

THE SARMATIAN REVIEW

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Eastern Europe: How to Teach It?

Albania

Bulgaria

Czecho-Slovakia

Greece

Hungary

Poland

Romania

Yugoslavia:

Slovenia

Croatia

Serbia

Montenegro

Bosnia-Herzegovina

Macedonia



Byelorussia

Estonia

Latvia

Lithuania

Moldavia

Ukraine

WPS

Total area: 894,807 sq. mi.

Total population: 207.717 mil. (1988-90 est.)

Source: 1991 World Almanac

From the Editor:

Professor Andrew Ehrenkreutz' letter (see **Letters to the Editor**) represents the many letters and requests which we received as response to the January 1991 issue of *The Sarmatian Review* containing syllabi of university courses on Eastern Europe. These letters indicate a renewed interest in the part of Europe which has pioneered the transformation of socialist economy into a capitalist one. There is something afoot in the academic life of the United States and Canada: a new respect for Poland, Czechoslovakia, and Hungary. Their history and experience are alive again, after having been pushed into a memory hole by interests that seemed to dominate the world scene a few years ago.

In the 1970s, Sovietologist Helmut Sonnenfeldt (whose opinions Henry Kissinger is said to have valued during his years as Secretary of State) recommended integration of Eastern Europe into the Soviet Union in ways that would make the Eastern European nations lose their political, economic and, yes, spiritual identity. Your Editor remembers talking to Jerzy Giedroyc, editor of the Paris *Kultura*, in 1976, and his indignation at the fact that American Polish intellectuals stood idly by as this view was gaining currency. One reason might have been the diffidence which characterizes intellectuals of Eastern European background whenever they find themselves in an American setting, Michael Novak and the late Leopold Tyrmand being two glorious exceptions.

The influence of the Sonnenfeldt view was felt when university administrators eliminated Eastern European positions and courses. Some of us could tell tales of cases when chairpersons and deans tried to "persuade" an Eastern European specialist to switch fields and start teaching courses in which Eastern Europe loomed small ("it will be more prestigious and more advantageous for you to do this analytical deconstructivist course rather than the Eastern European course...").

It is up to the teachers of Eastern European subjects not to let that happen again. In their efforts to be fair and impartial, they take care not to stress their own subjects in discussions about the distribution of attention and money. Sometimes, they even avoid mentioning Eastern European subjects in the courses they teach, lest it be seen as "pushy." But if they do not knock, no one is going to open the door.

In response to many requests, we decided to dedicate one more issue to the outlines of courses, and this time we have included courses in history, political science, and literature as currently taught at various universities.

This issue is a unique collection of syllabi of which some will remain for years to come as models of what can and should be done at every good university in the United States. The professors who provided them are among the best-published and most respected Slavists in the country. For this issue, we waive the copyright and permit free reproduction of the syllabi and the accompanying information.

The map on the cover page is by Witold P. Skrypczak.

The book reviews in this issue are not as heavy-weight as the problems outlined above, yet they are not unrelated to them either. Manoocher Aryanpur is an Iranian who personally encountered those few skeleton-like children (Irena and Tomasz Gross' book has some shocking photographs) who survived the Soviet deportations of Poles in 1940-41 and were shipped to Iran in 1942-3. He reminds us that the Nazis and the Soviets eliminated an entire estate of Polish people whose role in normal societies is to produce leaders. The Czechs had been thus decapitated in 1620, and it took them several centuries to recover. The Scots were decapitated in 1745. They recovered in some ways but not in others. The Poles did better than the Czechs or the Scots in physical survival; they are four times as numerous as the Czechs, and eight times as numerous as the Scots. But they underwent decapitations several times in their history, the most painful of them being the one during World War II.

Francis Kajencki's brave and pioneering book on Poles in the American Southwest, and Professor Wiczerzak's sympathetic reading of it, raise other questions related to the discussion of Eastern Europe: what constitutes "Polishness" and in what does the preservation of the Polish heritage consist? Surely it is not a matter of name and language only (much less of dances and foods) but rather of values, of those ideals which, in Maria Dąbrowska's words, the Poles often forfeit but to which they always return. What are those ideals and those values, and in what way did the men Kajencki discusses live up to them, or forfeit them? One of the men Kajencki writes about was a defrocked priest. Surely he was an atypical Pole? But the reader has not been alerted to these circumstances.

Superimposed on these issues is the problem of the South and the North in American history, their ideals and values, and their relation to those of Polish culture. The Confederacy was in many ways similar to the Polish insurrections of the 19th century, yet most Poles Kajencki writes about fought for the North. How ironic it is that, having been defeated in Poland, they came to America to fight for what was in many ways "the other side." The conflict between the Confederacy and the Union was not only over slavery. Did the Poles Kajencki writes about understand these matters, and what was their attitude toward them?

The North-South controversy is related to another problem bearing on Eastern Europe. Doesn't the official American abhorrence of Lithuanian secession today have something to do with the associations of the word "secession" in American memory (as Joseph Sobran recently pointed out)? These are the issues that the next generation of historians ought to discuss. Isn't one of the possible tasks of the American Polish intellectuals (and of other American intellectuals of Eastern European background) to de-couple the word "secession" from the horror which the American Civil War has left in American memory? Or will J. M. Bochenski's quip remain perpetually relevant: *Mój brat nie czyta całkiem, a przecież jest marszałkiem* [My brother doesn't read at all and yet he is the Speaker of the House].

History of East Central Europe from 1500 to the 1860s

Yale University

History 283a

Department of History

Fall 1991

Instructor: Dr. Piotr S. Wandycz

Required textbooks

There is no single adequate textbook for this course and students are expected to read parts of books listed below. Those in the first category were ordered by the Yale Co-Op, whereas those in the second are out of print and library copies have to be used. Except for Dvornik and Mamatey, all textbooks listed below are relevant for the second term of this course.

R. Okey, *Eastern Europe 1740-1980* (to be replaced in 1992/93 by P. Wandycz, *The Price of Freedom: East Central Europe in Modern Times*)

F. Dvornik, *The Slavs in European History and Civilization*

R. Kann and Z. David, *The Peoples of the Eastern Habsburg Lands 1526-1918*

P. Sugar, ed., *A History of Hungary*

P. Wandycz, *The Lands of Partitioned Poland 1795-1918*

N. Davies, *God's Playground: A History of Poland*

O. Halecki, *Borderlands of Western Civilization: A History of East Central Europe*

V. Mamatey, *Rise of the Habsburg Monarchy*

A. Palmer, *The Lands Between: A History of East Central Europe since the Congress of Vienna*

S. H. Thomson, *Czechoslovakia in European History*

A. Gieysztor et al., *History of Poland*

Additional books and articles are listed in the Course outline and reading assignments under "Supplementary readings."

Suggested Readings

R. W. Seton-Watson, *A History of the Czechs and Slovaks*

K. Krofta, *A Short History of Czechoslovakia*

The Cambridge History of Poland

O. Subtely, *Ukraine: A History*

H. Kohn, *Panslavism: Its History and Ideology*

J. Lederer and P. Sugar, eds., *Nationalism in Eastern Europe*

B. Weinryb, *The Jews of Poland*

A. Maczak, H. Samsonowicz, P. Burke, eds., *East Central Europe in Transition: From the Fourteenth to the Seventeenth Century*

For sources, the following are useful collections:

M. Kridl, W. Malinowski, and J. Witlin, eds., *For Your Freedom and Ours* (rev. ed. by K. Olszer); M. B. Biskupski and J. S. Pula, eds., *Polish Democratic Thought from the Renaissance to the Great Emigration*; C. A. Macartney, ed., *The Habsburg and Hohenzollern Dynasties in the Seventeenth and Eighteenth Centuries*.

Course outline and reading assignments

Topics

INTRODUCTION AND HISTORICAL BACKGROUND

Discussion of the nature of the course and a survey of the medieval background.

Read: Dvornik, i - IV, V - VIII; Sugar 1-6.

EAST CENTRAL EUROPE AROUND 1500

Discussion of institutions, socioeconomic structures, and political trends.

Read: Kann & David, pp. 23-43, 55-102.

Supplementary readings: Wyczanski, "The Problem of Authority in 16th Century Poland" in J. K. Fedorowicz, ed., *A Republic of Nobles*.

THE AGE OF RENAISSANCE AND REFORMATION

Discussion of humanism and of cultural, religious, political and socioeconomic trends.

Read: Dvornik, XIII, XIV, XVI; Sugar, pp. 74-6, 93-6; Kann & David, pp. 447-52.

Supplementary readings: S. Fiszman, ed., *The Polish Renaissance in Its European Context*.

THE JAGIELLONIAN SYSTEM AND THE FALL OF HUNGARY

The emergence of a dynastic Jagiellonian bloc; rivalries and threats: Mohacs.

Read: Dvornik, X; Sugar, 6; Halecki, 10.

Suppl. read.: F. Szakaly, "The 1526 Mohacs Disaster," *New Hungarian Quarterly*, 28 (1977).

POLAND AND LITHUANIA IN THE 16TH CENTURY

Read: Dvornik, XI; Halecki, 10; Davies, 7-8.

Suppl. read.: P. Wandycz, "The Polish-Lithuanian Union," *Cahiers de Bruges* (1951); H. Dembowski, *The Union of Lublin: Polish Federalism in the Golden Age*

THE STRUGGLE FOR THE BALTIC

Read: Dvornik, XI - XII, XVII - XVIII; Halecki, 11-12.

Suppl. read.: P. Barbour, *Dimitri called the Pretender*

BOHEMIA AND THE THIRTY YEARS WAR

A crucial period in Czech history culminating in the battle of the White Mountain

Read: Dvornik, XVI - XVII; Halecki, 2.

Suppl. read.: V. Mamatey, "The Battle of the White Mountain as Myth," *East European History*, Vol. 15 (1981); R. J. W. Evans, *The Making of the Habsburg Monarchy 1550-1700*; J. Polisensky, "Thirty Years War," *Historica*, Vol. 14 (1967).

POLAND IN THE NORTHEASTERN WAR

A series of conflicts external and internal undermining the Commonwealth.

Read: Halecki, 12-13; Dvornik, XVIII.

Suppl. read.: J. Gierowski, "The International Position of Poland in the Seventeenth and Eighteenth Centuries," in J. K. Fedorowicz, ed., *A Republic of Nobles*. A colorful contemporary account is J. C. Pasek, *Memoir of the Polish Baroque*.

THE CRISIS OF THE POLISH-LITHUANIAN COMMONWEALTH

Read: Halecki, 13.

Suppl. read.: A. Maczak, "The Structure of Power in the Commonwealth of the Sixteenth and Seventeenth Centuries," in Fedorowicz, *A Republic of Nobles*.

THE TURKISH QUESTION OF THE 17TH CENTURY: DIVIDED HUNGARY

Read: Sugar, 8.

Suppl. read.: Kann & David, pp. 140-78.

HUNGARY AND BOHEMIA IN THE EIGHTEENTH CENTURY

Era of Maria Theresa and Josephinism. Enlightened despotism.

Read: Sugar, 10; Kann & David, 4.

POLAND: FROM THE SAXONS TO THE FIRST PARTITION

Period of decline and turmoil culminating in the 1772 partition.

Read: Davies, pp. 492-526; Gieysztor, 10-11 (to p. 331).

Suppl. read.: H. Kaplan, *The First Partition of Poland*

ENLIGHTENED LIBERTY IN POLAND: FINAL PARTITIONS

Revival, May 3 Constitution; Kosciuszko uprising and final partition.

Read: Gieysztor, 12-13; Davies, 18.

Suppl. read.: A. Walicki, *The Enlightenment and the Birth of Modern Nationhood*; R. H. Lord, *The Second Partition of Poland* (a classic).

THE AGE OF THE FRENCH REVOLUTION AND NAPOLEON

Read: Wandycz, 1-3; Halecki, 16.

Suppl. read.: H. Nicolson, *The Congress of Vienna*; R. R. Palmer, *The Age of Democratic Revolution*, Vol. II, V. KINGDOM OF POLAND AND THE NOVEMBER INSURRECTION

Fifteen years of autonomy; uprising and war with Russia.

Read: Wandycz, 4-6; Davies, Vol. II, 13.

Suppl. read.: F. Thackeray, *Antecedents of Revolution: Alexander I and the Polish Kingdom*; R. F. Leslie, *Polish Politics and the Revolution of November 1830*.

THE SPRING OF NATIONS AND THE WESTERN SLAVS

Read: Wandycz, 7; Davies, Vol. II, 15; Thomson, 9.

Suppl. read.: P. Brock & G. Skilling, *Czech Renaissance in the 19th Century*; S. Pech, *The Czech Revolution of 1848*.

HUNGARIAN REVOLUTION AND WAR OF INDEPENDENCE

Age of reforms, 1848 and legal revolution; war with Austria.

Read: Sugar, 12.

Suppl. read.: I. Deak, *The Lawful Revolution*; G.

Barany, *Stephen Szechenyi*

POLISH DEVELOPMENTS AND THE JANUARY INSURRECTION

Antecedents of the 1863 uprising; its course and consequences.

Read: Wandycz, 8; Davies, Vol. II, 2.

Suppl. read.: S. Kieniewicz, *The Emancipation of the Polish Peasantry*

HUNGARIANS AND SLAVS IN THE HABSBURG MONARCHY UP TO 1867

Neo-absolutism; period of experiments; the *Ausgleich* of 1867 and its meaning.

Read: Sugar, 13.

Suppl. read.: P. Hanak, "Ausgleich," *New Hungarian Quarterly* (1967).

DISCUSSION 1: SECOND SERFDOM

Its nature; cause of differences between West and East; its importance.

Read: in addition to the assigned textbooks, read J. Topolski, "Sixteenth century Poland and the turning point in European economic development," in Fedorowicz, *A Republic of Nobles*; "Symposium on Neo-serfdom," *Slavic Review* (June 1975); J. Macek, "The Emergence of Serfdom in the Czech Lands," *East Central Europe*, IX, 1-2 (1982).

DISCUSSION 2: REFORMATION, TOLERATION AND INTOLERANCE

In Poland-Lithuania, Hungary and Bohemia. Similarities and differences.

Read: W. Weintraub, "Tolerance and Intolerance in Old Poland," *Canadian Slavonic Papers* (1970); V. Busek, ed., *Comenius*; Davies, 6; Sugar, 9.

DISCUSSION 3: ENLIGHTENED DESPOTISM VS. ENLIGHTENED LIBERTY

Comparison of the Habsburg model with that of Poland under Stanislas Augustus.

Read: Gieysztor et al., pp. 338-77; B. Grochulska, "The Place of the Enlightenment in Polish Social History" in Fedorowicz, *A Republic of Nobles*; F.E. Manuel, *The Age of Reason*, Ch. 6; D. Kosary, "Enlightenment and Liberalism in Hungary" in G. Ranki, ed., *Hungary and European Civilization*.

DISCUSSION 4: NATIONAL REVIVAL IN EAST CENTRAL EUROPE

Meaning of the term. Applicability to the region. "Historic" and "non-historic" nations.

Read: Lederer and Sugar, *Nationalism in Eastern Europe*, pp. 166-85, 259-86, 310-28; Brock & Skilling, *Czech Renaissance*; Walicki, *Enlightenment and Birth of Modern Nationhood*, 1-2, 5; Szporluk's comment in *Slavic Review*, Vol. 44 (1985), 20-26.

DISCUSSION 5: THE 1848 REVOLUTION

Differences with the West? A turning point in the region?

Read: in addition to the assigned texts, read L. Namier, *1848: The Revolution of the Intellectuals*; and relevant sections in F. Fejtő, ed., *The Opening of an Era 1848*.

DISCUSSION 6: POLISH NATIONAL INSURRECTIONS IN THE NINETEENTH CENTURY

Did they hinder or advance Poland's cause? Why were they so hotly debated?

Read: H. Wereszycki, "Polish Insurrections as a Controversial Problem in Polish Historiography," *Canadian Slavonic Papers*, 9 (1967); J. Skowronek, "The Direction of Political Change in the Era of National Insurrections" in Fedorowicz, *A Republic of Nobles*.

Piotr S. Wandycz

is Professor of history at Yale University and a leading world specialist on East Central European history. He is the author of some dozen books, among them *Czechoslovak-Polish Confederation and the Great Powers, 1940-43* (Indiana University Press, 1956), *Polish Diplomacy 1914-1945: Aims and Achievements* (London: Orbis Books, 1988), *The United States and Poland* (Harvard University Press, 1980) and *The Lands of Partitioned Poland, 1795-1918* (University of Washington Press, 1974). His most recent book, *The Price of Freedom: East Central Europe in Modern Times* is forthcoming in 1992.

History of East Central Europe from 1772 to the Present

University of Kansas

History 557

Department of History

Spring 1992

Instructor: Dr. Anna M. Cienciala

Bibliography

Assigned readings are generally selected from the following:
F. Dvornik, *The Slavs in European History and Civilization* (1962)

F. Graus et al., *Eastern and Western Europe in the Middle Ages* (1970)

T.G. Ash, *The Magic Lantern: The Revolution of '89 Witnessed in Warsaw, Budapest, Berlin and Prague* (1990)

Ch. Gati, *The Bloc that Failed: Soviet-East European Relations in Transition* (1990)

Th.T. Hammond, ed., *The Anatomy of Communist Takeovers* (1975)

R. A. Kann, *The Multinational Empire*, Vols. I-II (1950; reprinted 1964, 1977)

E. Mendelsohn, *The Jews of East Central Europe Between the World Wars* (1983)

S. P. Ramet, *Social Currents in Eastern Europe: The Sources and Meaning of the Great Transformation* (1991)

J. Rothschild, *Return to Diversity: A Political History of East Central Europe since World War II* (1989)

G. Stokes, ed., *From Stalinism to Pluralism: A Documentary History of Eastern Europe since 1945* (1991)

Course outline

This course has been taught at the University of Kansas since Fall 1965. The countries covered are Poland, Czechoslovakia and Hungary, but there is also some coverage of the Balkan countries.

There is no single textbook covering the material; Professor Piotr Wandycz's forthcoming volume on *East Central Europe in Modern Times* (1992) is therefore awaited with great anticipation.

Weeks

- 1 Survey of East European history to 1772. Emphasis on main trends, plus highlights of medieval and early modern Czech and Hungarian history. Poland: origins and the Middle Ages. Videotape: *Polish Phoenix I*, Piast Poland.
- 2 Poland: Age of Greatness. Decline and partitions of Poland. Videotape: *Polish Phoenix II* and III.
- 3 The development of modern national consciousness in western and eastern Europe: similarities and differences. The Poles from 1796 to 1864.
- 4 The Poles from 1864 to 1914. Videotape: *Phoenix III* (the part covering period from 1795 to 1914).
- 5 The Magyars from 1790 to 1867 and from 1867 to 1914. The Czechs and the Slovaks from 1790 to 1849 and from 1849 to 1914.
- 6 The South Slav question in the Austro-Hungarian Empire and the coming of World War I. The collapse of empires and emergence of national states, 1917-18.
- 7 Poles in World War I and the Polish-German border, 1919-21; The Polish-Soviet war and the treaty of Riga, 1919-21.
- 8 The birth of Czechoslovakia, 1914-18-20; Hungary: defeat, revolution and reaction, 1918-19; domestic problems and politics of East Central Europe in 1918-1939; the Balkan states.
- 9 The roots of appeasement: the Western powers, Germany and Eastern Europe between 1919-37. Appeasement carried out: Austria and Czechoslovakia in 1938.
- 10 Videotape: "Munich: A Peace of Paper" (BBC, 1988). The British guarantee to Poland and the coming of World War II.
- 11 Europe in World War II: occupation, resistance, passivity, collaboration. The Polish question in World War II. Videotape: "Friends and Neighbors," *Struggles for Poland*, No. 5.
- 12 The Soviet takeover of East Central European States. 1945-56: People's Democracies, Stalinism, revolt and revolution in Poland and Hungary. Videotapes: Eagle and Bear Series: *Dateline Budapest, 1956; Struggles for Poland*, part dealing with 1945-56 period.
- 13 Czechoslovakia 1968: "Socialism with a human face." Poland 1956-1980. Videotape: Eagle and Bear Series, *Dateline Prague 1968*.

Weeks

- 14 Poland: Solidarity, 1980-81; the underground society, 1982-88. Video: Poland in 1980-81.
- 15 Hungary from 1956 to 1988. Czechoslovakia from 1968 to 1988. The collapse of communism in Poland, Hungary and Czechoslovakia in 1989.

Course requirements

Mid-term exam (20% of the grade), two book reports or one paper (40%) and a final exam (40%). Mid-term and final are take-home essays in which students are expected to demonstrate familiarity with readings assigned in the course.

Introduction to Poland

University of Kansas

History 101

Department of History

Fall 1991

Instructor: Dr. Anna M. Cienciala

Bibliography

Readings are most frequently assigned from the following:
N. Davies, *Heart of Europe: A Short History of Poland* (1984)

_____, *God's Playground: A History of Poland*, vol. II (1975 to the present) (1982)

J. K. Fedorowicz, ed., *A Republic of Nobles: Studies in Polish History to 1864* (1982)

Cz. Milosz, *The History of Polish Literature* (1983)

W. J. Stankiewicz, ed., *The Tradition of Polish Ideals* (1981)

P. S. Wandycz, *The Lands of Partitioned Poland, 1795-1918* (1974)

A. Zamoyski, *The Polish Way: A Thousand Year History of the Poles and Their Culture* (1987)

Chimen Abramsky, Maciej Jachimczyk and Anthony Polonsky, eds., *The Jews in Poland* (1986)

Xeroxed lecture notes and other materials are on reserve (3 copies for a class of 30)

Course outlineWeeks

- 1 Origins of the Polish state and medieval Poland. Piast and Jagiellonian Poland. Video: *Phoenix* I-II.
- 2 Decline and partitions of Poland. Video: *Phoenix* III
- 3 Discussion of Polish history to 1795; quiz No. 1 on same. The struggle for independence from 1795 to 1831, and from 1864 to 1905.
- 4 The struggle for independence from 1905 to 1914. Polish literature in the 19th century. Discussion of Polish history 1795-1914 and quiz No. 2 on same. Video: portions of *Phoenix* III.
- 5 The rebirth of Poland, 1914-18. Poland and the

frontier with Germany; the Polish-Soviet war and the frontier with Soviet Russia.

- 6 The Second Republic, 1918-39: political, economic, social and cultural history. Poland in European politics, 1918-39.
- 7 The British guarantee to Poland and the coming of World War II. Video: *Poland: A European Country*.
- 8 German and Soviet occupations of Poland. The Polish question in World War II: 1939-43. Video: *Struggles for Poland*, No. 4.
- 9 The Polish question in World War II, 1943-45. Discussion: Poland 1914-45; quiz No. 3 on same. Video: *Struggles for Poland*, No. 5.
- 10 Poland 1944/45-1956. Gomulka's Poland. Video: *Struggles for Poland*, Nos. 6 and 7.
- 11 Gierek's Poland, 1970-80. Roots and birth of Solidarity. The Poland of Solidarity, 1980-81. Video: *Struggles for Poland*, No. 8.
- 12 Jaruzelski's Poland and the underground society, 1982-88. Video: Poland 1980-81.
- 13 The Polish revolution of 1989. Poland since 1989: freedom, political and economic crisis. Discussion of Poland 1945-90. Quiz # 4 on same. Video: excerpts from Polish TV in 1989.
- 14 Polish literature in the 20th century. Modern Polish music. Review for final exam.

Anna M. Cienciala

is Professor of History at the University of Kansas and an authority on twentieth-century Polish and East Central European history. Her numerous publications include *From Versailles to Locarno: Keys to Polish Foreign Policy, 1919-1925* (Indiana University Press, 1984) [with Titus Komarnicki], *Poland and the Western Powers, 1938-1939: A Study in the Interdependence of Eastern and Western Europe* (London: Routledge and Toronto: University of Toronto Press, 1968), and *Polska polityka zagraniczna w latach 1926-1939: Na podstawie tekstów ministra Józefa Becka opracowała Anna M. Cienciala* (Paris: Institut Littéraire, 1990).

Perestroika in Central Europe

Butler University

Political Science 380

Department of Political Science

Fall 1990

Instructor: Dr. David S. Mason

Required textbooks

Joseph Rothschild, *Return to Diversity: A Political History of East Central Europe since World War II* (1989)

Without Force or Lies: Voices from the Revolution of Central Europe, edited by W. M. Brinton & Alan Rinzler (1990)

The Collapse of Communism, edited by Bernard Gwertzman & Michael T. Kaufman (1990)

Required articles, indicated by an asterisk (*), are on reserve in the library.

Suggested readings

Since this course addresses an ongoing process in Central Europe, regular perusal of *The New York Times* or *The Christian Science Monitor* is strongly recommended. Other recommended readings are on reserve in the library.

Course outline and reading assignmentsWeeks

- | | |
|--|--|
| <p>1 THE COLLAPSE OF COMMUNISM
A. The revolutions of 1989
B. The Gorbachev evolution
C. The end of the Cold War
Read: <i>The Collapse of Communism</i></p> <p>2 THE ORIGINS OF THE SYSTEM
A. The establishment of communist rule
B. The communist political system
C. Centrally planned economies
D. Political dissent
Read: Rothschild, <i>Return to Diversity</i>, Chapters I-IV.</p> <p>3 CHALLENGES TO THE SYSTEM
A. Yugoslavia 1948
B. Hungary 1956
C. Czechoslovakia 1968
D. Poland 1980
Read: Rothschild, Ch. V-VI.</p> <p>4 THE IDEAS OF CHANGE
A. Economic reform and the market
B. Civil society and democratization
C. The idea of Central Europe
Read: Tatyana Zaslavskaya, "The Novosibirsk Report;"* Milan Kundera, "The Tragedy of Central Europe;"* Elemer Hankiss, "The Second Society,"* Vaclav Havel, "The Power of the Powerless" in <i>Without Force or Lies</i>, 43-127.
Recommended readings: T. G. Ash, "Does Central Europe Exist?" in his <i>The Uses of Adversity</i>; Nikolai Shmelyov, "Advances and Debts," in Tarasulo, <i>Gorbachev and Glasnost</i>; Gail Lapidus, "State and Society: Toward the Emergence of Civil Society in the Soviet Union," in Bialer, <i>Inside Gorbachev's Russia</i>; Ed Hewett, "Khrushchev to Brezhnev: Previous Efforts at Economic Reform," in his <i>Reforming the Soviet Economy</i>, Ch. V; J. F. Brown, "An Economic Overview," in his <i>Eastern Europe and the Communist Bloc</i>, Ch. IV.
First exam</p> <p>5 THE GORBACHEV CHALLENGE
A. The emergence of Gorbachev: system and personality
B. Perestroika
C. Glasnost
D. Democratization
E. New thinking in foreign policy
F. The erosion of the Brezhnev Doctrine
Read: D. Mason, "Glasnost and Perestroika in the</p> | <p>Soviet Union;"* M. Goldman, "Gorbachev the Economist;"* M. Gorbachev, "Address to the Party Central Committee" in <i>Without Force or Lies</i>, 436-58; Carol Saivetz, "New Thinking and Soviet Third World Policy;"* I. Andreyev, "Rethinking the Third World Development;"* "Z" [Anonymous], "To the Stalin Mausoleum" in <i>Without Force or Lies</i>, 380-435.
Recommended read.: Gail Lapidus, "Gorbachev and the Reform of the Soviet System," <i>Daedalus</i>, Spring 1987; Abel Aganbegyan, <i>Inside Perestroika</i> (1989), Ch. I; M. Gorbachev, "Perestroika: Origins, Essence, Revolutionary Character" in his book <i>Perestroika</i> (1987), Ch. I; Teague and Mann, "Gorbachev's Dual Role," <i>Problems of Communism</i>, Jan-Feb. 1990; D. Mason, "The End of the Brezhnev Doctrine."*</p> <p>6 THE COLLAPSE OF COMMUNISM IN EAST-EERN EUROPE
A. Poland: non-communist government
B. Hungary: the rift in the iron curtain
C. East Germany: the collapse of the Berlin Wall
D. Czechoslovakia: the velvet revolution
E. Romania: the fall of a dictator
Read: Abraham Brumberg, "Poland: the Demise of Communism;"* George Cziczery, "The Siege of Nogradi Street, Budapest, 1989" in <i>Without Force or Lies</i>, 289-304; T. G. Ash, "Berlin: Wall's End;"* T.G. Ash, "Prague: Inside the Magic Lantern;"* Norman Manea, "Romania: Three Lines with Commentary," in <i>Without Force or Lies</i>, 305-334.
Recommended read.: William Luers, "Czechoslovakia: Road to Revolution," <i>Foreign Affairs</i>, Spring 1990; Guenther Grass, "Poland - The World's Guinea Pig" in <i>Without Force or Lies</i>, 211-22.
Second exam</p> <p>7 THE RECONSTRUCTION OF SOCIETIES
A. Elections
B. Constitutional changes
C. Independent groups
D. Multiple parties
E. The opening of the mass media
F. Privatization of the market
Read: Richard Thornburgh, "The Soviet Union and the Rule of Law;"* Ronald Linded, "The New Eastern Europe;"* V. Kusin, "The Elections Compared and Assessed;"* Jiri Pehe, "Economic and Constitutional Change [in Czecho-Slovakia];"* Jeffrey Sachs and David Lipton, "Poland's Economic Reform."*</p> <p>8 ISSUES IN CHANGE: DOMESTIC
A. Social movements and revolutions
B. The process of democratization</p> |
|--|--|

C. Transition to a market economy

D. Maintaining social justice

E. Nationalism

Read: D. Mason, "Solidarity as a New Social Movement;"* Robert Dahl, "The Path to Pol-yarchy;"* "A Survey of Perestroika" in *The Economist*;* D. Mason, "Perestroika, Social Justice and Public Opinion;"* Martha Olcott, "The Lithuanian Crisis."*

Recommended read.: Rex Hopper, "The Revolutionary Process," *Social Forces*, March 1950; Valerie Bunce, "The Transition from State Socialism to Liberal Democracy," Philippe Schmitter, "The Consolidation of Democracy in Southern Europe;" *Hungary in Transformation to Freedom* publ. by the Hudson Institute; D. Mason, "Public Opinion in Poland's Transition to Market Economy;" Stephen Kux, "Soviet Federalism," *Problems of Communism*, March-April 1990; Stephen Burg, "The Soviet Union's Nationalities Question," *Current History*, October 1989.

9 ISSUES IN CHANGE: INTERNATIONAL

A. The promise and peril of a united Germany

B. The future of the European alliances

C. The end of the Cold War

D. The impact on the European communities and 1992

Read: Christoph Bertram, "The German Question;"* Jim Hoagland, "Europe's Destiny;"* McGeorge Bundy, "From Cold War toward Trusting Peace;"* Douglas Clarke, "The New Security Environment."*

Recommended read.: Ronald Asmus, "A United Germany," *Foreign Affairs*, Spring 1990; "The New Superpower," *Newsweek*, 2/26/90, 17-34; Guenther Grass, "Don't Reunify Germany," in *Without Force or Lies*, 203-10.

10 THE FUTURE

A. USSR: the collapse of an empire?

B. Eastern Europe

C. The American response

Read: "Why Gorbachev is Failing;"* T.G. Ash, "Eastern Europe: *Après Le Deluge, Nous*;"* Theodore Sorenson, "Rethinking National Security."*

Recommended read.: "The Soviet Union on the Brink," *World Affairs*, Summer 1989.

Also see some of the computerized databases on the computer terminals in the Reference room. Ask a reference librarian for help.

C. Yearbooks

Yearbook of International Communist Affairs (annual)

Political Handbook of the World

D. Translated Material from the Soviet and East European Media

Joint Publications Research Service, *USSR Reports* (series on "National Economy," "Military Affairs," Political and Sociological Affairs" etc.) and *East Europe*

Foreign Broadcast Information Service, *Daily Report: Soviet Union* and *Daily Report: Eastern Europe*. Indexes to these are in the Reference Room.

Soviet Review (current periodicals)

Current Digest of the Soviet Press (weekly; current periodicals)

E. Other Sources

Paul Shoup, *The East European and Soviet Data Handbook*

The Modern Encyclopedia of Russian and Soviet History

Soviet Studies (mostly politics and economics)

Slavic Review

Report on the USSR and *Report on Eastern Europe* published by Radio Liberty/Radio Free Europe

Course Requirements

Two tests, a final exam, and a 10-15 page term paper. I will also occasionally ask you to do short ungraded "homewrites" on issues or material that we will discuss the next class period. Your participation in class discussions will be graded both on frequency and evidence of familiarity with the assigned material. The final grade will be determined roughly as follows: two tests, 20% each; final, 30% paper, 20%; participation, 10%.

David S. Mason

is Professor and Chair of the Department of Political Science at Butler University in Indianapolis. He has written extensively on politics in Poland, the Soviet Union and East Central Europe, and is the author of *Public Opinion and Political Change in Poland* (Cambridge University Press, 1985) and *Revolution in East-Central Europe and World Politics* (forthcoming from Westview Press in 1992). He is currently coordinating an international collaborative public opinion survey on popular perceptions of social justice in eleven countries in east and west Europe.

Supplementary bibliographical information

A. Bibliographies

The American Bibliography of Slavic and East European Studies (annual)

B. Periodical Indexes

Social Science Index (journal articles)

Public Affairs Information Service Bulletin (journals, books, documents)

The New York Times Index

Monthly Catalog of U. S. Government Publications

Corrections

In the April 1991 issue (Vol. XI, No. 2, p. 78, BOOKS section) we misprinted the zip code for the Southwest Polonia Press. The correct address is as follows: 3308 Nairn Street, El Paso, Texas 79925.

Christmas Cards

This year, order your Christmas cards from "Domek" in Bethlehem, CT. Beautiful and original cards contain a Christmas Eve wafer and a blade of grass from Bethlehem. Six cards for \$5.00. Write to "Domek," 60 Flanders Road, Bethlehem, CT 06751.

Masterpieces of Polish Literature

University of Wisconsin

Polish 459

Department of Slavic Languages and Literatures

Spring 1991

Instructor: Dr. Halina Filipowicz

Required textbooks

Czeslaw Milosz, *The History of Polish Literature*

Bogdana Carpenter, ed., *Monumenta Polonica*

Stanislaw Wyspianski, *The Wedding*

Tadeusz Borowski, *This Way for the Gas, Ladies and Gentlemen*

Witold Gombrowicz, *The Marriage*

Two packets of xeroxed materials available at Kinko's Copy Center (designated under "Course Outline" below as K-1 and K-2). Students who took my drama seminar need not purchase K-2.

Course outline and reading assignments

Assignments should be read by the day they are to be discussed. At least half of longer works should be read by the first day of discussion.

Weeks

- | | |
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| 1 | Introduction
The Polish Phoenix (video): Middle Ages and Renaissance in Poland |
| 1-2 | MIDDLE AGE AND RENAISSANCE
Czeslaw Milosz, <i>The History of Polish Literature</i> , chapters 1-3; "Mother of God," "Lament of Our Lady at the Foot of the Cross," "Lament of a Dying Man," "The Soul Had Left the Body" in <i>Monumenta Polonica</i>
Jan Kochanowski, 127-181 (MP)
Jan Kochanowski, selected poems & laments (K-1) |
| 2-3 | Jan Kochanowski, <i>The Dismissal of the Grecian Envoys</i> (K-1) |
| 3 | BAROQUE
Milosz, chapters 4-5
English metaphysical poetry (selection) (K-1)
Hieronim Morsztyn, Jan Andrzej Morsztyn, and Zbigniew Morsztyn (MP)
Selected poems (K-1) |
| 4 | ENLIGHTENMENT
Milosz, chapter 6
Selected poems (MP) |
| 4-6 | ROMANTICISM
Milosz, chapter 7
Adam Mickiewicz, selected poems, <i>Konrad Wallenrod</i> (K-1)
Daniel Gerould, "Introduction" and Adam Mickiewicz, "Lesson XVI" (K-2) |

Weeks

- | | |
|-------|---|
| 7 | Adam Mickiewicz, <i>Forefathers' Eve</i> , Parts II and III (K-2)
Adam Mickiewicz, <i>Pan Tadeusz</i> (selection) (K-1)
Juliusz Slowacki, selected poems and <i>Anielli</i> (K-1)
Mid-term take-home examination due
Spring recess |
| 8 | POSITIVISM
Milosz, chapter 8
Selected Positivist articles (K-1)
Henryk Sienkiewicz, "The Lighthouse Keeper" (K-1)
Eliza Orzeszkowa, "Miss Antonina" (K-1) |
| 9 | YOUNG POLAND
Milosz, chapter 9
Stanislaw Wyspianski, <i>The Wedding</i>
Stanislaw Przybyszewski, "Confiteor" and "Visitors" (K-1)
Gabriela Zapolska, <i>The Morality of Mrs. Dulski</i> (K-1)
Stefan Zeromski, "The Stronger Sex" and "Forest Echoes" (K-1) |
| 11-12 | TWENTIETH CENTURY POLISH LITERATURE
Milosz, chapters 10-11 and Epilogue
Stanislaw I. Witkiewicz [Witkacy], "On a New Type of Play" and <i>The Madman and the Nun</i> (K-2)
Tadeusz Rozewicz, selected poems (K-1)
Tadeusz Borowski, <i>This Way for the Gas, Ladies and Gentlemen</i>
Zofia Nalkowska, "At the Railroad Track," "Rock Bottom," "Professor Spanner" (K-1) |
| 13 | Tadeusz Rozewicz, <i>The Card Index</i> |
| 14 | Witold Gombrowicz, <i>The Marriage</i> |
| 15 | Slawomir Mrozek, <i>Tango</i> (K-2)
Czeslaw Milosz, selected poems (K-1)
Zbigniew Herbert, selected poems (K-1)
Papers due |

Course Requirements

1. knowledge of the assigned readings and the material presented in class
2. a detailed journal of your responses to course readings and class discussions. The journal will also have to contain a final summary statement of your stand on the ideas we have addressed
3. class participation which includes not only attendance but also completing the reading assignments on time and speaking out during class discussions
4. a take-home mid-term examination which will be graded on style, grammar, and spelling as well as content
5. a research paper on any relevant topic discussed in advance with the instructor. Length: approximately ten pages for undergraduate students, 20 pages for graduate

students. Grad students are exempt from the mid-term examination; instead, they should turn in an outline of their paper with a bibliography at the time when the mid-term examination is due.

Final grades will be based on class participation and attendance (25%), a paper (25%) and a journal (25%).

Course objectives

The course seeks to provide a historical context for the study of Polish literature; to challenge stereotyped ways of understanding Polish literature; to examine the significance of literature in Polish culture; to study writers' strategies of transforming reality into art; to expose, in a given literary work, diverse possibilities of interpretation.

The course stresses the ability to read critically and to express oneself clearly and precisely in both speech and writing.

Classwork will consist of lectures and discussions. Lectures will provide background information. Discussions will encourage a critical examination, through several contradictory lenses at once, of multiple meanings in each assigned reading.

Homework will include a detailed study of the required readings and keeping a journal (diary) of your questions and observations about the readings. What did you have difficulty with? What interested you the most and why? Use the journal also to record your responses to class discussions, to grapple with the issues raised. Remember that writing is a form of thinking; it helps us decide what we really think. Keeping a diary will allow you to find out what you know, and what you do not know, about what you are trying to learn.

Please write approximately seven pages a week. You will be expected to quote from your journal during class discussions. I will periodically check on the progress of your diary. Use a separate notebook. If you use computer print-outs, each time submit the entire journal, previous sections with my comments as well as the current installment.

As you know, literature has its own logic and laws which do not always coincide with the logic of life. The task of literature is not necessarily to provide a "mirror" image of reality. Therefore use the journal to play with ideas, to try things out, to speculate, to discover the issues most worth pursuing. Ask yourself questions that would generate more questions. If you can, study not only what a given novel or short story or essay is about, but also how it is composed, how it succeeds in being so effective.

There is no single or correct interpretation of an artistic work. The significance that a work may have for any reader is likely to vary, whether or not it was intended by the author to have a specific meaning at all. So do not be afraid to wonder and err, but always think critically and support your judgments with specific references to the work, or works, you are discussing.

Course policy

Attendance: This is a lecture-discussion class, therefore attendance is mandatory. Since your participation

in class discussions counts toward the final grade, you are allowed only three absences. If you are absent, it is your responsibility to find out from another student what was covered in class.

Some relevant quotes

Truth is the sum of all contradictions (Eugene Ionesco)

When someone is honestly 50% right, that's very good and there's no use wrangling. And if someone is 60% right, it's wonderful, it's great luck, and let him thank God. But what's to be said about 75% right? Wise people say this is suspicious. Well, and what about 100% right? Whoever says he's 100% right is a fanatic, a thug, and the worst kind of rascal. (attributed by Czeslaw Milosz to an old Polish Jew and quoted in the epigraph to Milosz's *The History of Polish Literature*)

[While we are engaged in the act of interpretation, it is important to guard against] our difficulty or inability to perceive the experience of others, which is all the more pronounced the more distant these experiences are from ours in time, space, or quality....More generally one must beware of the error that consists in judging distant epochs and places with the yardstick that prevails in the here and now, an error all the more difficult to avoid as the distance in space and time increases. (Primo Levi, *The Drowned and the Saved*)

Any act of interpretation will leave questions in its wake. (HF)

Halina Filipowicz

is an Associate Professor of Slavic Languages and Literatures at the University of Wisconsin-Madison, a remarkable stylist and an authority in twentieth-century literature. Her books include *Eugene O'Neill* (Warsaw, 1975; in Polish) and *A Laboratory of Impure Forms: The Plays of Tadeusz Rózewicz* (Greenwood Press, 1991). She is presently working on a book on "The Poetics of Insurrection: The Uprisings of 1830 and 1863 in Polish Drama." She is also a guest editor of a special issue of *Renascence* entitled "The Sacred in Polish Literature," to appear in 1993.

The Culture of Central Europe

University of Michigan

Slavic 225

Department of Slavic Languages and Literatures
Fall 1991

Instructors: Drs. B. Carpenter, H. Eagle, J. Toman

Course outline

Vaclav Havel, Franz Kafka, Czeslaw Milosz and Andrzej Wajda are familiar names the world over. This course deals with the rich culture of Central Europe from which they emerged. The unique cultural atmosphere of

cities such as Vienna, Prague, Budapest, and Warsaw came as a result of the new historical and political situation which followed the breakup of the Russian and Austro-Hungarian empires at the end of World War I. This was a time of national and ethnic emancipation within newly created states. Works from this period (e.g., the prose of Hasek and Kafka) will give students insight into the area's cultural complexities and will introduce them to the Central European avant-garde.

World War II affected the area drastically by exposing it to two twentieth-century totalitarian systems: Nazism and Communism. The trauma of the war on the civilian population led to an assertion of moral values in works of the time. In the post-war period, much intellectual effort was spent on resistance and opposition to communist totalitarian policies. Various devices were used to circumvent censorship and the dogma of socialist realism (as in the novels of Milan Kundera and the films of Andrzej Wajda) in order to raise genuine philosophical and social issues. The idiom of the "theater of the absurd" (e.g., the plays of Vaclav Havel) was used for political dissent.

Central Europe is a focal point of twentieth-century history, an exemplary area of consideration of questions of human rights and political freedom.

Course requirements

Three short papers

Participation in discussion

Bogdana Carpenter

is Professor of Polish Literature and Chairperson of the Department of Slavic Languages and Literatures at the University of Michigan. She is the author of many books and articles, the most recent being *Monumenta Polonica: The First Four Centuries of Polish Poetry* (Michigan Slavic Publications, 1989), a bilingual annotated collection of Polish poetry that is most useful in university teaching. Research for this book was supported by a grant from the National Endowment for the Humanities. Her other books are *The Poetic Avant-garde in Poland, 1918-1939* (University of Washington Press, 1983) and several volumes of translations (with John Carpenter) of Zbigniew Herbert's poetry, among them Zbigniew Herbert, *Selected Poems* (Oxford University Press, 1977) and Zbigniew Herbert, *Report from the Besieged City and Other Poems* (Oxford University Press, 1987). Each year, Professor Carpenter offers a two-semester **Survey of Polish Literature** (Polish 425 and Polish 426) at the University of Michigan.

To Our Readers

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A reminder: as noted in the previous issue, beginning with September 1991, subscription to *The Sarmatian Review* is \$12.00 per year.

BOOKS BOOKS AND PERIODICALS RECEIVED

***Foreign Policies of the Soviet Union*, by Richard F. Staar.** Stanford, CA. Hoover Institution Press. 351 pages. \$18.95. Paper.

An eminent American Sovietologist examines the fundamental changes in East Central Europe and repercussions for the USSR from the loss of its outer empire; relations with Western Europe and Gorbachev's call for establishing a common European home; loss of influence in the Third World, where one client regime after another is turing away from the USSR as a politico-economic model; and the increasingly complex relationship with the United States.

***Centesimus Annus*, by Pope John Paul II. Encyclical Letter on the hundredth anniversary of *Rerum Novarum*.** Vatican translation. Editing (inclusive language), Daughters of St. Paul. Boston. St. Paul Books & Media (50 St. Paul's Avenue, Boston, MA 02130). 1991. With Notes. 90 pages. Paperback. \$3.95.

The Pope strongly affirms the ability of capitalism to deliver goods to people. He condemns socialism just as his predecessor, Leo XIII, did in *Rerum Novarum* (1891), and speaks in favor of "business, the market, private property and...free human creativity in the economic sector (60)." He does, of course, emphasize the primacy of the human person over any and all material arrangements in this world. But so far as preferences for economic systems go, the Pope unconditionally condemns Marxism, speaks of socialism's monumental failure and affirms the right to private property especially in those countries where poverty is epidemic. The extent to which Polish Catholic elites will pay attention to this profound document will be a measure of their loyalty to Catholicism as well as of their political acumen.

Zabić tego Polaka. [To Kill This Pole.] Edited by Roman Jarosinski. Warszawa. Rok Corporation. 1991. 207 pages. ISBN 83-85344-05-5. Paperback. Zł. 20,000. In Polish.

The title page says: "The editor does not disclose the author's name for safety's sake." It also informs us that the italicized documents copiously quoted in the text are authentic. A fictionalized account of the second attempt at the life of Pope John Paul II, which according to the book took place during the Pope's visit to Poland in 1983. The most chilling is the last chapter describing an event which allegedly occurred on 26 March 1991. It describes a Joseph Mallory (a.k.a. Josip Andreevich Malkov, KGB colonel), a master-polyglot and head of a British financial consortium sponsor-

ing joint ventures with countries of Eastern Europe. Mr. Mallory has just completed his business in Warsaw (he speaks flawless Polish) and upon departure, he says to himself: "Bye, Warsaw! See you in August!"

***Reflections on the Revolution in Europe: in a Letter Intended to Have Been Sent to a Gentleman in Warsaw*, by Ralf Dahrendorf.** New York. Random House (Times Books, N.Y. 10022), 1990. 165 pages. Hardcover. \$17.95.

Mindful of Edmund Burke's politically incorrect wisdom during the times of the French Revolution, Dahrendorf issues similarly non-PC warnings to the bewildered and ego-rich intellectuals of Eastern Europe. He dares to spell out the uncomfortable message that improvements in the region will not occur instantly due to a change of system or western assistance, but rather will be brought about by individual efforts in prudent and responsible entrepreneurship. To paraphrase Artur Sandauer, the market for courage and martyrdom in Eastern Europe has shrunk, and the market for self-reliance has become enormous. Intellectuals would do well to stop demanding nomenklatura status from Polish workers and peasants. The intelligentsia is urged to follow the counsel of Edmund Burke and the authors of the *Federalist Papers*.

Obóz: Kwartalnik społeczno-polityczny. [*The Soviet Camp. A Social and Political Quarterly.*] Editor: Andrzej Ananicz et al. No. 20. Winter 1990/91. 160 pages. Raszynska 15 m. 35, 02-026 Warsaw, Poland. In Polish.

A scholarly quarterly dealing with national minorities in the Soviet Union and Eastern Europe. The current issue contains articles on the Caucasus, Ukraine, the Soviet Asian republics and minorities in Czechoslovakia, Poland, Kazakhstan, and the Crimea. All of these feature significant source material on matters which are only superficially known by western commentators.

Spółczeństwa posttotalitarne: kierunki przemian. [*Post-totalitarian Societies: Evolutionary Directions.*] Edited by Zdzisław Sadowski. Warszawa. Polskie Towarzystwo Współpracy z Klubem Rzymskim. 1991. 175 pages. Paperback. In Polish.

Fourteen scholars from Poland and the United States debate the forms and means of abandoning the totalitarian models of production and social interaction. The main thesis - sound enough as it stands - is that such a transition is a process rather than a legislative act, a circumstance which the rank and file of society do not understand. There are two problems with that thesis. First, some authors do not seem to understand that making excessive demands is part of the democratic process; second, that the rank and file may be more aware of the impossibility of solving all problems at

WAR THROUGH CHILDREN'S EYES

Edited and compiled by Irena Grudzinska-Gross and Jan Tomasz Gross. Stanford, CA. Hoover Institution Press, 1985. xxviii + 260 pages.

Manoocher Aryanpur

The passage of time does to historical events what flying away in an airplane does to the panorama of a city: details disappear, features blur, only major outlines remain. Who knows now the personal tragedies that befell so many during the Mongol invasions of the 13th century? Our century, too, has had its share of tragedies and amongst them none is more horrible than the Second World War. But time is still doing its trick. Memories fade and witnesses die. The world sorely needs documents to keep the details of this horrendous tragedy alive, lest ignoring the mistakes of the past insure their recurrence.

One such document is *War Through Children's Eyes*. This book is worthwhile, above all, because it saves from oblivion a crime that is all but unknown to the world. Everyone knows of the Holocaust and Stalin's purges. But how many know of the deportation and unimaginable sufferings of over a million Poles, many of them children?

This book supplies the needed information. It consists of an Introduction written by the editors and the English translation of 120 letters or essays written by some of the Polish children who survived the deportation. Written by children whose education had been disrupted, children whose poor command of their own language and their frequent use of Russian words bespeak their experiences, these writings depict, in a childish way, grim sufferings whose explanation defies the wisdom of many ages.

The story as projected by the children's essays, began on September 17, 1939. Two weeks before, the Nazis had attacked Poland from the west. The Russians who had signed a secret agreement with the Germans, now attacked from the east. Poland collapsed. The Russians occupied the eastern half of Poland. This half was populated by Poles as well as Ukrainians to the south and Belorussians to the north. Stalin had two objectives: to communize and annex eastern Poland. The communization started right away and caused much suffering and displacement. The annexation was legalized through a sham plebiscite in November 1939.

Then came the deportations. The editors of this book do not make it clear why more than one million residents of eastern Poland were deported into Russia. The answer is worth talking about.

In any case, what is made clear is that there were arrests. There were knocks on doors in the early hours of the morning. People, young and old, were given a few minutes to pack, and then loaded into freight trains headed for the inner reaches of the Soviet Union. There was almost no food and little water. Often a hole in the floor of the wagon served as a toilet. Many died in transit; many more in the primitive settlements and labor camps. The winter of 1939-40 was indeed dark.

Most were sent to communal farms [kolkhozy] to work. Everyone worked and no one got enough to eat. Some froze to death. Others died of malnutrition or medical neglect. Their graves would not be marked, nor would their exact numbers be known.

Then came the German attack on the Soviet Union in the summer of 1941. Suddenly the Soviets became allies of western democracies, against whom they had inveighed during the Stalin-Hitler friendship years. The Polish government in exile negotiated the release of the deportees. After delays and detours, some of the deportees found their way into Iran and thence to freedom. Of the documented fifty thousand Polish children, only fifteen thousand made it to Iran.

This sad story has a special poignancy for this reviewer. In 1942, I was a grade schooler in Mashad, in northeastern Iran. My uncle's house was in the middle of a lush orchard. In the next house, separated by a wall, lived more than fifty lean, fair-skinned, light-haired children. They were Poles.

On weekends when we played in the orchard, we would often see them cranning their heads over the wall. One day we invited them to climb over and take only the fruit that had fallen on the ground. They came - timid, voracious. We thought it funny that despite their appetites they were still so skinny. Little did we know what they had gone through.

Later, after we became friends, we were invited to cross over to play. But they could not run fast. Even though I was only eleven, I could outrun and outjump most of them. One day, I defeated two of their best wrestlers, both fifteen. I attributed their weakness - as I had done their paleness - to their nationality. What did I know of the sorrows of those somber faces?

One day trucks came and they were taken away. We waved goodbye. I never saw them again and, in time, their faces became blurred. But as I thumbed through this book, the children's writing and their photographs revived old memories. Each child's account is a harrowing testimony. Here are two examples:

...on the second day at 5 in the morning on Saturday we are asleep in our beds someone knocks on the door....Mommy got frightened they came and shout get ready in 25 minutes. And they even did not say where we were going. They put us in a railway car like dogs into a doghouse. They closed the door. All people were hungry, every family wanted to eat, all the Polish families were crying.There was nothing to eat there people died and even Daddy died February 10, 1941. (p. 49)

...When we entered the car we found only plank beds on which we were supposed to sleep. Each car was stuffed with 50 persons...together with luggage. We all of us

started crying in despair not knowing what to do. Each one of us knew that we were going to be deported deep into Russia to Siberia....The evening came, some spread themselves on the plank beds, and others had no place so they were sitting on the floor....Along the way they didn't give us any food or water. We had nothing to drink so from thirst we sucked on frozen screws in the car. The trip was very terrible, hungry and cold. The trip lasted a whole month....My Mama was very ill and she couldn't go to work so they forced her to because they locked her up in jail for three weeks. In jail Mama almost died of hunger because for the whole day they gave 20 grams of bread and one liter of water. (p. 137)

Perhaps the childish style of these writings is what turns this book into such an eloquent description of man's inhumanity to man. It is now probably too late to search out and punish those responsible for those atrocities - the main culprit, Stalin, is dead - but it is never too late to reveal to the whole world what happened. The culprits thought that the cover of night, closed doors, muffled sounds and unmarked graves would hide their crimes. They were wrong. The writings in this book give voice to the wounds of those who suffered and died amid the cold silence of a Russian winter almost half a century ago.

Dr. Manoocher Aryanpur teaches English at Buena Vista College in Storm Lake, Iowa.

ALL OF POLAND'S NEIGHBORS ARE NOW INDEPENDENT

During the last week in August, Poland's eastern neighbors, Byelorussia and Ukraine, declared their independence from Moscow. This creates a cause for rejoicing. The events that took place in Kiev, Minsk and in Moscow itself are advantageous for Poland. It is in Poland's interest to border on independent Lithuania, Byelorussia and Ukraine rather than on the gargantuan Russian Empire which traditionally allied itself with Germany against Poland. Now the mouthful of nations between Germany and Russia may be too large for anyone to swallow.

For the first time in history, Poland is faced with the necessity of developing neighborly relations with five different countries. She has to take their diverse interests and sensitivities into account when formulating her own foreign policy. She has to develop an ability to prioritize in regard to the Polish minorities in those countries.

The Sarmatian Review joins all those who joyfully celebrate the hard-won independence of Lithuania, Byelorussia and Ukraine.

POLES IN THE 19th CENTURY SOUTH-WEST

By Francis Casimir Kajencki. El Paso, Texas. Southwest Polonia Press. 1990. 274 pages.

Joseph W. Wiczerzak

This book is not a history of the Polish ethnic group in the southwestern region of the United States but a collection of five biographical sketches of individuals who had come to the American southwest as exiles and eventually entered the American mainstream. Colonel Kajencki has written history from the vantage point of individual trees rather than forests, a method which is unpopular with the generation of socially-oriented historians but which has had a comeback lately. Kajencki is adept and experienced in this genre: among others, he had written an excellent biography of Civil War Brigadier General Joseph Karge. In his new book, he used American primary and secondary sources, particularly military and local ones, and he has eschewed that bane of ideologically-oriented historians known as filiopietism. His avoidance of pedestalling should keep him in the good graces of the many "forest" oriented members of the historical profession.

The five protagonists of Kajencki's biographical compendium are: Louis William Geck, Martin Kozlowski, Alexander Grzelachowski, Charles Radziminski and Napoleon Koscialowski. None of them are individuals of striking prominence in the standard histories of the American southwest, let alone the United States. In his treatment of each, faced with what he feels as a challenge to fill a gap, Kajencki tries to make them sufficiently known so as to prevent their absence in future histories of the region and histories of the United States. They amply deserve future attention.

Kajencki does not allow the five individuals to stand in isolation from each other, as is often the case in collective biographies. In his first chapter "Analysis and Comparison" he links them together in several ways. In their Polish background all were of landed class above "peasant." All had military experience. Four were from (or, allegedly from) Warsaw. In America, two (Geck and Grzelachowski) became merchants, Kozlowski became a rancher, Radziminski made a career soldiering and surveying, and Koscialowski tried architecture, engineering and military service. Kajencki also discusses the progeny of the four who had married (the prematurely deceased Radziminski apparently was a bachelor). As might have been anticipated, non-Polish wives and residence in rural non-ethnic communities were obstacles to maintenance of the Polish language in second and subsequent generations. Yet, in the case of the Grzelachowski family some Polish was used by the children and grandchildren. In view of the lack (or near lack) of Polish at home, surprising was the nearly-perfect original name retention as exemplified by the appearance of at least a dozen Kozlowskis in a local New Mexico phone book and the existence of a number of Grzelachowskis even though the latter name contains exactly half of the letters of the English

alphabet.

Finally, in his "Analysis and Comparison" the author makes a choice of "first among equals." He gives that honor to Radziminski whom he characterizes as "educated, ambitious, dynamic and very personable," and as not having brooded over his deportation to America by Austrian authorities in a 234-exile shipment in 1834, and as having quickly mastered the English language. Kajencki asks: "What would have been Radziminski's role in the Civil War had fate (through tuberculosis) not intervened to strike him down?" Citing his qualifications and his associations with "a group of superb [Army] officers" of whom almost two-thirds were West Point graduates, he steers readers in the direction of positive surmises. Besides character traits and service, Kajencki bases his choice of Lieutenant Radziminski as his number one "biographee" on the most significant part he played in the survey and demarcation of the United States-Mexican boundary.

Thanks to painstaking research, Kajencki removes a cloud of uncertainty surrounding a singular contribution made by Alexander Grzelachowski. He establishes that Grzelachowski was indeed, the voluntary guide who led a sizable contingent of Union Army troops via a direct route to join its main body at Kozlowski's Ranch, enabling a regrouping and an attack on advancing Confederate forces at Glorieta Pass which drove the latter from New Mexico Territory to Texas. The Battle of Glorieta Pass is quite well known to Civil War military specialists as the western equivalent of the Battle of Gettysburg which dashed Confederate chances for occupation of the northeast.

The detailing of the Polish portion of the life of the five protagonists is limited. For such data, Kajencki had to rely on correspondence with Polish historians specializing in nineteenth-century exiles, e.g. with Florian Stasik of Gdańsk, and with compilers of the yet uncompleted *Polski Słownik Biograficzny* [Polish Biographical Dictionary]. I feel that more might lie under the surface in Polish collections and in collections of the Biblioteka Polska in Paris, especially in letters which had been sent by exiles in the United States to their European confreres. This task might be left to some of our Polish colleagues.

Kajencki has a very good categorized bibliography. Under "Secondary Sources" he includes general background-supplying works by such authors as Miecislau Haiman, Jerzy Lerski and Piotr Wandycz. However, I feel (and I hope not for personal reasons alone) that my *A Polish Chapter in Civil War America* might also have been noted in this category. I would also tend to feel that some of the photos of secondary characters in the stories are superfluous, even though, for the most part, illustrations are an attractive feature of the book. In the chapter on Charles Radziminski two photos are credited to "S.F. Radzyminski" as is also a magazine article. What is the family connection between Radziminski and Radzyminski? Kajencki does not explore that. In the 1960s, I met Stanley Radzyminski, a physician who was doing research on Charles Radziminski. At that time, Dr.

Radzynski was an active member of the Kosciuszko Foundation, where I was administrative assistant. Such family leads might be explored.

Poles in the 19th Century Southwest will, without doubt, stand as a fine contribution and source in American history.

Joseph W. Wiczerzak is Professor of History (emeritus) at Bronx Community College, City University of New York.

Books cont. from Page 91

once than the intellectuals give them credit for. It is also debatable whether leaving totalitarianism for post-Christian secularism of the West is either possible or advantageous for Poland. While Polish intellectuals would encounter much international ridicule if they answered the above in the negative, it hardly needs emphasizing that the interests of the nation are not necessarily identical with the interests of its intellectuals.

The Rise of Nations in the Soviet Union. Edited by Michael Mandelbaum. New York. Council on Foreign Relations Press. 1991. viii + 120 pages. Paperback. \$14.95.

This appears to be a damage-control anti-nationalities volume. In the leading essay, it advances the thesis that the tsarist and Soviet empires did not serve Russia's nationalistic interests but merely used them. The book does not deal with the nations within the so-called Russian republic. The aim of this book seems to be to contribute to the restructuring of the Soviet Union in ways proposed by Gorbachev.

Leningrad Polonus. No. 2. 1991. 16 pages. Published by the Stowarzyszenie Kultu-ralno-Oświatowe "Polonia" in Leningrad. Address: Ленинград, 5 -я Советская ул., 12. КПО "Полония." In Polish.

This issue of the *Leningrad Polonus* was prepared by J. Anders, S. Biernacki, Wl. Odyniec, A. Niechaj, and T. Konopielko. It contains eight articles and several poems. Among the notable ones is Wl. Odyniec's "O wydarzeniach marcowych," Leon Piskorski's "Rzymsko-Katolickie Towarzystwo Dobroczynności w Petersburgu," and Zbigniew Szening's "Rejs w konwoju."

W sedno: Czasopismo polskie w Afryce Południowej. [On Target: A Polish-South African Bimonthly.] No. 8 February-March 1991. P.O. Box 2300. Randburg 2125. Johannesburg. Republic of South Africa. R. 30 per year. In Polish.

A nicely put together middle-brow magazine, successor to *Tak i Nie*. We received an incomplete sample issue.

Letters to the Editor

I wish to congratulate you on the last two issues of *The Sarmatian Review*. Above all, the January 1991 issue containing articles on Professor Bogdan Czaykowski's syllabi of courses on Eastern Europe was not only interesting but extremely useful for anyone engaged in teaching and researching East European subjects.

Andrew S. Ehrenkreutz, Mooroolbark, Australia

The author is a former University of Michigan professor of Middle Eastern Studies and founder of *Stadium Papers*, a quarterly devoted to Polish affairs and sponsored by the North American Study Center for Polish Affairs in Ann Arbor, Michigan.

Announcements Received

Gromada Becomes PIASA Executive Director

The Polish Institute has selected its new Executive Director. He is Dr. Thaddeus V. Gromada, Professor of History and coordinator of Ethnic and Immigration Studies at Jersey City State College. In addition to many scholarly publications, Professor Gromada has co-authored the 1989 Report on the status of East European Studies in the Secondary Schools of New Jersey. The Report has been presented to the State Boards of Education throughout the country. It contains recommendations concerning the introduction and maintenance of East European study programs.

Editor's comment: Professor Gromada is well known to members of the Polish Institute. He has served on its Executive Board for years. The Houston Circle is particularly pleased with Professor Gromada's recent promotion, for the founding and publication of *The Sarmatian Review* has been due partly to his encouragement and support. We take this opportunity to thank him for his continued support and we congratulate him on the new distinction which he has received.

Soviet Polonia Gets Organized

Our Leningrad correspondent has notified us that on June 15, 1991 in Leningrad, there took place a meeting of Polish and Polonian organizations from Moscow, Leningrad, Irkutsk, Novosibirsk and Volgograd. Those present decided to form a Union of Polish and Polonian Organizations in Russia [Związek polskich i polonijnych organizacji Rosji]. It was decided to meet in Moscow in August to vote on a constitution for the new organization. The subsequent meeting to elect the organization's officials is scheduled to take place in Leningrad/Petersburg. The Union intends to apply for registration with the Ministry of Internal Affairs (a renaming of this ministry is expected). In the planning stage is the publication of a periodical 75% in Polish and 25% in Russian.

PIASA MEETING

Time: October 4, 1991 (Friday), 7:30 PM

Place: Residence of Dr. & Mrs. B. Godlewski

7919 Candle Lane, Houston, Texas

Take 59 South from downtown, exit Fondren and turn left (south) on Fondren. Pass Braeswood, Willowbend, turn right on Portal. From Portal, turn left on Kittybrook (second stop), and then first right to Candle Lane.

Speaker: Dr. Danuta Batorska

Moderator: Dr. Witold J. Lukaszewski

Topic: "Political Censorship and Painter Jan Matejko (1838-93)"

(with slides)

Dr. Batorska is an Associate Professor of Art History at the University of Houston. Dr. Lukaszewski is a Professor of Political Science at Sam Houston State University.

Attendance limited to *Sarmatian Review* subscribers and spouses.

PIASA RECOMMENDED LECTURE

Time: November 18, 1991 (Monday), 4:00 PM

Place: 240 Rayzor Hall, Rice University Campus

Speaker: Dr. Arnold McMillin, University of London

Topic: "Liberty or Licence: the Modern Russian Language in Emigration"

Dr. McMillin has published widely on Russian, Belorussian and other Slavic literatures.

All Members and Friends are welcome.

We would like to thank the following persons for their generous donations to *The Sarmatian Review* in May-September 1991:

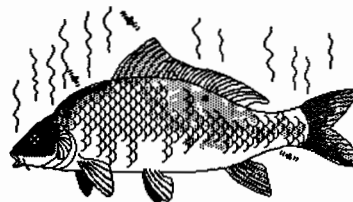
Dr. & Mrs. Boguslaw & Maria Godlewski, Dr. & Mrs. Matthew T. Monroe, Drs. Bogdan & Stella Nowicki, Mr. & Mrs. Dominik & Mira Pieniazek, Dr. & Mrs. Andrew & Patricia Thomas.

AWARD!

This special Award is offered to the public figures and institutions who have displayed gratuitous hostility to East Europeans. This time, the Dead Carp Award goes to the American correspondents in Yugoslavia in July and August 1991 for their handling of the armed struggle there. The implication of most reports we have read is that there is no telling who is right and who is wrong. Thus when a village in Croatia was attacked, both sides were implicitly blamed. Only in August did some reporters note that one side was defending itself while the other was the aggressor. This kind of reporting brings about a general vague conviction that "those East Europeans need a strong hand to keep them from killing each other." It has a dehumanizing effect, so far as Eastern Europe is concerned.

AWARD!

Dead Carp Award



For significant disservice
to western civilization
the American correspondents in Yugoslavia in
July-August 1991
are hereby given this Dead Carp Award

September 1, 1991



The Sarmatian Review

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