

HI 391 Travel and Politics in Eastern Europe
Hamilton 420, Monday 3:00-5:50
Spring 2008

Professor Chad Bryant
History Department
468 Hamilton Hall
Office Hours: M 2:00-3:00, W 1:00-3:00
and by appointment

“To be rooted is perhaps the perhaps the most important and least recognized need of the human soul.” – Simone Weil

“What gives value to travel is fear. It is the fact that, at a certain moment, when we are so far from our own country, we are seized by a vague fear, and an instinctive desire to go back to the protection of old habits ... This is why we should not say that we travel for pleasure.” – Albert Camus

“We go to Europe to become Americanized.” – Ralph Waldo Emerson

“I hate travelling and explorers.” – Claude Levi-Strauss

The theme uniting this course is travel and the movement of peoples to, from, and within Eastern Europe from the eighteenth century to the present. Our first set of questions asks what the study of travel and mobility can teach us about Eastern Europe. How have “Western” travellers helped to create and maintain enduring characteristics of the region? How did increased mobility from 1848 to 1948 transform the Eastern Europe’s economies, societies, and cultures? Our second set of questions deals more generally with the experience of travel. Why do people travel? Is it to learn about other cultures, to meet new people, to exchange ideas? Or is it to confirm beliefs already held, to learn more about ourselves, or our own cultures? Has travel, and tourism, promoted understanding among cultures or accentuated their respective differences? What might perceptive tourists, emigrés, and exiles tell us about Eastern Europe, Europe, or perhaps our own culture, at various moments in history?

Our common readings will include a mix of primary and secondary sources, which we will read and discuss during the first half the semester. In the first few weeks short lectures will provide background information on the region’s history and the readings. Your main task, however, will be to write a 20- to 25-page research paper, based on primary resources, that sets out to address a question of your own design. As the course progresses, we will discuss strategies for creating a research question, researching your topic, constructing an argument, and finally organizing and writing the paper.

Required Texts:

Eva Hofmann, *Exit into History: A Journey through the New Eastern Europe*
Mary Lynn Rampolla, *A Pocket Guide to Writing in History*

These books are available on reserve at the undergraduate library. The other reading assignments are available on e-reserve and as hard copies at the reserve desk in the undergraduate library.

Course Requirements and Percentage of Final Grade:

Class discussion: 35%

Research question, bibliography, and research log: 5%

Introduction and outline: 5%

Rough draft: 5%

Oral presentation of paper: 10%

Final research paper: 40%

The seminar has two components. The first is class discussion of various primary and secondary sources listed on the syllabus. The second relates to your research paper.

Class Discussion

You are required to complete each session's reading assignment and to come to class with ideas, insights, and/or questions for the group. The success of the class depends upon everyone arriving prepared, remaining open to other's ideas, and offering arguments based upon a thorough understanding of the reading assignments. The success of everyone's papers will also depend upon your willingness to offer constructive advice to your peers. Your presence in class, in other words, is crucial. Missing three classes will result in your participation being lowered by one grade level. (A "B" will become a "C," for example.) Missing four classes will result in an "F" for participation. Even if you are absent, you will be responsible for any assignments due that day.

As the semester progresses, I will post discussion questions for each of our readings on blackboard.unc.edu. For each reading assignment, however, ask yourself the following questions: What questions do the readings inspire? How do the readings relate to larger historical themes? How do they relate to previous readings? If the assignment was a secondary source, what is its argument, and how was it made? How might you criticize it? If it is a primary source, what kind of source is it? What can we learn from the document? What are the weaknesses of the document as an historical source?

Research Paper:

Your final goal is to write a 20- to 25- page research paper based on primary resources. Every few weeks you will be asked to hand in a written assignment demonstrating progress toward that end – research questions, annotated bibliographies, outlines, introductions, and rough drafts. The criteria by which I will grade the assignments will be listed on blackboard.

All written assignments must be handed in at the beginning of class or by the time stated on the syllabus. For each day that the assignment is late, that assignment's letter grade will be lowered by one-third. (A "B" will become a "B-," for example.)

Near the end of the semester, you will be asked to give a 10- to 15-minute presentation on your research findings. This will be followed by a brief discussion, which should include suggestions on how to improve your final paper.

Plagiarism will not be tolerated. Remember that when writing, taking exams, or performing other assignments you are bound by the Honor Code. For details, see www.unc.edu/depts/honor/honor.html. We will be discussing what constitutes plagiarism in class. Please consult with me with any questions that you might have.

Finally, please do not hesitate to come to me with questions, concerns, or requests for help. I will hold office hours in Hamilton 468 on Mondays from 10:00 to 11:00 and on Wednesdays from 1:00 to 3:00. You can also contact me via email or schedule an appointment. Other sources of assistance are the the Writing Center (www.unc.edu/depts/wcweb/); Learning Disabilities Services (www.unc.edu/depts/acadserv/lds.html); and Counseling and Wellness Services (<http://caps.unc.edu/>). I also strongly encourage you to help each other.

Class Schedule

The following schedule, along with my contact information and course requirements, can also be found in your blackboard folders. Assignments, announcements, and other information relating to the course will appear on blackboard as the semester progresses. Although I am eager to answer questions, you alone are responsible for knowing the information listed here and on the blackboard site.

Jan. 14: Introductions and Basic Researching Skills

Jan. 21: MLK day – no class

Jan. 28: The Region and Its Past: One Point of View

Reading: Rampolla, 1-9
Hoffman, *Exit into History*

Feb. 4: Eighteenth-Century Travelers to “Eastern Europe” + Reading Primary and Secondary Sources

Readings: Rampolla, 9-24
Elizabeth A. Bohls, “Introduction” from *Travel Literature, 1700-1830: An Anthology*
Larry Wolff, “Introduction” and “Chapter 1” from *Inventing Eastern Europe*
Lady Mary Montagu, from *Letters from the Levant During the Embassy to Constantinople, 1716-1718*

Feb. 11: Nineteenth- and Twentieth-Century Tourists

Readings: Daniel J. Boorstin, “From Traveler to Tourist”
John Urry, “Consumption of Tourism”
Selections from Karl Baedeker, *Austria-Hungary* (1911)
Selections from Lonely Planet, *Prague*

Feb. 18: Examples of HI 391 Papers Past

Readings: Rampolla, 29-31, 43-87

Wilson Broyles Hooper, "Diplomacy Rather than Revolution: Pope John Paul II's First Visit to Poland in 1979"

Sara Welliver, "For the Dead and the Living, We Must Bear Witness"

William Crum McKinney, "God-Forsaken-Paprika-Stained-Austrian Test Market"

Feb. 25: No class – individual meetings with Professor Bryant

March 3: No class – work on your research question, research log, and annotated bibliography

March 10 No class – spring break

March 17: Outlines, Literature Reviews, Footnotes, and Integrity

Readings: Omer Bartov, "Killing Space: The Final Solution as Population Policy"

George Orwell, "Why I Write"

Rampolla, 88-138

Research question, research log, and annotated bibliography due

March 24: Presentations of Works-in-Progress I

Outline and introduction due

March 31: Presentations of Works-in-Progress II

Five page of text due

April 7: No class – work on rough drafts

Rough drafts must be posted to blackboard by midnight of Thursday, April 10

April 14: Peer Editing: Discussion of Rough Drafts

April 21: No class – work on your final drafts

Final papers due by 5:00 pm on Friday, April 25 in Hamilton 468