Course catalogue for Erasmus+ students of history

Autumn semester, academic year 2019/2020

Institute of History
Faculty of Humanities
Eötvös Loránd University, Budapest
Múzeum krt. 6–8.

Courses are held in English
ECTS: 6 credits for each course
For more information on courses, please contact the respective professors.

BARTHA, Eszter dr.
Stalinism and Nazism: Dictatorships in Comparison
Course code: BBN-ERA-187, BMA-ERAD 187
Time: Tuesday, 10.00-11.30
Location: Múzeum krt. 6–8. II/229
Email: barthaeszter@hotmail.com

The course gives an overview of the history of dictatorships in the Twentieth century, while challenging the simplistic notion of totalitarianism. We seek to explore the historical and social roots of Stalinism as well as place the state socialist regimes in a global context. Whereas both Stalinism and Nazism can be seen as products of the global crisis of capitalism (or a particular response to it), it is important to distinguish between the two regimes because of the unique character of the Nazi genocide. We study the history of both regimes, their social and political context as well as their functioning in the everyday life. Whereas terror escalated with the outbreak of the Second World War, the Soviet system could transform itself into a consolidated regime. We will give a brief overview of de-Stalinization and conclude with the discussion of economic reforms in Central Europe.

Skills:
the development of comparative skills and a deeper understanding of the political culture in the region.

Readings:

**Classes:**
1. Totalitarianism versus revisionism: Theorizing State Socialism
2. The Bolshevik revolution
3. Stalinism in the Soviet Union
4. Repression and Terror in the Soviet Union
5. Hitler's rise to power
6. The Nazi terror and the persecution of Jews
7. The Soviet Union in the Second World War
8. Holocaust in Eastern Europe
9. The bipolar world order
10. Stalinist culture and society
11. The education of the masses in the Soviet Union
12. De-Stalinization

**BARTHA, Eszter dr.**

**Gender and state socialism: the role of women in twentieth-century Eastern Europe**

**Course code:** BMA-ERAD-187

**Time:** Tuesday, 12.00-13.30

**Location:** Múzeum krt. 6–8. II/229

**Email:** barthaeszter@hotmail.com

We will attempt to explore how gender (“women’s policy”) was understood in different parts of the socialist bloc and in different phases of state socialism. In the Soviet Union the 1920s was an era of gender emancipation and experimentation with various family forms. The high Stalinism of the 1930s put an end to this relative liberalization while extensive industrialization created a fresh demand for female labor force, thus leading to the mass employment of women throughout Eastern Europe as a result of the “export” of the Stalinist regime. The 1960s saw the “thaw” under Khrushchev and the beginning of economic reforms, which reoriented industry and socialist thinking towards an increased level of consumerism. We will examine how women’s policy changed in this new context, and how the propagated emancipation worked (or partly failed to work) in education, politics and household. By studying gender history under state socialism, we will get acquainted with the history of an era, which is considered to be even today a contested terrain of competing ideologies and paradigms.

The course demonstrates that looking at state socialism through the lens of gender develops our knowledge on crucial themes of social history: the relationship of paid and unpaid work, need and welfare under state socialism, social stratification and its related theories as well as the opportunities and limits of gender equality in the examined countries. Finally, we will take a closer look at the postsocialist era and the complex ways in which it impacted on women’s social and economic position within Eastern Europe. We examine how the category of gender is entangled with other categories such as class, the urban-rural divide and ethnicity.
A critical investigation of the history of state socialism also allows us to identify major narratives and paradigms in the study of the postwar history in Central Eastern Europe and the Soviet Union. The course will attempt to introduce competing paradigms to the interpretation of state socialism ranging from Western left-wing perspectives on the Soviet Union to the Eastern European critics of “actually existing” socialism. We will also interrogate the question of what ways social history can be interpreted and studied under state socialism, and we will examine case studies, which contributed towards the reorientation of the ideological discourse, which influenced history-writing during the Cold War.

**Format of the course:**

Class sessions, with introductory lectures and an emphasis on class discussion.

**Learning goals and outcomes:**

The course has two goals. First, students will become acquainted with recent, more global and comparative as well as historicizing perspectives on state socialism in Central Eastern Europe. They will develop a knowledge of the key historical and theoretical debates around the notion of “actually existing” socialism, and they practice the skills of assessing historical controversies surrounding the interpretation of state socialism. They will become familiar both with Western critics and the Eastern European debates on the nature and functioning of these regimes.

Second, students will develop a critical understanding of how the so called women’s policy functioned under state socialism, and the complex ways in which these regimes influenced class and gender relations as well as other dimensions of social and cultural difference throughout Eastern Europe. By the end of this course, students will have familiarized themselves with literature that approaches state socialism in Central Eastern Europe from a comparative and intersectional perspective. Students will be able to apply critical analysis to the material covered in class, and demonstrate their ability to such analysis in verbal commentary and written work. They will make original arguments with appropriate support and analysis.

**Course requirements:**

1. Active class participation
2. Class presentation

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**BÚR, Gábor dr.**

**The Impact of Globalization on Africa, historic, economic, political, social and cultural aspects**

- **Course code:** BMA-ERAD-185/4
- **Time:** Wednesday, 16.00-17.30
- **Location:** Múzeum krt. 6–8. II/209
- **Email:** bur.gabor@btk.elte.hu

The course is aimed to analyze the universal homogenization and the „villagization” of the world, with particular attention to sub-Saharan Africa. The process, that began in the Atlantic basin in the Sixteenth century, intensified in the Nineteenth, gave rise to an integrated Atlantic economy, the nucleus of the modern global economy. The process involved the transformation of the predominantly subsistence economies to market economies. The slave trade retarded the development of Africa and kept the region’s economies out of the integrated commodity production processes until this trade ended in the Nineteenth century. The course is aimed to examine both the negative and the positive impacts of globalization on Africa and places the continent at the centre of the globalization process and explains the phenomena of the new scramble for Africa.
BYRAPPA, Ramachandra dr.
Geopolitical Debating Exercises
Course code: BBN-ERA-185/32
Time: Wednesday, 14.00-15.30
Location: Múzeum krt. 6–8. II/204
Email: rama.byrappa@gmail.com

Today’s events are not islands in an ocean. Most of the current happenings have geopolitical origins in the century before or even earlier. To get a good understanding of today’s world affairs, one needs an analytical perspective of the geopolitical and historic developments. To know and analyze these events is one thing but being able to convey them to others verbally is another thing. The true extent of your understanding of a situation or event very much depends upon your ability to convey it to others, and the rational defense of your interpretation of it. This seminar can be an excellent arena for testing and developing your intellectual capabilities.

HALMOS, Károly dr.
Social History of Nineteenth-century Hungary. An Overview
Course code: BBN-ERA-186/16
Time: Tuesday, 18.00 – 19.30
Location: Múzeum krt. 6–8. II/265
Email: halmoskaroly@aim.com, halmos.karoly@btk.elte.hu

The course is based on the recent volume of studies on nineteenth-century Hungarian social history, written by György Kövér. It serves as a chronological preparation for the courses offered in the field of twentieth-century Hungarian history. Demography, spatiality, stratification, mobility, nation building (cultural history and mentality, history of political participation) are the basic issues of the sessions.

Requirements:
- Visiting the classes
- Preparation for the classes (e.g. posing questions concerning the chapter read)
- Participation in the discussion
- A paper of 10,000 characters comparing your native or favoured country and Hungary along one of the topics discussed, in the time-frame of the Nineteenth century

Readings:
Current heraldic research divides the study of medieval heraldry into three distinct (albeit correlating) fields: heraldic art and composition, blazoning (i.e. correct description of coats of arms or any other heraldic symbols), and history of coats of arms and of heraldic praxis. The course offers an overview of all three, but focuses mainly on the third one. We start with defining the conception of medieval heraldic representation, its means and purposes, as well as its importance for historical reconstruction and medieval studies in a broader context; and then continue with introducing the students into the basics of heraldry and blazoning. We then deal with the first appearance and the development of the royal coats of arms of the sovereigns of the medieval Kingdom of Hungary, of the lands of the Czech Crown and of Polish state(s) in detail. We aim to demonstrate through several historical examples that before the beginning of the Sixteenth century, we cannot speak of properly meant state heraldry or even of heraldic representation of royal or ducal dynasties in Central Europe — just of quite vaguely defined heraldic symbols of a sovereign who could vary the heraldic elements of his representation according to his special goals and interests. Special attention will be paid to regional characteristics of the coats of arms of Hungarian, Bohemian, Moravian and Polish families and kinships in general.

This course studies the Ottoman rule in Albania starting from the fall of Albanian territories under the Ottoman rule to the state independence in 1912. It is focusing on the following topics:
- The fall of Albania under the Ottoman rule (Fifteenth to Sixteenth centuries)
- The defter and the registration of the populace (Fifteenth to Eighteenth centuries)
- The politico-administrative organization of Albanian territories into Sandžaks – the rise of the Albanian dynasties
- The economic development in Albania
- The cultural development in Albania
- The Code of Lek Dukagjini and the Islamic Law
- Muslim Religion and Identity in Albania
- Albanian nationalism under Ottoman Rule
- Ottoman Legacy in Albania

Student evaluation will be based on learning portfolio. Students will submit different small tasks like summaries, reflective papers, literature review on a chosen topic, annotated bibliography, or even a research proposal. At the end of the course, students will choose three of these tasks to receive their grades.
LALA, Etleva dr.
History of Daily Life – Albania in the Balkan Context
Course codes: BBN-ERA-187/3, BMA-ERAD-187/3
Time: Monday, 10.00–11.30 (provisional time)
Location: Múzeum krt. 6–8. II/229.
Email: etlevalala@yahoo.com, lala.etleva@btk.elte.hu

The History of Daily Life in Albania in the Balkan Context aims at highlighting the role of repetitive, habitualized and routinized behavior of humans of this region in the past, spotting thus patterns that otherwise would be hidden by the big events. Since the Balkan countries share in many aspects mentality and behavior, standard of living, (outer) appearance, dress, food, nutrition, housing, and their development, the comparative approach in addressing the daily life would enrich the better understanding of the country and of the region. The case studies that highlight the shared experiences and traditions of the region will be underpinned with literature that pays special attention to the theoretical and methodological aspects of analysis, the usage of various types of sources (written material, images, archaeological evidence) and their critical interpretation. Questions of source intention, representation, image and 'reality,' norm and practice, contrasts, connotations, ambiguities, and ambivalences will have a special focus.

MÁTAY, Mónika dr.
The Rise of the Modern Public Sphere and the Gutenberg Galaxy in Europe
Course code: BBN-ERA-186/14
Time: Thursday, 12.00-13.30
Location: Múzeum krt. 6–8. II/262
Email: matay.monika@btk.elte.hu

The influence of the media and the public sphere has always been a relevant topic since the invention of the printing press and it is still the case in the Twenty-first century. The course is an introduction into the various interpretations of the modern public sphere and to its social and cultural context. The seminars will explore the main theories and problems of public communication. First, we discuss the seminal work of the German sociologist, Jürgen Habermas on the structural transformation of the public sphere in Europe. Accordingly, the seminar will focus on the challenging critics of Habermas’s model developed by prominent historians and sociologists. Second, we pay attention to concrete historical examples from western countries, such as England and France. We will examine the role of civil society, religion, political institutions, the family, different social groups, etc. in the emergence of the public realm. We will also explore the scenes of public discussions such as salons and coffeehouses, the economic and political mechanism of the underground literature, the participants of the underworld, and the function of early modern urban riots in the formation of public opinion. The period extends from the early sixteenth to the middle of the Twentieth century. Finally, we explore some of the major issues, political, social, and economic conditions of the national public spheres in Eastern and Central Europe.
MÁTAY, Mónika dr.
Anti-Semitism in Central Europe: Historical, Anthropological and Sociological Approaches
Course code: BBN-ERA-186/4
Time: Thursday, 10.00-11.30
Location: Múzeum krt. 6–8. II/262
Email: matay.monika@btk.elte.hu

This seminar introduces students to Central European Jewish history and historiography. The readings and class discussions provide a short overview of the history of the Jews in Europe where we try to understand how the Jews faced permanent challenges from the world around them, and how and to what extent they managed to integrate themselves into various European countries. In addition, the seminars and the readings focus on cultural, social and theoretical issues, among others, historical memory, nationalism and national symbols, oral history, modernization, the Holocaust and representation.

During the semester we incorporate the findings of the latest historiographical trends into our work and we use various historical sources. Besides scholarly essays, we analyze memoirs, literary texts, microhistorical studies, visual images and documentaries. The course combines the grand narratives, the macrohistorical approach with microscopic topics, such as the notorious and scandalous Tiszaeszlár ritual murder.

Course requirements and grading:
Students are expected to attend class-meeting, read assigned texts and actively participate in class discussions. At the end of the semester students are expected to present a power-point lecture on a chosen topic which relates to our subject. The final grade of the course will reflect on classroom participation (50%), and the final power-point presentation or final essay (50%).

NAGY, Balázs dr. – NOVÁK, Veronika – VADAS, András dr.
Towns and their Spaces in Medieval Europe (Society, economy and civilisation in Medieval Europe)
Course codes: BBN-ERA-231; BMA-ERAD-231
Time: Wednesday, 8.30–10.00
Location: Múzeum krt. 6–8. I/136
Email: nagybal@elte.hu, novak.veronika@btk.elte.hu, vadas.andras@btk.elte.hu

Towns in the Middle Ages represent a distinct group of settlements. However they are very varied in their physical appearance, topography as well as their societies. The course aims to explore the development of some urban centers in medieval Europe from the early medieval period up to the Seventeenth century.

Three problems will be discussed in details. On the one hand, the problem of defining towns in the Middle Ages: how much legal, topographic, functional approaches can be fruitful in the study of medieval towns. Second, the topographic development of some towns, both in medieval Western and Central Europe, will be analyzed. Amongst the case studies Buda, Prague, Cracow as well as Paris and London will be discussed. Thirdly, the course looks at the problem of the use of space in medieval towns.
SZIJÁRTÓ, István, dr.  
Microhistory of Renaissance Italy  
Course code: BBN-ERA-186/17  
Time: Wednesday, 14.00-15.30  
Location: Múzeum krt. 6–8. II/268  
Email: szijarto@elte.hu  
Course homepage: www.szijarto.elte.hu/microhistory2019.htm  
Maximum number of students admitted: 15

Educational objectives:  
The course is intended as an English-language introduction to microhistory – first of all for Erasmus students, but also for everyone interested. The classes address the assets and weaknesses of microhistory through a close reading of some of its classical texts and latest examples from Italian microhistory to Anglo-Saxon microhistory with a focus on Renaissance Italy.

Course content:  
11 September 2019: Introduction  
18–25 September 2019: Menocchio and the exorcist: The classical works of microhistory  
6–13–20 November 2019: Sources and Cases: Microhistory according to Tom Cohen  
27 November – 4 December 2019: Stones flying in Rome, snowballs in Murano: The latest microhistories  
11 December 2019: Microhistory: A summary

Course requirements:  
As a minimum, two thirds of the courses are to be attended. Students should read the books and chapters required. For missed classes, readings should be made up to by 20 December the latest. No essays are to be submitted, but the reading list is quite long.

Prescribed reading:  
This course is intended to provide an advanced and thought-provoking introduction to the international relations of the United States of America and the Russian Federation after the collapse of the Soviet Union. The required reading materials will cover all the dominant players shaping the course of political action in the Twenty-first century, namely China, the European Union and the post-Soviet regions in a more detailed way. The course offers the chance to facilitate and foster meaningful discussions among the students while establishing their own opinion and notions.

After the collapse of the Soviet Union, the United States has benefited from its predominant economic and military power in the international political scene. The US possesses approximately 25% of the world’s total economic output, military capabilities have been unrivalled since World War II, its annual defense budget accounts for the half of the global military and national security expenditure, the research and development funds of the US is virtually twice as much as its emerging military competitor, China’s spending and it still has an undisputable nuclear superiority. Furthermore, American shareholders as institutions or private individuals owns and controls most of the great multinational corporations of the globe. While maintaining and strengthening their business interests, they are able to utilize the tools of soft power to shape other nations’ values and modify the political course of action in certain countries.

At the same time, Russia has been struggling to hold on to its previous grand role as a power center of the world. With its shrinking population and economic potential, Russia represents serious doubts regarding the sustainability of its political and business model in the longer term as a potent player in international politics. However, due to its military force and fossil energy resources Russia’s international interests cannot be regarded as merely the political intentions of one of the 10-15 biggest countries of the world. The Russian foreign policy has always been on the lookout for influencing the neighboring territories and it has wished to have a say in the matters of foreign political occurrences.

How should the United States and Russia behave in this post cold war sphere where military actions may be replaced by social media intrusion into political elections? How biased is the image of Russia in the international media? Does Russia represent a real military threat for Eastern Europe or is Ukraine just a symbolic act to demonstrate the former Soviet glory to its domestic voters? Can the Balkan get integrated into the European community (European Union, NATO) or should it remain a buffer zone between the western world and Russia? How will the renewable energy sources and the electric cars reshape the importance of gas and oil resources?

The primary goal of this course is to address these issues, while the students are expected to detect some areas of special interest for them which enable them to carry out further research into these areas.
Readings:

SZÍVÓS, Erika dr.
Cities of Central Europe in the 20-21st Century: Identities, Politics, and Memory
Course codes: BBN-ERA-186/18; BMA-ERAD-186
Time: Wednesday, 10:00–11:30
Location: Múzeum krt. 6–8. II/266
E-mail: szivos.erika@btk.elte.hu

The seminar aims to introduce students into the twentieth- and twenty-first-century histories of major Central European cities. Besides capital cities such as Budapest, Vienna, and Prague, other cities and regional centers will be featured as well. Classes will explore the ways various political visions and ideologies have shaped the physical space, architecture, society, and culture in Central European cities throughout the past century (including the post-Communist era), and discuss the responses of urban societies to regime changes and new challenges during successive political periods.
Special emphasis will be placed on memory and heritage; seminar readings will reveal the ways collective identities – of nations, minorities, or local communities - have been represented in the changing urban space, e. g. in the form of memorials, festivals, or place names. Classroom comparisons will highlight the discussed cities’ special characteristics, but will also reflect on the ways cities’ identities and urban heritage have been exploited by city marketing and the tourist industry in recent decades.