HIST 585-2: Special Topics in History:
(cross-listed with JS 730-1)

Topic: European Borderlands

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<tr>
<th>Instructor</th>
<th>Day(s)</th>
<th>Time(s)</th>
<th>Maximum Enrollment</th>
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<tr>
<td>Eckert &amp; Payne</td>
<td>TU</td>
<td>1:00 – 4:00 pm</td>
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Semester Description:

This course introduces students to the historical study of borders and borderlands in Central and Eastern European history during the nineteenth and twentieth century. War and conquest have frequently redrawn European borders, late twentieth century developments have altered how they function in Western Europe (Schengen), dismantled some in Central Europe (Berlin Wall, “Velvet Revolution”), and created a myriad of new ones in Eastern Europe (dissolution of the Soviet Union and Yugoslavia). Each new upheaval underscored the point that as spatialized social relations, borderlands may have an afterlife well beyond the states that created them.

With the rise of the modern nation state in the nineteenth century, borders increasingly became lines of demarcation and spatial limits of state power. Territorial strategies aimed at exercising authority in border regions in order to establish a firm relationship between territory and identity, a process frequently accompanied by exclusion. In the early twentieth century, areas of great local, religious, ethnic and cultural diversity were subjected to strategies of homogenization and simplification, many of them violent. At the same time the Russian Revolution produced an “internationalist” polity, the Soviet Union, that sought to create “proletarian nations” while conducting violent class war.

The course is not wedded to a state-centric perspective but will emphasize the everyday life of people in border regions and take into focus the often unanticipated social, economic and cultural consequences of new borders that produce a borderland. Various cross-border networks and migrations may challenge the state’s efforts to enforce the border, yet social practice on the ground may also reproduce the political boundary. The course draws on various methodological approaches from the political to the social to the cultural, including ethnographic, anthropologic and subaltern methodologies. It will also pay close attention to border-related and spatial terminology (territoriality, “contact zone”, “borderlands milieu”, region/regionalism, periphery, “trans”), and the special role of borderlands within Empire.

Required Textbooks, Articles, and Resources (Tentatively):


**Grading:**

Active class participation; discussion leading during class; book review; presented reading; final paper
History 585-002
Draft – European Borderlands – Draft

Tuesday, 1:00-4:00
Bowden Hall 323 (Major Seminar Room)

Fall 2017

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<tr>
<td>Prof. Astrid M. Eckert</td>
<td>Prof. Matt Payne</td>
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6/29/17
Overview

This course introduces students to the historical study of borders and borderlands in Central and Eastern European history during the nineteenth and twentieth century. War and conquest have frequently redrawn European borders and late-twentieth century developments altered how these borders functioned in Western Europe (European integration), dismantled some in Central Europe (Berlin Wall, “the Velvet Divorce”), and created a myriad of new ones in Eastern Europe and the Balkans (the dissolution of the Soviet Union and Yugoslavia). Each new upheaval underscored the point that as spatialized social relations, borderlands may have an afterlife well beyond the states that created them.

With the rise of the modern nation state in the nineteenth century, borders increasingly became lines of demarcation and spatial limits of state power, a function they did not necessarily have in the early modern period (Sahlins) or during the Enlightenment (Wolfe). Territorial strategies aimed at exercising authority in border regions in order to establish a firm relationship between territory and identity, a process that was frequently accompanied by exclusion. In the early twentieth century, areas of great local, religious, ethnic and cultural diversity were subjected to strategies of homogenization and simplification, many of them violent. At the same time the Russian Revolution produced an “internationalist” polity, the Soviet Union, that sought to create “proletarian nations” while conducting violent class war. The course is not wedded to a state-centric perspective but will emphasize the everyday life of people in border regions and take into focus the often unanticipated social, economic, cultural and environmental consequences of new borders that produce a borderland. Various cross-border networks and migrations may challenge the state’s efforts to enforce the border, yet social practice on the ground may also reproduce the political boundary. The course draws on various methodological approaches from the political to the social to the cultural, including ethnographic, anthropologic and subaltern methodologies. It will also pay close attention to border-related and spatial terminology (territoriality, “contact zone”, “borderlands milieu”, region/regionalism, periphery, “trans”), and the special role of borderlands within Empire.
Requirements and Grading
Expectations

• Each of you will **write an introduction to one class meeting** and **facilitate our discussion** of that meeting. The introduction will be a short text (1-2pp.) mapping out what – in your opinion – is at stake that week, and pointing out some key questions that you think we should address in the class meeting. You will email the introduction to class members by Sunday, 6pm. You will also lead the discussion of that class meeting for about an hour.

• Each of you will write one **book review**. You choose the book from either the “further readings” listed for each session or suggest a book to us. As you pick your book, consider your plans for the final paper or your own dissertation work. Try to create connections and synergies. The book review is 750-1000 words long. Please share your review with all members of the class before the respective meeting that your book pertains to (e.g. if you review C. Clark’s *Iron Kingdom*, listed for the session on Larry Wolff, Sept. 12, then please share your review on time for everyone to read it before class).

• Each of you will write a **historiographical paper** (~20pp.) relating to the topic of this course. In an ideal case, you will find a topic over the course of the semester that connects to your own work. Please see us during office hours early in the semester to discuss a possible topic. The paper is **due Friday, Dec. 8, 2017**.

Class Requirements include:

• Professionalism, i.e. attendance, preparation of each class meeting, class participation, civility, introduction to a class meeting as described above  25%

• Book Review  25%

• Final paper  50%
The following books are recommended for purchase either at the book store or through a vendor of your choice; all books should be available at the Emory bookstore.

Core Readings:

Required Textbooks, Articles, and Resources:


All assigned books are on reserve. Some of the assigned books are also available as e-books.

Also on reserve:
Class Schedule

Week 1 (8/29) Introduction to the Eckert/Payne Book Club

Core Readings:
Bartov/Weitz, “Coexistence and Violence in the German, Habsburg, Russian, and Ottoman Borderlands,” in Bartov/Weitz, Shatterzones of Empire, 1-20. (eRes)

Suggested Reading:

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Further Readings:
- Boeck, Brian J. *Imperial Boundaries: Cossack Communities and Empire-building in the Age of Peter the Great* (Cambridge UP, 2009).
Week 3 (9/12) Inventing the Borderlands


Further Readings:
- Romaniello, M. P. *The Elusive Empire: Kazan and the Creation of Russia, 1552-1671*. (Wisconsin UP, 2012), esp. ch. 4.
- Todorova, Maria. *Imagining the Balkans* (Oxford UP, 2009).
Week 4 (9/19) Imperial Expansion and “Stateless Peoples”

Core Reading: Bruce Grant, *The Captive and the Gift: Cultural Histories of Sovereignty in Russia and the Caucasus*, Cornell, 2009.

Further Readings:
- Robert D. Crews, *For Prophet and Tsar; Islam and Empire in Russia and Central Asia* ()
- Etching, Alexander. *Internal Colonization; Russia’s Imperial Experience* (New York: John Wiley & Sons, 2013)

Further Readings:


Bjork, James E.: *Neither German Nor Pole: Catholicism and National Indifference in a Central European Borderland* (U of Michigan Pr, 2008).


Judson, Pieter: *Guardians of the Nation: Activists on the Language Frontiers of Imperial Austria* (Cambridge, MA/London, 2006).


Core Reading: Willard Sunderland, *The Baron’s Cloak: A History of the Russian Empire in War and Revolution* (Cornell University Press, 2014)

Further Readings:

- Peter Holquist, “State Violence as Technique; The Logic of Violence in Soviet Totalitarianism,” in *Stalinism; Essential Readings*, ed. David Hoffmann, pp. 129-160;
- Peter Holquist, *Making War, Forging Revolution, Russia’s Continuum of Crisis, 1914-1921*, esp. ch. 6, “We Will Have to Exterminate the Cossacks,” pp. 166-205.
- Hiroaki Kuromiya, *Freedom and Terror in the Donbas: A Ukrainian-Russian Borderland, 1870s-1990s*
Week 7 (10/10) no class, fall break, R&R

Further Readings:


Fahrmeir, Andreas. *Citizenship: The Rise and Fall of a Modern Concept* (Yale UP, 2007).


Week 9 (10/24) Inventing Spaces, Annihilating Places

Core Reading:  Kate Brown, *A Biography of No Place; From Ethnic Borderland to Soviet Heartland* (Cambridge, Mass: Harvard UP, 2005).

Further Readings:
Douglas Northrop, *Veiled Empire: Gender and Power in Stalinist Central Asia*.
Core Reading: Eagle Glassheim, *Cleansing the Czechoslovak Borderlands. Migration, Environment and Health in the former Sudetenland* (Univ. Pittsburgh Pr, 2016).

Further Readings:


Week 11 (11/7) War and Ethnic Cleansing

Core Reading: Hugo Service, *Germans to Poles. Communism, Nationalism and Ethnic Cleansing after WWII* (New York: Cambridge UP, 2013)

Further Readings:
Core Reading: Francine Hirsch, Empire of Nations: Ethnographic Knowledge and the Making of the Soviet Union. (Cornell UP, 2005).

Further Readings:


Grant, Bruce. In the Soviet House of Culture; A Century of Perestroikas (Princeton UP, 1995)


Week 13 (11/21) Curtains, Walls and Blocks: The Environment in Cold War Borderlands

Core Reading: Astrid M. Eckert, “Salt, Sewage and Sulfurous Air. Transboundary Pollution in the Borderlands,” and “Transboundary Natures. The Consequences of the Iron Curtain for Landscape,” chapters in West Germany and the Iron Curtain (under contract with Oxford University Press).

In this session, we will be reading work in progress to address environmental issues in borderlands. You will receive the texts as email attachments.

Further Readings:
No class meeting.
Meet with Drs. Eckert and Payne to discuss your final papers
Week 15 (12/5) Europe – A Borderland?

Core Readings: Philipp Ther, “Caught in Between: Border Regions in Modern Europe,” in Bartov/Weitz, Shatterzones of Empire.

Further Readings: