



## COURSE DESCRIPTIONS

**Spring semester, academic year 2021/2022**

**Institute of Historical Studies  
Faculty of Humanities  
Eötvös Loránd University, Budapest  
6-8 Múzeum krt.**

**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-187/10, BMA-ERAD-187:6**

**Language: English**

**Time: Tuesday, 10.00-11.30**

**Location: 6-8 Múzeum krt., II/231**

**Email: [barthaeszter@hotmail.com](mailto: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:*

Applebaum, Anne: *Gulag: A History of the Soviet camps*. Penguin Books, London, 2014.

Arendt, Hannah: *The Origins of Totalitarianism*. Harcourt, Brace and Co., New York, 1951.

Berend, T. Iván: *Central and Eastern Europe, 1944-1993: detour from the periphery to the periphery*. Cambridge University Press, 1996.

Deutscher, Isaac: *The great purges*. Blackwell, Oxford – New York, 1984.

Deutscher, Isaac: *Unfinished revolution: Russia, 1917-1967*. Oxford University Press, New York, 1967.

Fitzpatrick, Sheila: *The cultural front: power and culture in revolutionary Russia*. Cornell University Press, Ithaca, N. Y., 1992.

Fitzpatrick, Sheila: Stalin's peasants. Resistance and survival in the Russian village after collectivization. Oxford University Press, New York, 1994.

Fitzpatrick Sheila: Everyday Stalinism. Ordinary life in extraordinary times. Soviet Russia in the 1930s. Oxford University Press, New York, 1999.

Geyer, Michael – Sheila Fitzpatrick (eds.): Beyond Totalitarianism: Stalinism and Nazism Compared. Cambridge University Press, New York, 2009.

Kenéz, Péter: The birth of the propaganda state: Soviet methods of mass mobilization, 1917-1929. New York, Cambridge University Press, 1985.

Kershaw, Ian - Moshe Lewin (eds.): Stalinism and Nazism. Dictatorships in Comparison. New York, Cambridge UP, 1997.

Kershaw, Ian: Hitler, 1936-1945. Nemesis. Penguin Books, London, 2000.

Kotkin, Stephen: Magnetic Mountain. Stalinism as a Civilization. University of California Press, Berkeley, 1997. 2

Krausz, Tamás: Reconstructing Lenin. An Intellectual Biography. Monthly Review Press, New York, 2015.

Krausz, Tamás: The Soviet and Hungarian Holocausts: A comparative essay. Social Science Monographs, Boulder, Colo., 2006.

Pittaway, Mark: Eastern Europe 1939-2000. Arnold, London, 2004.

Viola, Lynne (ed.): Contending with Stalinism: Soviet power and popular resistance in the 1930s. Cornell University Press, Ithaca, 2002.

*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.**  
**Women under State Socialism**

**Course code: BBN-ERA-187/? , BMA-ERAD-187:?**

**Language: English**

**Time: Tuesday, 12.00-13.30**

**Location: 6-8 Múzeum krt., II/231**

**Email: [barthaeszter@hotmail.com](mailto:barthaeszter@hotmail.com)**

### *Course description*

We will attempt to explore how 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 women's 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.

*Topics:*

Week 1. Introduction

Introduction to the course (an outline of the themes, the overall aims and major concepts framing the course, an introduction into the history of state socialism)

Week 2. Research paradigms in the study of state socialist Eastern Europe

The totalitarian, revisionist and post-revisionist paradigms

Week 3. Class and gender reconsidered

Week 4. Industrialization and gender struggles

Week 5. Rural transformation

Week 6. Politics of social reproduction

Week 7. The construction of need and welfare

Week 8. Consumption and consumer goods

Week 9. Sexuality and domestic violence

Week 10. Political mobilization

Week 11. Postsocialism: Emancipation or retreat?

Week 12. Pulling strings together

*Recommended readings:*

Fidelis, Malgorzata: *Women, Communism and Industrialization in Postwar Poland*. New York, Cambridge University Press.

Fitzpatrick, Sheila and Michael Geyer (eds.): *Beyond Totalitarianism: Stalinism and Nazism Compared*. New York: Cambridge University Press, 2009.

Fitzpatrick, S., Rabinowitch, A. and Stites, R. (eds). *Russia in the Era of NEP: Explorations in Soviet Society and Culture*. Bloomington and Indianapolis, Indiana University Press, 1991.

Gleason, Abbott: *Totalitarianism. The Inner History of the Cold War*. New York: Oxford University Press, 1995, 121-142.

Goldman, Wendy: *Women at the gates: gender and identity in Stalin's Russia*. Cambridge, 2002.

Goldman, W.Z. *Women, the State, and Revolution: Soviet Family Policy and Social Life, 1917-1936*. Cambridge, New York: Cambridge University Press, 1993.

Haney, Lynne. *Inventing the Needy: Gender and the Politics of Welfare in Hungary*. Berkeley: University of California Press, 2002, pp. 1-62; 237-248.

Kirschenbaum, Lisa A. *Small Comrades: Revolutionizing Childhood in Soviet Russia, 1917-1932*. New York, London: Routledge, Falmer, 2001.

Lutz, Helma: *The New Maids: Transnational women and the care economy*, New York, Zed Books, 2011.

Lynne, Viola: "The Second Coming: Class Enemies in the Soviet Countryside 1927-1935", In: J. Arch Getty and Roberta Manning (eds.): *Stalinist Terror: New Perspectives*. Cambridge, Cambridge University Press, 1993, 65-98.

Muravyeva, Marianna: "Bytovukha: Family Violence in Soviet Russia", *Aspasia*, vol. 8. (2014): 90-124.

Oldenziel, R. and Zachmann, K. (eds). Cold War Kitchen: Americanization, Technology, and European Users. Cambridge, MS and London, England: The MIT Press, 2009  
Siegelbaum, Lewis (ed.): Borders of Socialism: Private Spheres of Soviet Russia. New York, Palgrave, 2006.  
Stitziel, J. Fashioning Socialism: Clothing, Politics and Consumer Culture in East Germany.

**BYRAPPA, Ramachandra dr.**  
**Geopolitical Debating Exercises**

**Course code: BBN-ERA-185/32**  
**Language: English**  
**Time: Tuesday, 14.00-15.30**  
**Location: 6-8 Múzeum krt., II/213**  
**Email: [byrappa.ramachandra@btk.elte.hu](mailto:byrappa.ramachandra@btk.elte.hu)**

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 analyse 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.

**BYRAPPA, Ramachandra dr.**  
**Central Europe in a globalized world**  
**Course code: BBN-ERA-185/33**  
**Language: English**  
**Time: Tuesday, 16.00-17.30**  
**Location: 6-8 Múzeum krt., II/213**  
**Email: [byrappa.ramachandra@btk.elte.hu](mailto:byrappa.ramachandra@btk.elte.hu)**

The course provides students with an insight into the global position of Central and Eastern Europe. Always wanting to grow beyond its borders, the region is regularly cut back and annexed to local or global power alliances. Students should explore the geopolitics of Central and Eastern Europe and get to grips with the factors that act as driving forces behind the region and its motivations. The impacts of globalisation on this vital region should be apprehended. This should help students to see how the region will cope with new players such as China, a country which is keen to shape the world order.

Students get a deeper insight into the matrix of regional and global relations and world politics. The course will introduce students to key concepts and theoretical frameworks for the Central and Eastern European region; it also provides a useful picture of inter-regional relations and their system of relations. The course also provides geopolitical analysis to decipher structural crises and conflicts in the region. The student knows the place of Central Europe in European history, the changes in the relationship between the region and the great powers, the threads connecting and separating the region, the peculiarities of the region, the differences in development, and why.

**G. ETÉNYI, Nóra dr. – FAZEKAS, István dr.**

## **Staat und Gesellschaft im Mitteleuropa in der Frühen Neuzeit**

**Course code: BBN-ERA-182/3**

**Language: German**

**Time: Thursday, 8.30-10.00**

**Location: 6-8 Múzeum krt., I/128**

**Email: [etenyi.nora@btk.elte.hu](mailto:etenyi.nora@btk.elte.hu), [fazekas.istvan@btk.elte.hu](mailto:fazekas.istvan@btk.elte.hu)**

Das Königreich Ungarn wurde 1526 der Teil des formierenden zusammengesetzten Staates der Habsburger im Mitteleuropa. Die Lehrveranstaltung versucht zu bearbeiten, dass diese neue Situation welche Veränderungen mitbrachte, welche neue Institutionen entstanden waren, wie die Beziehung zwischen dem Herrscher, der Zentralverwaltung und den Ständen gestaltet wurde bzw. wie sich der ungarische Adel mit der neuer Situation abfinden konnte.

Geschichte Ungarns. Hrsg. von István György Tóth. Budapest 2005.

Die weltliche und kirchliche Elite aus dem Königreich Böhmen und Königreich Ungarn am Wiener Kaiserhof im 16.–17. Jahrhundert. Hrsg. von Anna Fundárková, István Fazekas. Wien 2013 (Publikationen der ungarischen Geschichtsforschung in Wien, 8)

Pálffy, Géza: Der Wiener Hof und die ungarischen Stände im 16. Jahrhundert, Mitteilungen des Instituts für Österreichische Geschichtsforschung 109 (2001), 346-381.

**HALMOS, Károly dr.**

**Social History of Nineteenth-century Hungary. An Overview**

**Course code: BBN-ERA-186/16**

**Language: English**

**Time: Monday, 16.00-17.30**

**Location: 6-8 Múzeum krt., II/229**

**Email: [halmos.karoly@btk.elte.hu](mailto:halmos.karoly@btk.elte.hu)**

**Maximum number of students admitted: 15**

The course is based on the recent volume of studies on nineteenth and twentieth century Hungarian

social history, the nineteenth-century part of which was written by György Kövér. It serves as a chronological preparation for the courses offered in the field of nineteenth-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 15,000 characters comparing your native or favoured country and Hungary along one of the topics discussed, in the time-frame of the Nineteenth century

### *Readings:*

Kövér, György: Inert Transformation: Social History of Hungary from the Reform Era to World War I. In: Gyáni,

Gábor – Kövér, György – Valuch, Tibor: Social History of Hungary from the Reform Era to the End of the Twentieth Century. (Atlantic Studies on Society in Change 113 – East European Monographs 692.) Social Science Monographs – Atlantic Research and Publications, Boulder, CO – Highland Lakes, N.J. 2004, pp. 3-267.

**KURDI, Krisztina dr.**

**Ethnic relations in the eastern provinces of the Habsburg Empire: Transcarpathia, Galicia and Bukovina**

**Course code: BBN-ERA-187/4**

**Time: Friday 10-11.30**

**Location: Múzeum krt. 6-8. II/227.**

**E-mail: kurdi.krisztina@btk.elte.hu**

This course examines the ethnic relations during the period of the Austro-Hungarian Monarchy. Geographically it focuses on today's West Ukrainian territories, the former Galicia, Bukovina and Transcarpathia (Carpathian-Rus). The course will focus on the exceptional multinational and multicultural diversity of these provinces in the Habsburg Empire and intends to emphasize the coexistence of Rusyns, Poles, Jews and Hungarians.

By the end of the class, students will have acquired a basic knowledge about the cultural and religious character of the nations which have lived here. The students will also learn theories of identity, nation and nationalism and will apply them to historical context.

The course consists of both lectures and seminars. In-class discussions based on readings are an important component. Students registered for this course are expected to attend classes and participate in in-class discussions. Topics of the seminar and required readings are listed in the calendar. Each student must prepare one 15-20 minute in-class presentation on the recommended readings. This presentation will summarize and critically analyze the assigned

*Bibliography:*

1. Wilson, Andrew. The Ukrainians: unexpected nation. New Haven, 2009.
2. Magocsi, Paul Robert: Of the Making of Nationalities. There is No End. Carpatho-Rusyns in Europa and North America. New York, 1999, Vol. 1. pp: 26-60. 112-124. Vol. 2. pp: 3-10.
3. Csilla Fedinec – István Cserniczkó: The people of the „Five Hundred Villages”. Hungarians, Rusyns, Jews and Roma in the Transcarpathian Region in Austria-Hungary. in: Markian Prokopovych, Carl Bethke and Tamara Scheer (eds.): Language Diversity in the Late Habsburg Empire. Series: Central and Eastern Europe, Volume: 9. Brill, 2019.
4. Magocsi, Paul, Robert: With their backs to the mountains: a history of Carpathian Rus' and Carpatho-Rusyns. Budapest, 2015. pp:88-107, 129-167.
5. Magocsi, Paul Robert: Galicia: A Historical Survey and Bibliographic Guide. Toronto, 1983. pp: 46-91. and 92-116.
6. Himka, John-Paul: The Construction of Nationality in galician Rus': Icarian Flights in Almost All Directions In: Intellectuals and Articulation of the Nation. Ed: Ronald G. Suny - Michael D.Kennedy, Ann Arbor, 1999.

7. Magocsi, Paul, Robert: The Roots of Ukrainian Nationalism. Galicia as Ukraine's Piedmont. Toronto, 2002. pp: 65-72, 99-118, 119-158.
8. Drunen, Jeroen van: A Sanguine Bunch. Regional Identification in Habsburg Bukovina 1774-1919. Amsterdam, 2015 pp: 5-19, 190-224, 394-457.
9. Shanes, Joshua - Petrovsky-Shtern, Yohanan: An unlikely alliance: the 1907 Ukrainian–Jewish electoral coalition. in: Nation and Nationalism. Volume 15, Issue 3. 2009 July pp: pp: 483-505.

**LALA, Etleva dr.**

**History of Daily Life – Albania in the Balkan Context**

**Course code: BBN-ERA-187/3, BMA-ERAD-187/3**

**Language: English**

**Time: Monday, 10.00-11.30**

**Location: 6-8 Múzeum krt., II/227 or 229**

**Email: etlevalala@yahoo.com, [lala.etleva@btk.elte.hu](mailto: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.

**LALA, Etleva dr.**

**Albania and the Ottoman Empire, Fifteenth to Twentieth Centuries**

**Course code: BBN-ERA-187/2, BMA-ERAD-187/2**

**Language: English**

**Time: Monday, 12.00-13.30**

**Location: 6-8 Múzeum krt., II/227 or 229**

**Email: etlevalala@yahoo.com, [lala.etleva@btk.elte.hu](mailto:lala.etleva@btk.elte.hu)**

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.

**MATAY, Monika dr.**

**Marginal Social Groups. Jews, Lepers, Prostitutes and Other Outcasts: Discrimination and Integration**

**Course code: BBN-ERA 186**

**Language: English**

**Time: Thursday 12.00-13.30**

**Location: Múzeum krt. 6-8. II. 262.**

**Email: matay.monika@btk.elte.hu**

Aim of the course: The course is aimed to introducing students into the history and historiography various marginal social groups, including some female groups, Jews, gypsies, disabled, poor people, and criminals. The major text of the lessons, readings, online class discussions and tasks provide a short overview of the parallel history of these marginal groups in Europe where we try to understand how they faced permanent challenges from the world around them, and how they were able or unable to meet the requirements of larger societies and the state. We also try to reconstruct to what extent they managed to integrate themselves into various European countries. The wide range of different social groups and identities provides us to pose questions about similarities and differences. In addition, the lessons and the readings focus on cultural, social and theoretical issues, among others, historical memory, nationalism and national symbols, oral history, modernization, historical anthropology and representation.

During the classes 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 case studies which allow us to follow social, cultural and historical changes more closely.

1. What is a marginal social group? Key concepts, a social-psychology & anthropology on group relations and conflict management.
2. Jews as a discriminated social group. The Origins of Anti-Semitism in the Ancient World and Europe. Popular paranoia in the Middle Ages. The image of the Jew in Christian Europe. The Ghetto
3. Parallels of discrimination and integration in the West, Parallels of discrimination and integration in the East. Archaic versus Modern: Enlightenment, Revolution & Integration
4. The Budapest Jewish district: a tour
5. Coming to the surface to breath: women on top. *Maleficium*: fighting against the witch
6. The fabrication of sexual danger: fallen versus virtuous women. The urban *flaneur*: prostitution in the emerging metropolis. Strangers: alternative sexual behavior
7. Poverty is not beautiful: perceptions and interpretations. Aid and punishment: various forms of poor relief. The workhouse and working class districts

8. Conflicts of modernity: discourse on the gypsies
9. Inventing the body in the humanities. Dreadful diseases: leprosy and other disasters
10. Gap between the disabled and the healthy body. Interpreting madness: conflicting perceptions
11. Breaking the law: negative myth of the criminal. An illustrious outlaw: the highwayman
12. Paradigms of being different

Selected readings:

- Gruen, Erich S., *The Jews in Rome*. In *Diaspora. Jews amidst Greeks and Romans*. Cambridge, Mass.: Harvard University Press, 2002. 15-53.
- Nicholls, William, *Christian Antisemitism. A History of Hate*. Northvale, N.J. & London: Jason Aronson Inc., 1993. 225-259.
- Wiesner, Merry E., *Witchcraft*. In *Women and gender in Early Modern Europe*. Cambridge, Cambridge University Press, 1993. 218-238.
- Corbin, Alain, *Sexual Deprivation and Demand For Prostitution*. In *Women For Hire. Prostitution and Sexuality in France after 1850*. Cambridge, Mass., Harvard University Press. 186-213.
- Walkowitz, Judith R., *City of Dreadful Delight. Narratives of Sexual Danger in Late-Victorian London*. Chicago, The University of Chicago Press, 1992. 15-40, 81-120.
- Geremek, Bronislaw, *Poverty. A History*. London, John Wiley and sons, 1991.
- Hays, N. J., *The Burdens of Disease. Epidemics and Human Response in Western History*. New Brunswick (NJ): Rutgers University Press, 1998. 18-36, 154-177.
- Foucault, Michel, *Madness and Civilization: a History of Insanity in the Age of Reason*. London, Routledge, 1967. 3-84, 241-278.
- Hobsbawm, Eric, *Primitive Rebels. Studies in Archaic Forms of Social Movement in the 19<sup>th</sup> and 20<sup>th</sup> Centuries*. Oxford, Oxford University Press, 1959. 13-29, 108-125.
- Schrebnick, Amy, Lévy, René (eds.), *Multiple Lives of the Hungarian Highwayman*. In *Crime and Culture. An Historical Perspective*. Cornwall, Ashgate, 2005. 183-198.
- Gould, S. J., *The Mismeasure of Man*. New York, London, W. W. Norton, 1996.

**MATAY, Monika dr.**

**Film and History: visual representation of the past**

**Course code: BBN-ERA 186**

**Language: English**

**Time: Thursday 14.00-15.30**

**Location: Múzeum krt. 6-8. II. 262.**

**Email: matay.monika@btk.elte.hu**

How can historians use films as historical sources? Can we only incorporate documentaries into our research, or films in general are worth of historical analysis? Visual sources have been integral to social memory since the early times of human history, cave drawings had been important ways of expressing feelings and ideas. Since that ancient time period, the human being had produced immense amounts of visual traces which are supposed to be read as texts and interpreted as objectifications of human behavior and thoughts.

Since the beginning of the 20<sup>th</sup> century the moving picture became even more integral part of human history. Paraphrasing John Austin's seminal question, *How to do things with words?*, we can pose the question: How to do things with films? To understand the influences and manipulative potentials, techniques of films are possible analytical ways to approach this unique set of sources,

but beyond that, we can turn to films in many other ways. How did electronic visual image change the perception of reality? How did films influence historical, geographic, etc. knowledge in general? How did values transmitted via films shape social life, communication, social behavior? During the seminars we watch and analyze a selection of important and influential European films in order to understand the relationship between modern social world and the moving picture more deeply. The goal of class discussions is to put the films into their original political and cultural context in order to get a better understanding of their impacts.

#### Lesson 1

Introduction: films as historical sources

#### Lesson 2

Ideas on Film and History

#### Lesson 3

'The Virgin: symbol of a nation

#### Lesson 4

The Microscope, Filmmaking and Making History

#### Lesson 5

The Return of Martin Guerre

#### Lesson 6

Film and Revolution

#### Lesson 7

The Birth of Modernity

#### Lesson 8

Ancient Times on Film

#### Lesson 9

The Nazi propaganda machine

#### Lesson 10

Hitler's Favorite Director

#### Lesson 11

The documentary film

#### Lesson 12

History and Film

#### Selected readings:

Rosenstone, Robert, *History on Film*. New York: Longman, 2006. 1–36, 125–186.

Bell, Desmond, Documentary film and the poetics of history. *Journal of Media Practice*, vol. 12, n. 1.

Bartov, Omer, The distortion of reality. In *Hitler's Army. Soldiers, Nazis, and War in the Third Reich*. Oxford: Oxford University Press, 1992. 106–178.

Davis, Natalie Temon, *The return of Martin Guerre*. 1983.

Levi, Giovanni, On Microhistory. In Burke, Peter Ed. *New Perspectives on Historical Writing*. Cambridge: Polity Press, 1991.

Hughes-Warrington, Marnie, Introduction. In *History Goes to the Movies*. London, New York, 2007. 1–15.

Schama, Simon, New Men. In *Citizens. A Chronicle of the French Revolution*. New York: Alfred A. Knopf, 1989. 21–50.

Darnton, Robert, Film: Danton and the Double Entendre. In *The Kiss of Lamourette. Reflections in Cultural History*. New York: Norton and Company, 1982. 37–52.

**NAGY, Balázs dr. – NOVÁK, Veronika dr. – VADAS, András dr. – ERDŐSI, Péter dr.**  
**Towns and their Spaces in Medieval and Early Modern Europe (Society, economy and civilisation in Medieval and Early Modern Europe)**

**Course code: BBN-ERA-231/3**

**Language: English**

**Time: Wednesday, 16.00-17.30**

**Location: 6-8 Múzeum krt., I/136**

**Email: [novak.veronika@btk.elte.hu](mailto:novak.veronika@btk.elte.hu), [vadas.andras@btk.elte.hu](mailto:vadas.andras@btk.elte.hu), [erdosi.peter@btk.elte.hu](mailto:erdosi.peter@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. Based on these problems, the last section of the seminar will analyse the impact of early modern trends, such as the making of princely courts as centralising institutions of power and the advent of Reformation and Catholic Reform, on the uses of urban space, especially in Central Europe.

**SZIJÁRTÓ, István dr.**

**Hungary in the early modern Habsburg Monarchy**

**Course code: BBN-ERA-186**

**Language: English**

**Time: Tuesday, 15.30–17.00**

**Location: 6-8 Múzeum krt., II/268.**

**Number of students limit: 7 persons**

**Email: [szijarto.istvan@btk.elte.hu](mailto:szijarto.istvan@btk.elte.hu)**

**Website: <http://szijarto.web.elte.hu/HabsburgHungary2022.htm>**

The classes of this course will focus on questions like the integration of the Kingdom of Hungary into the Habsburg Monarchy in the 16th, 17th and 19th centuries, as well as its integration into Europe through the Habsburg Monarchy in this era, the changing relationship of the estates of the various territories of the Habsburg Monarchy and their ruler, with a special attention paid to the conflicts and compromises of the Hungarian estates and the Habsburg kings of Hungary, and the political ideologies employed, the political languages used. The concepts of confessionalization and that of the fiscal-military state will be given special attention. Both the approaches of the social history of politics will be used and that of the cultural history of politics, with a stress laid on the linkages of these. Classes will be built both on certain classical works on the Habsburg Monarchy and works most influential for their methodological impact and on the fairly recent scholarly literature of the field, available in English, German and Hungarian – depending on the language skills of the eventual group of students.

**SZILÁGYI, Ágnes Judit dr.**  
**Latin-America today – online newspaper reading**

**Course code: BBN-ERA-185/7**  
**Language: English**  
**Time: Wednesday, 10.00-11.30**  
**Location: 6-8 Múzeum krt., II/212**  
**Email: [szilagyi.agnes@btk.elte.hu](mailto:szilagyi.agnes@btk.elte.hu)**

Online newspaper reading on Latin America, about the ways how local, regional and global processes and contexts have been interweaving in various fields. On the one hand, it is a view from outside on Latin America – among the used newspapers websites are: The New York Times, Washington Post, USA Today, Wall Street Journal, LA Times etc. At the same time, there is also an internal perspective – among the used Latin American newspapers websites are: p. ex. Zona Laina: Latin American Newspapers, Lanic: Latin American Network Information Center. Students are expected to read with fluency and understand newspaper texts in English (or Spanish or Portuguese). The working language of the lessons is English.

Bulmer-Thomas, Victor: The Economic History of Latin America since Independence, Cambridge University Press, 2003. ISBN 0 521 82567 9  
Harvey, Robert: Liberators – Latin America's Struggle for Independence 1810-1830, The Overlook Press, Woodstock – New York, 2002. ISBN 1-58567-284-X  
Higley, John – Gunther, Richard (eds.): Elites and Democratic Consolidation in Latin America and Southern Europe, Cambridge University Press, 1992. ISBN 0 521 42422 4  
Rock, David (ed.): Latin America in the 1940s – War and Postwar Transitions, University of California Press, 1994. ISBN 0-520-08417-9