project (Power Point presentation) you will be able to earn a total of extra 100 points (maximum 50 points for your research paper and maximum 50 points for your Project).

- A = 270-300 points
- B = 240-269 points
- C = 210-239 points
- D = 180-209 points
- F = Less than 180 points

**Required Books**


Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.

Some examples of inappropriate behavior include, but are not limited to:

1. arriving late for class;
2. talking while your classmates are talking or I am talking;
3. distracting your classmates or me; and/or,
4. using a cell phone (texting, talking, ringing, or otherwise), tablet, or other electronic device (you may, of course, use a notebook or tablet for note taking purposes).
**Academic Integrity**

Academic integrity is a responsibility of all University faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by University policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty:** Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

**Course Complaints**

Any university course complaints or problems should first be discussed with the course instructor for the particular course. Difficulties can usually be resolved there. If the complaint cannot be resolved, the next person to see is the appropriate department chairperson.

**Assignments:**

Week 1  **Slovakia:**
Samo’s Empire (631-658 A.D.)
Great Moravian Empire (833-906/907)

Week 2  Slovakia as a part of Kingdom of Hungary (10th – 15th century)
Slovakia as a part of Habsburg monarchy (16th century – 1914)

Week 3  Slovak National Revival (1848)
Slovakia as a part of First Czechoslovak Republic (1918 – 1938)

Week 4  **Czech lands:**
Arrival of the Slavs (6th century)
Great Moravian Empire (833-906/907)

Week 5  **TEST 1**
Week 6  Duchy of Bohemia and Kingdom of Bohemia to 1526
         Czech National Revival

Week 7  Austria-Hungary, the Dual monarchy (1867 – 1914)
         Czechoslovak Republic (1918 – 1939)

Week 8  **Poland:**
         Piast period (10th century - 1385)
         Jagiellonian dynasty (1385 - 1572)

Week 9  Polish – Lithuanian Commonwealth
         Partitioned Poland
         Second Polish Republic (1918 – 1939)

Week 10 **TEST 2**

Week 11 **Hungary:**
         Establishment of early Hungarian state (895)
         Kingdom of Hungary (1000 - 1526)

Week 12  Hungary as a part of Habsburg monarchy
         Revolution and War of Independence (1848)

Week 13  Austria–Hungary (1867–1918)
         Hungary after the Treaty of Trianon (1920)

Week 14  History and Political Situation in Central Europe from the Beginning of World
         War One to World War Two (1914 – 1939), Case of Czechoslovakia

Week 15  History and Political Situation in Central Europe from the Beginning of World
         War One to World War Two (1914 – 1939), Case of Hungary
         History and Political Situation in Central Europe from the Beginning of World
         War One to World War Two (1914 – 1939), Case of Poland

Week 16  **Mini – conferences (Project presentations)**

         **FINAL EXAM**