

# COMING TO TERMS WITH THE AUTHORITARIAN PAST IN EUROPE AND RUSSIA



## A RESOURCE PACKET FOR EDUCATORS

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## USING THIS RESOURCE GUIDE

NOTE: Many of these descriptions were excerpted directly from the source website.



RECOMMENDED RESOURCE



VISUAL MEDIA



LESSON PLAN



AUDIO



ENGLISH/LANGUAGE ARTS



CHARTS AND GRAPHS



ARTICLE



WEBSITE

## PRESENTER BIOGRAPHIES

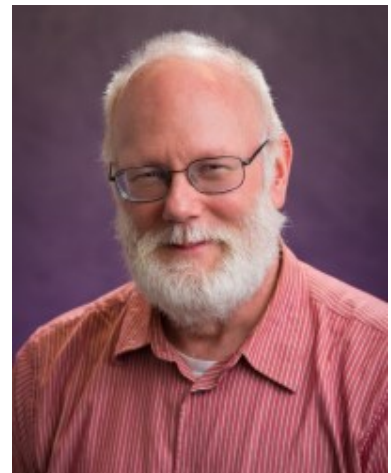
**Ryan Hauck** is the Director of Global Classroom, the K-12 teacher program of the Seattle chapter of World Affairs Council. He is a teacher at Glacier Peak High School in Snohomish and was previously a teacher at Marysville-Pilchuck High School for 22 years, serving as Department Chair in History/Social Sciences. He holds a master's degree in Globalization and Educational Change from Lehigh's Comparative & International Education Department. He is often applauded for bringing the world into his classroom and school by engaging students around the importance of living in an increasingly interconnected, interdependent world.



**Tom Taylor** is the History Department Chair and has an Associate Appointments in the International Studies program at Seattle University. He received his Ph.D. from the University of Minnesota where he focused his dissertation research on 20th-century Germany. Starting his 30th year at Seattle University, he has offered a wide range of courses on modern European, world history, and methodology and historiography. Currently he is completing a comprehensive world history text for Prentice-Hall that uses travel narratives to explore the significant events that have shaped the human story.



**James Felak** is a Professor in the Department of History at the University of Washington. He received his Ph.D. from Indiana University in 1989. His interest in East Central Europe started in the late 1970s. He covers Modern Europe, especially the 20<sup>th</sup> century, with a focus on the countries of Poland, the Czech Republic, Hungary and Slovakia. His research interests are in the intersection of religion, politics, and nationalism within the region, especially during the interwar, wartime, and Communist periods. He has published books on Slovak nationalism in the 1930s, the struggle between Catholics and Communists in post-war Slovakia, and is currently finishing a book on the visits of Pope John Paul II to his native Poland during and after the Communist period.



## PRESENTER BIOGRAPHIES CONTINUED

**Andrew Sanders** is an Assistant Professor of Political Science at Texas A&M University San Antonio. He holds a Ph.D. in Politics, International Studies and Philosophy, a MA from Queen's University Belfast, and a BSc in Social and Management Science from Edinburgh Napier University. His research focuses on terrorism and political violence, state responses to insurgency, and the international dimension to conflict. He has authored several books related to Ireland, and his new book, the *Long Peace Process: The United States of America and the Northern Ireland Conflict* is forthcoming. He has published articles on topics such as international support for terrorism, the role of diaspora in conflict, the concept of minimum force in military operations, and transatlantic relations. He teaches courses on Comparative Politics, International Relations, Terrorism, Political Research and US and Texas Government.



**Anthony Geist** is Professor of Spanish and Comparative Literature at the University of Washington and received his Ph.D. from the University of California, Berkeley. His publications center largely on issues of modernism and postmodernism in 20<sup>th</sup> century peninsular poetry. Geist's other main field of research concerns art and literature of the Spanish Civil War. He published a photo-essay on Seattle-area Lincoln Brigade veterans, coauthored with the Spanish photojournalist José Moreno. He has also curated a traveling exhibit of children's drawings from the Spanish Civil War, which toured the country for two years. The accompanying book, *They Still Draw Pictures: Children's Art in Wartime from the Spanish Civil War to Kosovo*, was published in 2002. In addition to modern Spanish literature, he also teaches Spanish cinema.



**Glennys Young** is a historian of Russia and the Soviet Union and is a professor in the History Department and the Jackson School of International Studies at the University of Washington. Over the course of her career, she has become increasingly interested in the USSR's involvement in transnational movements and processes, whether political, social, cultural, or economic. She has also pursued research interests in the history of Communism and world history. She has published articles on a number of topics in Soviet social and political history. She has written books on the Russian Revolution and communism in the 20<sup>th</sup> century. Her most recent book project is titled *Refugee Worlds: The Spanish Civil War, Soviet Socialism, Franco's Spain, and Memory Politics*.



### [A Note on Learning Standards Presented in this Packet:](#)

Three sets of standards have been linked to each of the learning objectives in this packet. The **Washington State K-12 Social Studies Learning Standards** and the accompanying Grade Level Requirements are the social studies standards for WA State. **The College, Career, & Civic Life C3 Framework for Social Studies State Standards** are the standards published by the National Council for the Social Studies. Guiding the packet as a whole is the Framework for Global Learning created by the Asia Society and the Council of Chief State School Officers titled *Educating for Global Competence: Preparing Our Youth to Engage the World* (2011).

Cross-objective standards are listed at the beginning of the packet, and content-specific standards can be found after each learning objective.

The standards provided have been selected for relevance, but are not exclusive: many other standards, such as Common Core, may be applicable to the resources and learning objectives identified in this packet.

The intention for this packet's organization is to provide educators with an idea of resources available and possible uses for resources. Users should feel free to create their own learning objectives and to select resources according to the specific needs of their classrooms.

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## **WASHINGTON STATE K-12 SOCIAL STUDIES LEARNING STANDARDS**

There are five EALRs in Social Studies, one for each of the discipline areas: civics, economics, geography, and history, and a fifth for social studies skills.

### **(1) Social Studies EALR 1: CIVICS**

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

### **(2) Social Studies EALR 2: ECONOMICS**

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

### **(3) Social Studies EALR 3: GEOGRAPHY**

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

### **(4) Social Studies EALR 4: HISTORY**

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

### **(5) Social Studies EALR 5: SOCIAL STUDIES SKILLS**

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.



## COLLEGE, CAREER, & CIVIC LIFE C<sub>3</sub> FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

The C<sub>3</sub> Framework is organized into the four Dimensions, which support a robust social studies program rooted in inquiry.

The four Dimensions are as follows:

- (1) Developing questions and planning inquiries;
- (2) Applying disciplinary concepts and tools;
- (3) Evaluating sources and using evidence;
- (4) Communicating conclusions and taking informed action

### C<sub>3</sub> Framework Organization

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions
	Economics		
	Geography	Developing Claims and Using Evidence	Taking Informed Action
	History		

Dimension 2 has four disciplinary subsections: (1) **Civics**; (2) **Economics**; (3) **Geography**; (4) **History**. Each disciplinary subsection has three to four additional categories, which provide an organizing mechanism for the foundational content and skills within each discipline.

### Snapshot

### Organization of Dimension 2



Dimension 2: Applying Disciplinary Tools and Concepts			
Civics	Economics	Geography	History
Civil and Political Institutions	Economic Decision Making	Geographic Representations: Spatial Views of the World	Change, Continuity and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Regions and Culture	Perspectives
Processes, Rules and Laws	The National Economy	Human Population: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

## EDUCATING FOR GLOBAL COMPETENCE

Frameworks taken from *Educating for Global Competence: Preparing Our Youth to Engage the World* (Asia Society and the Council of Chief State School Officers 2011).

**“Global competence is the capacity and disposition to understand and act on issues of global significance” (Chapter 2).**

Globally competent students are able to perform the following four competences:

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives**, others’ and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas** effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. **Take action** to improve conditions, viewing themselves as players in the world and participating reflectively.



## KEY TERMS

### **Authoritarianism**

<https://www.britannica.com/topic/authoritarianism>

Authoritarianism, principle of blind submission to authority, as opposed to individual freedom of thought and action. In government, authoritarianism denotes any political system that concentrates power in the hands of a leader or a small elite that is not constitutionally responsible to the body of the people. Authoritarian leaders often exercise power arbitrarily and without regard to existing bodies of law, and they usually cannot be replaced by citizens choosing freely among various competitors in elections. The freedom to create opposition political parties or other alternative political groupings with which to compete for power with the ruling group is either limited or nonexistent. Authoritarianism thus stands in fundamental contrast to democracy.

### **Nation**

<https://www.globalpolicy.org/nations-a-states/what-is-a-nation.html>

A nation is a large group of people with strong bonds of identity - an "imagined community," a tribe on a grand scale. The nation may have a *claim* to statehood or self-rule, but it does not necessarily enjoy a state of its own. National identity is typically based on shared culture, religion, history, language or ethnicity, though disputes arise as to who is truly a member of the national community or even whether the "nation" exists at all.

### **Nationalism**

<https://www.britannica.com/topic/nationalism>

Nationalism, ideology based on the premise that the individual's loyalty and devotion to the nation-state surpass other individual or group interests. Nationalism is a modern movement. Throughout history people have been attached to their native soil, to the traditions of their parents, and to established territorial authorities; but it was not until the end of the 18th century that nationalism began to be a generally recognized sentiment molding public and private life and one of the determining factors of modern history.

### **State**

<https://www.britannica.com/topic/state-sovereign-political-entity>

State, political organization of society, or the body politic, or, more narrowly, the institutions of government. The state is a form of human association distinguished from other social groups by its purpose, the establishment of order and security; its methods, the laws and their enforcement; its territory, the area of jurisdiction or geographic boundaries; and finally by its sovereignty.

### **Ethnicity**

<http://www.sociologyguide.com/ethnicity/definition-of-ethnicity.php>

The term ethnicity has been defined in broader sense to signify self-consciousness of a group of people united or closely related by shared experience such as language, religious belief, common heritage etc. While race usually denotes the attributes of a group, ethnic identity signifies creative response of a group who consider themselves marginalized in society.

The identity of a group is defined vis a vis another community and how this identity becomes psychologically and socially important for a member or members of a community.

### **Bolshevik**

<https://www.britannica.com/topic/Bolshevik>

Bolshevik, Russian: "One of the Majority", member of a wing of the Russian Social-Democratic Workers' Party, which, led by Lenin, seized control of the government in Russia (October 1917) and became the dominant political power. After the February Revolution (1917), the Bolsheviks became increasingly popular among urban workers and soldiers in Russia, particularly after April, when Lenin returned to the country, demanding immediate peace and that the workers' councils, or Soviets, assume power. Immediately after the October Revolution, the Bolsheviks refused to share power with other revolutionary groups, with the exception of the Left Socialist Revolutionaries; eventually they suppressed all rival political organizations.

### **Russian Revolution of 1917**

<https://www.britannica.com/event/Russian-Revolution-of-1917>

Russian Revolution of 1917, two revolutions, the first of which, in February, overthrew the imperial government and the second of which, in October, placed the Bolsheviks in power. By 1917 the bond between the Tsar and most of the Russian people had been broken. Governmental corruption and inefficiency were rampant. The government's inefficient prosecution of World War I that finally provided the challenge the old regime could not meet. Riots over the scarcity of food broke out in the capital, Petrograd (formerly St. Petersburg), when most of the Petrograd garrison joined the revolt, Tsar Nicholas II was forced to abdicate. When his brother, Grand Duke Michael, refused the throne, more than 300 years of rule by the Romanov dynasty came to an end.

## KEY TERMS CONTINUED

### **Treaty of Trianon**

<https://www.britannica.com/event/Treaty-of-Trianon>

Treaty of Trianon, (1920), treaty concluding World War I and signed by representatives of Hungarian one side and the Allied Powers on the other. It was signed on June 4, 1920, at the Trianon Palace at Versailles, France. By the terms of the treaty, Hungary was shorn of at least two-thirds of its former territory and two-thirds of its inhabitants. Hungary's armed forces were to be restricted to 35,000 men. The seeds of much resentment, ethnic conflict, and interwar tension were sown through the treaty.

### **Anschluss**

<https://www.britannica.com/event/Anschluss>

Anschluss, German: "Union", political union of Austria with Germany, achieved through annexation by Adolf Hitler in 1938.

### **Spanish Civil War**

<https://www.britannica.com/event/Spanish-Civil-War>

Spanish Civil War, (1936–1939), military revolt against the Republican government of Spain, supported by conservative elements within the country. When an initial military coup failed to win control of the entire country, a bloody civil war ensued, fought with great ferocity on both sides. The Nationalists, as the rebels were called, received aid from Fascist Italy and Nazi Germany. The Republicans received aid from the Soviet Union, as well as from International Brigades, composed of volunteers from Europe and the United States.

### **Berlin Wall**

<https://www.britannica.com/topic/Berlin-Wall>

Berlin Wall, German Berliner Mauer, barrier that surrounded West Berlin and prevented access to it from East Berlin and adjacent areas of East Germany during the period from 1961 to 1989. In the years between 1949 and 1961, about 2.5 million East Germans had fled from East to West Germany, including steadily rising numbers of skilled workers, professionals, and intellectuals. Their loss threatened to destroy the economic viability of the East German state. In response, East Germany built a barrier to close off East Germans' access to West Berlin and hence West Germany. The Berlin Wall came to symbolize the Cold War's division of East from West Germany and of eastern from western Europe.

### **Warsaw Pact**

<https://www.britannica.com/event/Warsaw-Pact>

Warsaw Pact, formally Warsaw Treaty of Friendship, Cooperation, and Mutual Assistance, (May 14, 1955–July 1, 1991) treaty establishing a mutual-defense organization (Warsaw Treaty Organization) composed originally of the Soviet Union and Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, and Romania. (Albania withdrew in 1968, and East Germany did so in 1990.) The treaty (which was renewed on April 26, 1985) provided for a unified military command and for the maintenance of Soviet military units on the territories of the other participating states.

### **Hungarian Revolution**

<https://www.britannica.com/event/Hungarian-Revolution-1956>

Hungarian Revolution, popular uprising in Hungary in 1956, following a speech by Soviet leader Nikita Khrushchev in which he attacked the period of Joseph Stalin's rule. Encouraged by the new freedom of debate and criticism, a rising tide of unrest and discontent in Hungary broke out into active fighting in October 1956. Rebels won the first phase of the revolution, and Imre Nagy became premier, agreeing to establish a multiparty system. On November 1, 1956, he declared Hungarian neutrality and appealed to the United Nations for support, but Western powers were reluctant to risk a global confrontation. On November 4 the Soviet Union invaded Hungary to stop the revolution, and Nagy was executed for treason in 1958. Nevertheless, Stalinist-type domination and exploitation did not return, and Hungary thereafter experienced a slow evolution toward some internal autonomy.



## MAPS AND GEOGRAPHY

### WWI Period:

The Unification of The German Empire

[https://cdn0.vox-cdn.com/assets/4620331/German\\_Reich1.png](https://cdn0.vox-cdn.com/assets/4620331/German_Reich1.png)

Ethno-linguistic Map of Austria-Hungary

[https://cdn0.vox-cdn.com/assets/4620799/austria\\_hungary.png](https://cdn0.vox-cdn.com/assets/4620799/austria_hungary.png)

The Bolshevik Revolution Sparks Civil War in Russia

[https://cdn0.vox-cdn.com/assets/4651905/Russian\\_civil\\_war\\_west.svg.png](https://cdn0.vox-cdn.com/assets/4651905/Russian_civil_war_west.svg.png)

Changes to Europe after World War I

[https://cdn1.vox-cdn.com/assets/4620775/postwar\\_europe.png](https://cdn1.vox-cdn.com/assets/4620775/postwar_europe.png)

### WWII Period:

Germany and the Soviet Union Shock The World with A Non-aggression Pact

[https://cdn2.vox-cdn.com/uploads/chorus\\_asset/file/2417208/1024px-Ribbentrop-Molotov.svg.o.png](https://cdn2.vox-cdn.com/uploads/chorus_asset/file/2417208/1024px-Ribbentrop-Molotov.svg.o.png)

Hitler Betrays Stalin and Invades Russia

[https://cdn3.vox-cdn.com/uploads/chorus\\_asset/file/2417238/1003px-Eastern\\_Front\\_1941-06\\_to\\_1941-12.o.png](https://cdn3.vox-cdn.com/uploads/chorus_asset/file/2417238/1003px-Eastern_Front_1941-06_to_1941-12.o.png)

Ethnic Groups in South Eastern Europe

<https://muftah.org/wp-content/uploads/2014/09/SEE-ethnicity-map.jpg>

### Post-WWII Period:

Distribution of Hungarians in Central and Eastern Europe

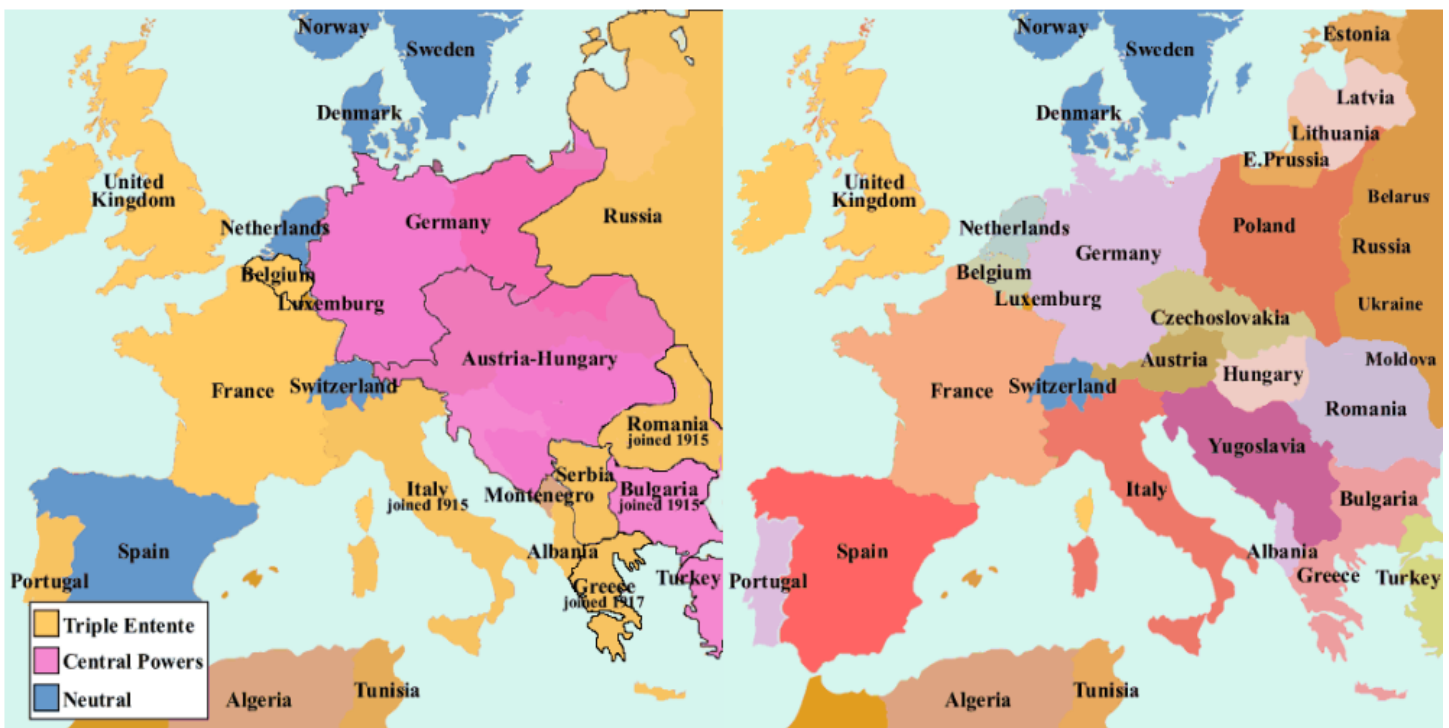
<https://upload.wikimedia.org/wikipedia/commons/5/51/MagyarsOutsideHungary.png>

Retrieved from VOX: 40 Maps That Explain World War I

<https://www.vox.com/a/world-war-i-maps>

40 Maps That Explain World War II

<https://www.vox.com/2014/11/13/7148855/40-maps-that-explain-world-war-ii>



Europe before World War I (left); Europe between the World Wars (right)

## COUNTRY PROFILES

### GERMANY

**Location:** Central Europe, bordering the Baltic Sea and the North Sea, between the Netherlands and Poland, south of Denmark

**Government:** Federal Parliamentary Republic

**Capital City:** Berlin

**Population:** 80,722,792 (July 2016 est.)

**Area:** 357,022 sq km

**Languages:** German (official), multiple regional languages under the European Charter for Regional or Minority Languages.

**Religions:** Roman Catholic 29%, Protestant 27%, Muslim 4.4%, Orthodox Christian 1.9%, other 1.7%, none or members of unrecorded religious groups 36% (2015 est.)

**Currency:** Euro

**CIA WORLD FACTBOOK – COUNTRY PROFILE ON GERMANY**

<https://www.cia.gov/library/publications/the-world-factbook/geos/gm.html>



### HUNGARY

**Location:** Central Europe, northwest of Romania

**Government:** Parliamentary Republic

**Capital City:** Budapest

**Population:** 9,874,784 (July 2016 est.)

**Area:** 93,028 sq km

**Languages:** Hungarian (official) 99.6%, English 16%, German 11.2%, Russian 1.6%, Romanian 1.3%, French 1.2%, other 4.2%

**Religions:** Roman Catholic 37.2%, Calvinist 11.6%, Lutheran 2.2%, Greek Catholic 1.8%, other 1.9%, none 18.2%, unspecified 27.2% (2011 est.)

**Currency:** Euro

**CIA WORLD FACTBOOK – COUNTRY PROFILE ON HUNGARY**

<https://www.cia.gov/library/publications/the-world-factbook/geos/hu.html>



## COUNTRY PROFILES CONTINUED

### IRELAND

**Location:** Western Europe, occupying five-sixths of the island of Ireland in the North Atlantic Ocean, west of Great Britain.

**Government:** parliamentary republic

**Capital City:** Dublin

**Population:** 4,952,473 (July 2016 est.)

**Area:** 70,273 sq km

**Languages:** English (official, the language generally used), Irish (Gaelic or Gaeilge)

**Religions:** Roman Catholic 84.7%, Church of Ireland 2.7%, other Christian 2.7%, Muslim 1.1%, other 1.7%, unspecified 1.5%, none 5.7% (2011 est.)

**Currency:** Euro

**CIA WORLD FACTBOOK – COUNTRY PROFILE ON IRELAND**

<https://www.cia.gov/library/publications/the-world-factbook/geos/ei.html>



### SPAIN

**Location:** Southwestern Europe, bordering the Mediterranean Sea, North Atlantic Ocean, Bay of Biscay, and Pyrenees Mountains; southwest of France.

**Government:** parliamentary constitutional monarchy

**Capital City:** Madrid

**Population:** 48,563,476 (July 2016 est.)

**Area:** 505,370 sq km

**Languages:** Castilian Spanish (official nationwide) 74%, Catalan (official in Catalonia, the Balearic Islands, and the Valencian Community) 17%, Galician (official in Galicia) 7%, Basque (official in the Basque Country and in the Basque-speaking area of Navarre) 2%, Aranese (official in the northwest corner of Catalonia (Vall d'Aran) along with Catalan; <5,000 speakers)

**Religions:** Roman Catholic 67.8%, atheist 9.1%, other 2.2%, non-believer 18.4%, unspecified 2.5% (2016 est.)

**Currency:** Euro

**CIA WORLD FACTBOOK – COUNTRY PROFILE ON SPAIN**

<https://www.cia.gov/library/publications/the-world-factbook/geos/sp.html>



## COUNTRY PROFILES CONTINUED

### RUSSIA

**Location:** North Asia bordering the Arctic Ocean, extending from Europe (the portion west of the Urals) to the North Pacific Ocean

**Government:** Semi-presidential federation

**Capital City:** Moscow

**Population:** 142,355,415 (July 2016 est.)

**Area:** 17,098,242 sq km

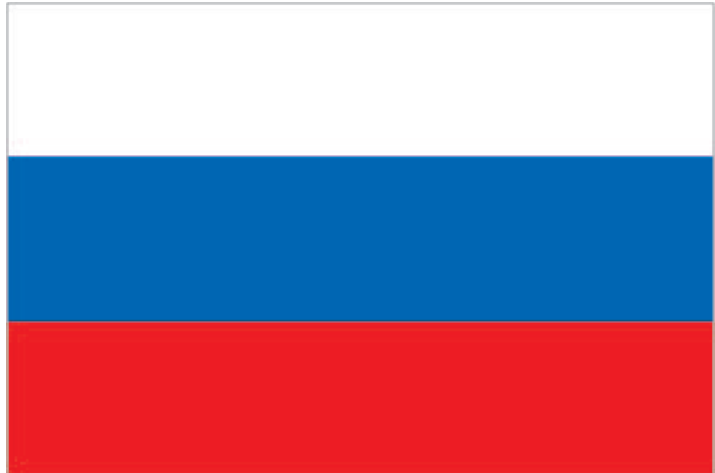
**Languages:** Russian (official) 85.7%, Tatar 3.2%, Chechen 1%, other 10.1%

**Religions:** Russian Orthodox 15-20%, Muslim 10-15%, other Christian 2% (2006 est.)

**Currency:** Russian Ruble

**SOURCE:** CIA WORLD FACTBOOK – COUNTRY PROFILE ON RUSSIA

<https://www.cia.gov/library/publications/the-world-factbook/geos/rs.html>



**1. Learning objective: Students will be able to define *authoritarianism* and explain *how* and *why* authoritarian measures are used by regimes to govern their country. In addition, students will be able to analyze and discuss the impact of authoritarian regimes on citizens and institutions.**

**Guiding Questions:**

- How are authoritarian regimes different from democratic ones? What characteristics or traits do they possess?
- What historical precedents help us to understand elements of authoritarianism in present day Europe and Russia? What comparisons can be made to earlier events, crises, or ideologies?
- What are the key similarities and differences characterizing major political ideologies in Europe and Russia? How are these ideologies currently shaping or influencing local, regional, and/or national communities?

**Learning Standards:**

WA Social Studies Standard: History 4.3: Understands that there are multiple perspectives and interpretations of historical events.

WA Social Studies Standard Social Studies Skills 5.1: Uses critical reasoning skills to analyze and evaluate positions.

WA Social Studies Standard Social Studies Skills 5.3: Deliberates public issues.

C3 Framework D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

C3 Framework D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

C3 Framework D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

C3 Framework D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

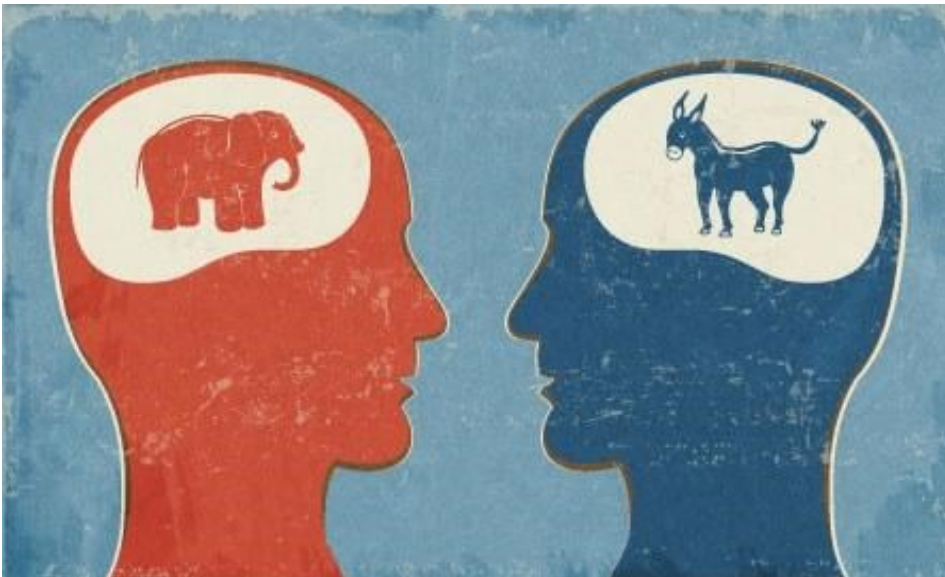
C3 Framework D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

C3 Framework D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

C3 Framework D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.

C3 Framework D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.

C3 Framework D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.



**Relevant Standards in Psychology and Sociology**

D2.Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.

D2.Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.

D2.Psy.12.9-12. Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.

D2.Soc.2.9-12. Define social context in terms of the external forces that shape human behavior.

D2.Soc.3.9-12. Identify how social context influences individuals.

## Resources



### Hungary after 1989: Inscribing a New Past on Place

[https://www.jstor.org/stable/325085eq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/325085eq=1#page_scan_tab_contents)



This is an interesting article about how Hungary's historical monuments and shrines have undergone great change since 1989. In a departure from earlier political eras, decisions about contested places are issuing from local authorities and private citizens, rather than from the central government. The result is a sometimes subtle rearrangement of public memorials and shrines that interprets the national past by drawing symbolic and spatial parallels between some historical events while rejecting connections among others.



### Video: What Is a Political Ideology?

<http://study.com/academy/lesson/what-is-a-political-ideology.html>

Nearly every opinion on the appropriateness or inappropriateness of government policy, ranging from welfare to gun control, is a reflection of a person's political ideology. In this lesson, you learn about political ideology and its importance. This video also leads other videos that go further in depth about various ideologies including conservatism, liberalism, and Marxism.



### Interactive: IDEALog Quiz

<https://www.idealogy.org/en/quiz>

The Self-Test that requires students to answer twenty questions—drawn from national surveys—which are equally divided between the conflict of individual freedom vs. social order, and the conflict of individual freedom vs. social equality. Based on their responses, students are classified into one of four ideological types. Their ideological scores are then compared with the scores for the public's responses to the same twenty questions. Instructors will not have access to students' individual responses or summed scores. Instructors will only be able to view aggregate class scores.



### Interactive: The Political Compass Quiz

<https://www.politicalcompass.org/>

A 6-part questionnaire which plots the taker's political positions on a four-point compass and plots estimates for the positions of 20th century leaders and mid-1990s British politicians.



### Interactive: European Political Ideologies Quiz

<http://www.selectsmart.com/FREE/select.php?client=polphil>

Most political quizzes are geared to an American audience. "Liberal" means left, "Conservative" means right, and a whole range of European positions don't exist. This selector is intended to rank political philosophies and their subsections for you in European terms. In order for this quiz to work properly, answer with the longer term and general principles in mind.



### The History of Europe-Ideologies 1787-2013

<https://www.youtube.com/watch?v=HE6NjIWfY8g>



### Classroom Activity: A Glossary of Political Economy Terms—Ideology

<http://www.auburn.edu/~johnspm/gloss/ideology>

This is the online edition of *A Glossary of Political Economy Terms* by Dr. Paul M. Johnson of Auburn University. Dr. Johnson provides a clear definition of ideology and includes hyperlinks to additional definitions of various ideologies including anarchism, communism, conservatism, fascism, legitimacy, liberalism, libertarianism, populism, socialism, and totalitarianism. If a set of computers is available to the class, instruct students to visit this website. Working first in pairs and then discussing as a whole class, have students examine each of the relevant terms and discuss the following:

- 1) What sets this ideology apart from others, and what are its central values and beliefs?
- 2) What incentives would people have to support this ideology; why might it be appealing to some?
- 3) What downsides does this ideological system have, causing it to be potentially unsuccessful?
- 4) Historically, how has this ideology shaped a specific country, region, or society? Examples?

## Resources



The Guardian: Tragedy or Triumph? Russians Agonize over How to Mark 1917 Revolutions

<https://www.theguardian.com/world/2016/dec/17/russia-1917-revolutions-legacy-lenin-putin>



The New York Times: 'Revolution? What Revolution?' Russia Asks 100 Years Later

<https://www.nytimes.com/2017/03/10/world/europe/russian-revolution-100-years-putin.html>



A Rising Authoritarian Wave

<https://www.opendemocracy.net/can-europe-make-it/john-weeks/rising-authoritarian-wave>



German Propaganda Posters of WWII

<https://www.youtube.com/watch?v=UxADoAk2m2c>



Online Exhibition: The Power of Nazi Propaganda

<https://www.ushmm.org/propaganda/>

<https://www.youtube.com/watch?v=Af44Slin7lg>



Non-fiction: Gel'man, Vladimir Iakovlevitch. Authoritarian Russia: Analyzing Post-Soviet Regime Changes. Pittsburgh, PA: U of Pittsburgh, 2015. Print.



Non-fiction: Horvath, Robert. Putin's Preventive Counter-revolution: Post-Soviet Authoritarianism and the Spectre of Velvet Revolution. London: Routledge, 2013. Print.



Telegraph: "Russia masks unemployment with Soviet-era tactics"

<http://www.telegraph.co.uk/finance/economics/11810209/Russia-masks-unemployment-with-Soviet-era-tactics.html>

[https://commons.wikimedia.org/wiki/File:Bundesarchiv\\_Bild\\_102-14597,\\_Berlin,\\_Opernplatz,\\_B%C3%BCcherverbrennung.jpg](https://commons.wikimedia.org/wiki/File:Bundesarchiv_Bild_102-14597,_Berlin,_Opernplatz,_B%C3%BCcherverbrennung.jpg)



The Nazi book burnings were a campaign conducted by the German Student Union to ceremonially burn books in Nazi Germany and Austria in the 1930s. The books targeted for burning were those viewed as being subversive or as representing ideologies opposed to Nazism.

Der Giftpilz is a children's book published by Julius Streicher in 1938. The title is German for "the poisonous mushroom". The book was intended as anti-Semitic propaganda.

<https://nationalsocialistreeeducation.files.wordpress.com/2015/10/113.jpg>



## Resources



### Europe's Rising Far Right: A Guide to the Most Prominent Parties

<http://www.nytimes.com/interactive/2016/world/europe/europe-far-right-political-parties-listy.html>

A quick guide to eight prominent far-right parties that have been making news; it is not a comprehensive list of all the Continent's active far-right groups. The parties are listed by order of the populations of the countries where they are based. **See how the ideas in which Europe was governed by have changed over time.**



### Politics—Ideology—Populism

<https://www.youtube.com/watch?v=2JKxPBRggDM>

This video considers the rise to populism both in the centrist parties in Eastern Europe, the mainstream parties in the US and UK, and the Eurosceptic parties in Europe.



### The World Looks Past Donald Trump

<http://www.cnn.com/2017/07/04/politics/world-looks-past-donald-trump/index.html>



### 10<sup>th</sup> Grade Course – Euroscepticism

<https://jsis.washington.edu/cwes-euc/wp-content/uploads/sites/11/2017/01/10th-Grade-Euroscepticism-Lesson-Plan.pdf>



### Stanford History Group

<http://sheg.stanford.edu/>

Provides lesson plans, chatrooms, teacher exchange information, on all areas of World History. Free.



### Understanding Spanish Civil War Propaganda

<http://emergingamerica.org/model-lesson-plans-propaganda-posters-of-the-spanish-civil-war/>



### Telegraph: "Russia masks unemployment with Soviet-era tactics"

<http://www.telegraph.co.uk/finance/economics/11810209/Russia-masks-unemployment-with-Soviet-era-tactics.html>

**Discussion Questions:** What are the policymaking procedures for the European Union? When addressing current issues/challenges, how are national differences, competing perspectives, and historical context managed by those empowered to make decisions within the EU? When disagreement occurs between member states, how is this handled by EU politicians?



## Resources



The Washington Post - Has Europe Found an Antidote to Authoritarianism?

[https://www.washingtonpost.com/opinions/global-opinions/has-europe-found-an-antidote-to-authoritarianism/2016/10/14/fb2f0692-916d-11e6-9c52-ob10449e33c4\\_story.html?utm\\_term=.99845cbfd4dc](https://www.washingtonpost.com/opinions/global-opinions/has-europe-found-an-antidote-to-authoritarianism/2016/10/14/fb2f0692-916d-11e6-9c52-ob10449e33c4_story.html?utm_term=.99845cbfd4dc)



Diego Rubio: Historical Amnesia Is Undermining European Democracy

<http://blogs.lse.ac.uk/politicsandpolicy/historical-amnesia-is-undermining-european-democracy/>



Forbes: Hitler's Lasting Effect On Europe And America

<https://www.forbes.com/sites/stratfor/2015/09/02/pondering-hitlers-legacy/#c492a8e42279>



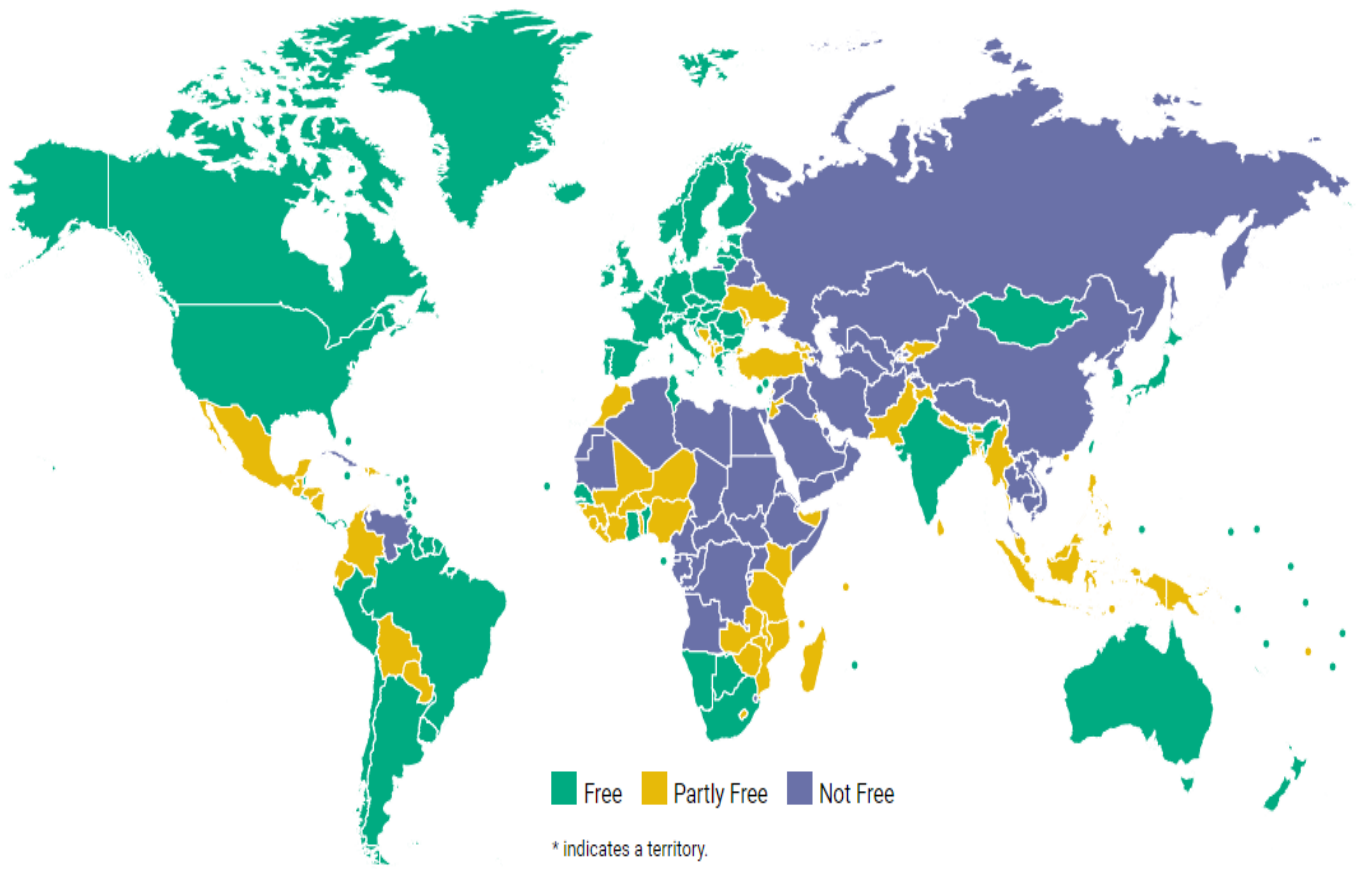
Non-fiction: Arendt, Hannah. *The Origins of Totalitarianism*. London: Penguin Classics, 2017. Print.



Non-fiction: Snyder, Timothy. *On Tyranny: Twenty Lessons from the Twentieth Century*. New York: Tim Duggan, 2017. Print.

***Student Analysis and Discussion:*** What is “freedom?” Have students discuss the concept of freedom from different perspectives and then have them analyze the map below. What do they see? Questions? What criteria do you think Freedom House used to calculate freedom around the world? Why are some countries considered more free than others?

## Freedom in the World 2017



<https://freedomhouse.org/report/freedom-world/freedom-world-2017>

**2. Learning objective: Students will be able to identify and explain various historical factors, events, and/or causes that contributed to conflict and the rise of authoritarianism in Europe and Russia. In addition, students will be able to evaluate and discuss the role of historical memory as they make connections between the past and the present.**

**Guiding Questions:**

- What major historical events or circumstances contributed to rise of nationalist and authoritarian regimes?
- In what ways do different versions of the past shape politics in the present? What is "historical memory" and how does it influence contemporary society?
- How did political, economic, and/or social policies in Europe and Russia reflect a movement toward authoritarian rule after WWI?
- How have societies responded to periods of civil and ethnic conflict, and to what extent have these decisions led to inclusion or division among its citizens?

**Learning Standards:**

WA Social Studies Standard: History 4.2: Understands and analyzes causal factors that have shaped major events in history.

WA Social Studies Standard: History 4.4: Uses history to understand the present and plan for the future.

D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.5.6-8. Explain how and why perspectives of people have changed over time.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.

D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument

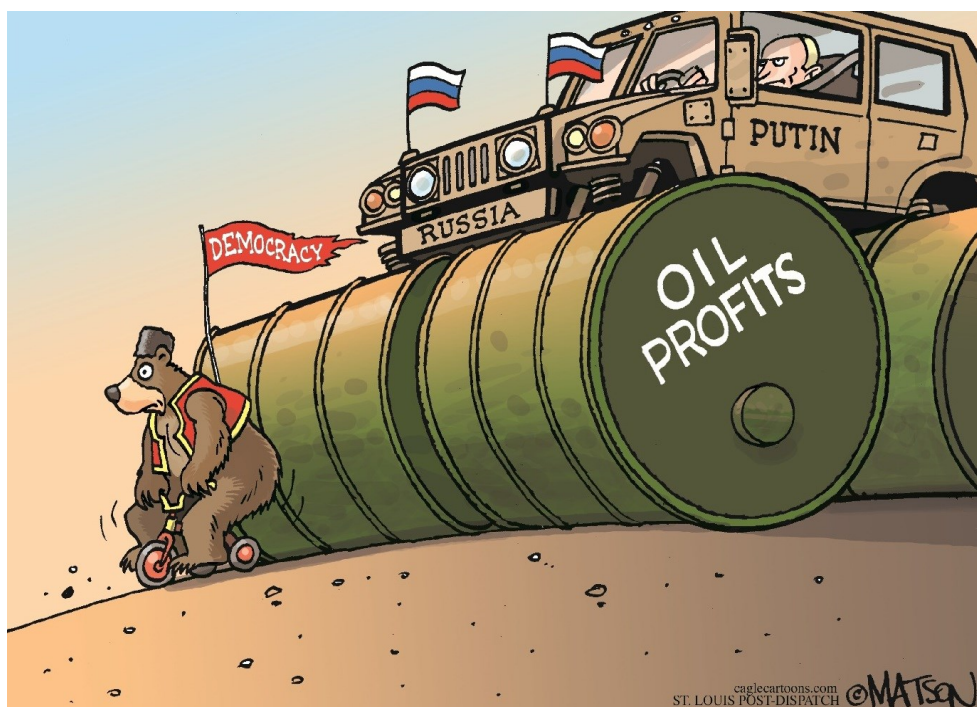
D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.

**Relevant Learning Standards in Psychology and Sociology:**

D2.Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.

D2.Psy.7.9-12. Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior.

D2.Soc.10.9-12. Analyze how social structures and cultures change.



## Resources



### **The Return of No Man's Land: Europe's Asylum Crisis and Historical Memory**

<https://www.foreignaffairs.com/articles/western-europe/2015-09-22/return-no-man-s-land>

This article from Foreign Affairs Magazine discusses how the current refugee crisis in Europe has a historical context.



### **Ireland/Northern Ireland History**

Programme on Collusion by Daragh McIntyre and Bronach Walsh - BBC

<https://www.youtube.com/watch?v=7TRgZ-mvQpU>



### **Death on the Rock: SAS Execute IRA Cell in Balter, Thames Television, 1988**

<https://www.youtube.com/watch?v=x7MBqTw2vlo&t=22s>



### **Understanding the History of Ireland in the E.U.**

<http://www.euintheus.org/interactive-map/eu/ireland/#!/?map=EU&region=304>



### **Helping Students Understand the Troubles**

**Lesson Plan/Blog:** My best history lesson: teaching Northern Ireland and the Troubles

<https://www.theguardian.com/teacher-network/teacher-blog/2013/may/21/northern-ireland-troubles-best-history-lesson>



### **Understanding the Spanish Civil War**

Fighting Fascism: Americans in the Spanish civil war have a lesson for today

<https://www.theguardian.com/us-news/2017/may/14/fascism-spanish-civil-war-abraham-lincoln-brigade-archives>



### **Spanish Civil War | 3 Minute History –sec2**

<https://www.youtube.com/watch?v=4DD162YpuhU>



### **Resource Website/Lesson Plans: The Spanish Civil War through Film**

[http://teachers.yale.edu/curriculum/viewer/initiative\\_o6.01.03\\_u](http://teachers.yale.edu/curriculum/viewer/initiative_o6.01.03_u)



### **Podcast: 15 Minute History - historical podcasts that are appropriate for K-12.**

<http://liberalarts.utexas.edu/slavi c/public-outreach/podcasts.php>



### **Germany's Superpower Quest Caused World War I**

<http://nationalinterest.org/feature/germanys-superpower-quest-caused-world-war-i-10778>



### **The World Post: 10 Great Escapes Across The Berlin Wall**

[http://www.huffingtonpost.com/2014/11/07/berlin-wall-escape-stories\\_n\\_6090602.html](http://www.huffingtonpost.com/2014/11/07/berlin-wall-escape-stories_n_6090602.html)



### **The Irish War of Independence – A Brief Overview**

<http://www.theirishstory.com/2012/09/18/the-irish-war-of-independence-a-brief-overview/#.WWaa1fnytpg>



### **The Animated History of Ireland**

<https://www.youtube.com/watch?v=dQvaGtgB6Ho>



**NON-FICTION** - Barry, Tom. *Guerilla Days in Ireland: A Personal Account of the Anglo-Irish War*. Roberts Rinehart Publishers, August 1995. Print.



**NON-FICTION** - Cottrell, Peter. *The Anglo-Irish War: The Troubles of 1913-1922*. Oxford: Osprey, 2006. Print.



### **What do today's Russians think about Lenin? in Russia beyond the Headlines.**

[https://www.rbth.com/society/2014/01/21/what\\_do\\_todays\\_russians\\_think\\_about\\_lenin\\_33421.html](https://www.rbth.com/society/2014/01/21/what_do_todays_russians_think_about_lenin_33421.html)



### **Majority of Russians Fond of Lenin and Regret Soviet Collapse in Newsweek.**

<http://www.newsweek.com/majority-russians-fond-lenin-and-regret-soviet-collapse-449624>



### **The rise of populist nationalism: Rejecting the future for memories of past**

<http://www.irisht Examiner.com/viewpoints/analysis/the-rise-of-populist-nationalism-rejecting-the-future-for-memories-of-past-408458.html>

## Resources

### How to Mark the Russian Revolution?



Tragedy or Triumph? Russians Agonize over how to Mark 1917 Revolutions in *The Guardian*.  
<https://www.theguardian.com/world/2016/dec/17/russia-1917-revolutions-legacy-lenin-putin>



Kremlin Still Wrestling with How to Mark Centenaries of Two Russian Revolutions of 1917. in *Eurasia Review* by Paul Goble.  
<http://www.eurasiareview.com/14122016-kremlin-still-wrestling-with-how-to-mark-centenaries-of-two-russian-revolutions-of-1917-oped/>



How will Russia Commemorate the October Revolution? The Kremlin and the First "Color" Revolution  
[http://www.cicerofoundation.org/lectures/Matthew\\_Rendle\\_October\\_Revolution.pdf](http://www.cicerofoundation.org/lectures/Matthew_Rendle_October_Revolution.pdf)



"Revolution? What Revolution" Russia Asks 100 Years Later" in NY Times  
<https://www.nytimes.com/2017/03/10/world/europe/russian-revolution-100-years-putin.html>



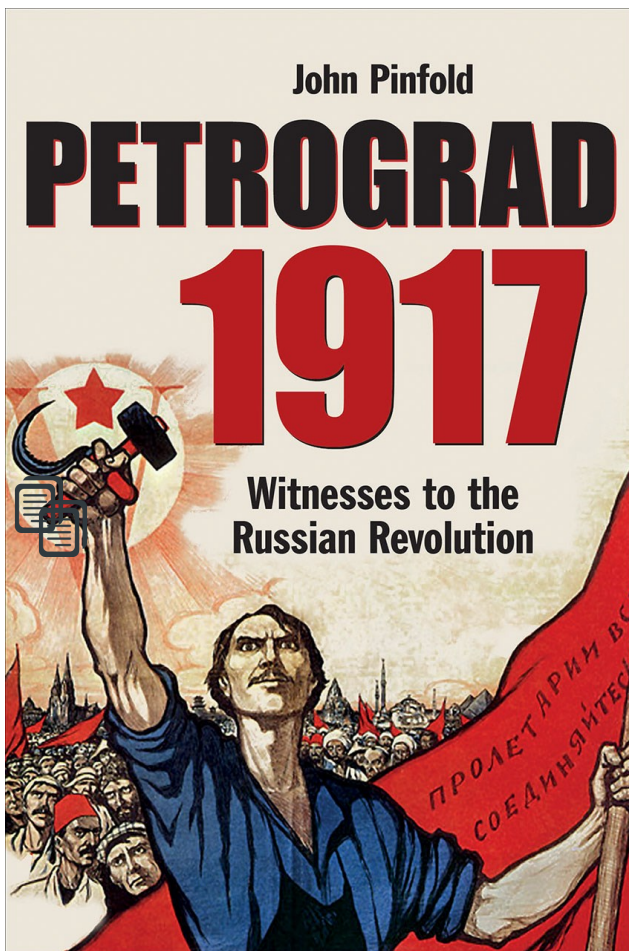
Russian Revolution: An Awkward moment for Putin 100 years on in CNN  
<http://www.cnn.com/2017/03/08/europe/russian-revolution-100-years-putin/index.html>



Podcast: Glennys Young | The Russian Revolution and the Making of the 20th Century (1.25.2017)  
<https://soundcloud.com/ellisoncenteruw/glennys-young-the-russian-revolution-and-the-making-of-the-20th-century-1252017>



Women in War: Icons, Victims or Warriors  
<http://chnm.gmu.edu/wwh/modules/lesson13/pdfs/teachingmaterials.pdf>



<http://tmm.chicagodistributioncenter.com/ISBNImages/9781851244607.jpg>



[https://cdn.vox-cdn.com/assets/4651905/Russian\\_civil\\_war\\_west.svg.png](https://cdn.vox-cdn.com/assets/4651905/Russian_civil_war_west.svg.png)

## Resources

### How to Understand Stalin in Modern Russia:



**Stalin, Russia's New Hero** in NY Times.

<https://www.nytimes.com/2016/03/13/opinion/sunday/stalinist-nostalgia-in-vladimir-putins-russia.html>



**Stalin rises again over Vladimir Putin's Russia, Six Decades after his Death** in the Independent.

<http://www.independent.co.uk/news/world/europe/stalin-rises-again-over-putins-russia-six-decades-after-his-death-a6893826.html>



**Russia's Resurgent Love for Josef Stalin** in Al Jazeera.

<http://www.aljazeera.com/indepth/features/2015/06/russia-resurgent-love-josef-stalin-150603091311570.html>



**Stalin Rises from the Ashes in Putin's Russia** in The Moscow Times.

<https://themoscowtimes.com/articles/stalin-rises-from-the-ashes-in-putins-russia-45743>

### How to Understand Lenin in Modern Russia?



**Vladimir Putin accuses Lenin of Placing a "time bomb" under Russia** in the Guardian.

<https://www.theguardian.com/world/2016/jan/25/vladimir-putin-accuses-lenin-of-placing-a-time-bomb-under-russia>



**Putin Disses Lenin** in The New Yorker. By Masha Lipman (who spoke at UW) .

<http://www.newyorker.com/news/news-desk/putin-disses-lenin>

### How to Understand World War II in Modern Russia?



**The Indelible Mark of World War II on Modern Russia** in the Moscow Times.

<https://themoscowtimes.com/articles/the-indelible-mark-of-world-war-ii-on-modern-russia-46374>



**Victory Day: Why is the May 9 Commemoration so Important to Russia?** in Newsweek

<http://www.newsweek.com/what-may-ninth-and-why-it-so-important-russia-605639>



**Victory Day Parade** in Moscow (images) in The Atlantic.

<https://www.theatlantic.com/photo/2017/05/victory-day-parade-in-moscow/525978/>



**Russia, Neighbors Mark Anniversary of World War II Victory** in Radio Free Europe/Radio Liberty.

<https://www.rferl.org/a/russia-celebrates-victory-day-with-pomp-parades/28475719.html>

### Putin's rise to power: After Communism/ ethnicity



**Article: "Vladimir Putin: The Ethnicity Issue"**

Translated excerpt found on Huffington Post here (may be easier to use in classes):

[http://www.huffingtonpost.co.uk/vladimir-putin/russias-national-question\\_b\\_1223786.html](http://www.huffingtonpost.co.uk/vladimir-putin/russias-national-question_b_1223786.html)



**Video: History of Europe: 1000 - 2000 AD ("Time-Lapse")**

<https://www.youtube.com/watch?v=QNmmpaZNhN8>



### 3. Learning objective: Students will be able to define geopolitics and explain how geographic factors shape national decisions. In addition, students will assess and explain how past conflicts across Europe and Russia impact discourse, attitudes, and decision-making on contemporary issues.

#### Guiding Questions:

- What is geopolitics and how does it help to explain the decisions countries make?
- How do social, economic, and geographic issues affect different nations in the EU and Russia? How is migration across the EU and Russia affecting policymaking? Where do migrants come from and why? How are borders, land use, and resources perceived in the context of the largest migration of people since WWII?
- How are nations states created? How are geographic borders determined?
- How do changes in geography and/or the movement of people challenge or influence national identity?

#### Learning Standards:

WA Social Studies Standard: Geography 3.1.2: Evaluate the complexity of regions and the problems involved in defining those regions.

WA Social Studies Standard: Geography 3.2.2: Analyzes and evaluates the social and political factors affecting cultural interactions.

WA Social Studies Standard: Geography 3.1.1: Analyzes information from geographic tools, including computer-based mapping systems, to draw conclusions on an issue or event.

WA State Social Studies Standard: History 4.2.2: Analyzes how cultural identity can promote unity and division.

WA State Social Studies Standard: Geography 3.2.3: Understands the causes and effects of voluntary and involuntary migration in the world in the past or present.

WA State Social Studies Standard: Geography 3.3.1 - Understands how the geography of expansion and encounter has shaped global politics and economics in the past or present.

D2.Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations.

D2.Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

#### Relevant Learning Standards in Psychology and Sociology:

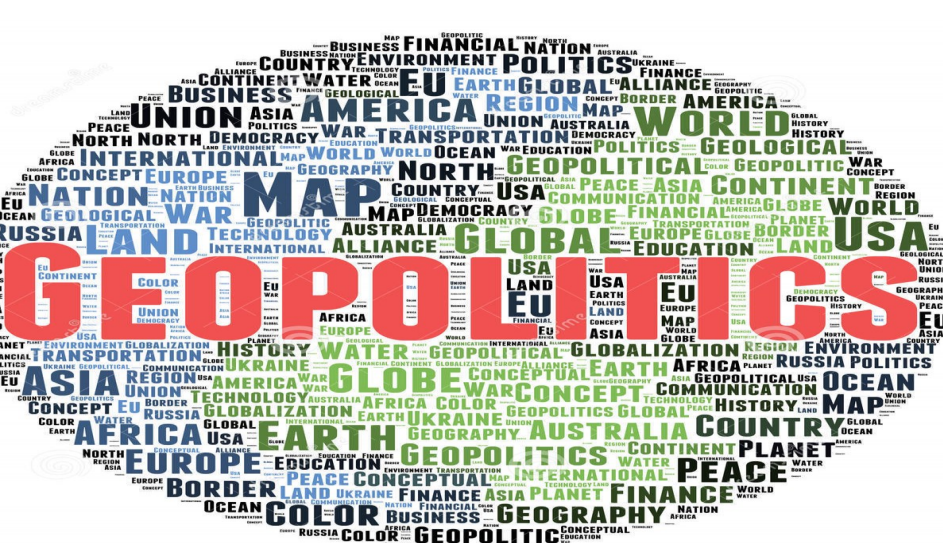
D2.Soc.10.9-12. Analyze how social structures and cultures change.

D2.Soc.15.9-12. Identify common patterns of social inequality.

D2.Soc.16.9-12. Interpret the effects of inequality on groups and individuals.


D2.Soc.17.9-12. Analyze why the distribution of power and inequalities can result in conflict.

D2.Soc.18.9-12. Propose and evaluate alternative responses to inequality.



## Resources

### **How Brexit Impacts Travel**

 <http://www.telegraph.co.uk/travel/comment/what-would-brexit-mean-for-travellers/>  
The Brexiteers have won. Britain is leaving the EU. Will those much derided warnings of so-called Project Fear prove justified, or will the arguments for Brexit be vindicated? It's a huge question; one which will affect us all - no more so than in the world of travel.


### **How does the Irish Border affect the Brexit Talks?**

 <https://www.theguardian.com/politics/2017/jun/21/how-does-the-irish-border-affect-the-brexit-talks>


### **Brexit's Shadow Looms over Northern Ireland**

 <https://www.theatlantic.com/international/archive/2017/03/northern-ireland-sinn-fein-foster-brexit/518583/>

### **Professor Michael Dougan—Industrial Dishonesty and the Outcome of Brexit**

 [https://www.facebook.com/alina.gavrielatos/posts/10157136443350444?notif\\_t=like-if\\_id=1467556958591505](https://www.facebook.com/alina.gavrielatos/posts/10157136443350444?notif_t=like-if_id=1467556958591505)  
Professor Michael Dougan, the leading EU lawyer whose criticism of the referendum campaign's "industrial dishonesty" went viral, has assessed the UK's position following the vote to leave the EU. He says that this is now a "political crisis that needs a political solution" and that the Government has a "constitutional responsibility to protect the national interest."


### **Brexit: The Hidden Nightmare**

 <https://www.rte.ie/news/2016/1118/832617-brexit-the-hidden-nightmares/>  
This discusses one of the largest areas under threat with Brexit – The Common Fisheries Policy, one of the most controversial policies pushed through by the E.U.


### **Statements by E.U. Officials on BREXIT and its impact: Brexit Information**

 <https://jsis.washington.edu/cwes-euc/brexit-information/>


### **Brexit: All you need to know about the UK leaving the EU**

 <http://www.bbc.com/news/uk-politics-32810887>  
This article is designed to be an easy-to-understand guide on what happens now that the UK has voted to leave the EU.


### **Brexit, the Rise of Populist Nationalism, and the Future of Europe**

 <https://politicalviolenceataglance.org/2016/07/05/brexit-the-rise-of-populist-nationalism-and-the-future-of-europe/>  
Those voting for Brexit are motivated by many reasons, among them concerns that echo across the European continent and beyond (including to the US): fantasies about the national past; discomfort with multiculturalism and changing social norms regarding; and inchoate beliefs that a return to 'nation' will produce better outcomes than economic integration.


### **What Brexit Reveals About Rising Populism**

 <http://www.cfr.org/united-kingdom/brexit-reveals-rising-populism/p38102>  
The Brexit vote was largely driven by concerns over immigration. Given the UK's relatively positive economic context—low unemployment and higher growth than its European neighbors—why has immigration come to the forefront now?


### **Video: Years of Hardship Lead Welsh to Brexit**

 <https://www.yahoo.com/news/years-hardship-lead-welsch-brexit-013903336.html>  
Years of hardship and unemployment may have been the reason the Welsh electorate voted for Great Britain to leave the European Union last week but analysts fear, without EU funding, worse times may be ahead for the region.


### **Video: Turbulence and Uncertainty for the Market After "Brexit"**

 <http://www.nytimes.com/2016/06/25/business/international/brexit-financial-economic-impact-leave.html>  
The world map has been redrawn with the rules of commerce across Europe, the largest marketplace on earth. Britain's vote on Thursday to leave the European Union has set in motion an unprecedented and unpredictable process that threatens turbulence and potential crisis — for Britain, for Europe and for the global economy.

### **European Geo-strategy:**

 <https://www.europeangeostrategy.org/>  
This website has numerous articles on a number of different issues related to European geopolitics. For example, "The Road to Damascus Goes Through Russia," and "Brexit: Europe at Strategic Crossroads?"

### **Ethnic Russians: Pretext for Putin's Ukraine Invasion?**

 <http://news.nationalgeographic.com/news/2014/05/140502-russia-putin-ukraine-geography-crimea-language/>



Oil Price and Russian Politics: A History. The Economist. The Economist Newspaper, 21 Jan. 2016. Web. 01 Aug. 2017.

<https://www.economist.com/blogs/graphicdetail/2016/01/red-and-black>



Non-fiction: Knippenberg, Hans, and Jan Markusse. **Nationalizing and Denationalizing European Border Regions, 1800-2000: Views from Geography and History**. Dordrecht: Kluwer Academic, 1999. Print



Lesson Plan: Analyzing Maps to Better Understand Current Events and History

<https://learning.blogs.nytimes.com/2016/01/13/lesson-plan-analyzing-maps-to-better-understand-global-current-events-and-history/>



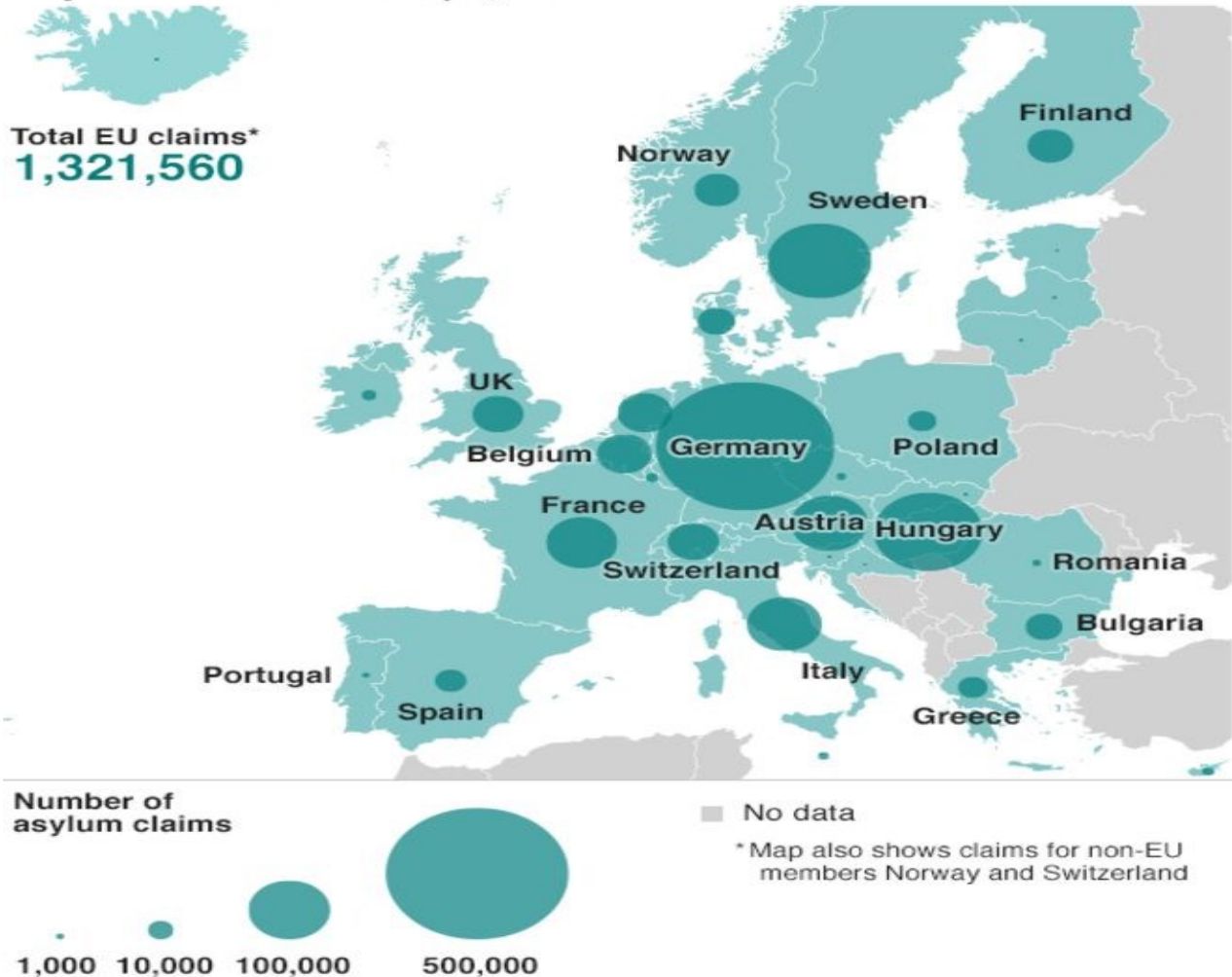
Article: The Geopolitics of Europe: 1815-2015

[https://www.files.ethz.ch/isn/187860/ISN\\_185102\\_en.pdf](https://www.files.ethz.ch/isn/187860/ISN_185102_en.pdf)

Includes a brief, but interesting geopolitical framework for understanding Europe with a chart identifying geopolitical realities and dilemmas in various areas security, health, diplomacy, and the environment.

**Discussion Question:** How will the largest movement of people since WWII impact the way Europeans and Russians think about national identity and border issues?

Asylum claims in Europe, 2015



Source: Eurostat

BBC

**4. Learning objective: By comparing and contrasting, students will be able to analyze contemporary political, economic, and social challenges faced by Germany, Russia, Hungary, Spain, and/or Ireland (select two). As students complete case study research, they will utilize prior knowledge and historical context to apply and/or synthesize key findings.**

***Note: (This objective supports learning objective #2 in more depth.)***

**Guiding Questions:**

- What current political, economic, and social challenges do Europeans and Russians face in 2017? How are leaders addressing these challenges through policymaking? What different perspectives exist on how to solve these issues?
- What is the concept of political culture? How does political culture help us to better understand the context in which national leaders and citizens see themselves and their country?
- How has political, economic, or social change shaped contemporary Europe and Russia?
- How have populist parties emerged across Europe and Russia and how do their perspectives or policy platforms differ from other political parties?

**Learning Standards:**

**\*Many standards listed below also apply to Learning Objective 3**

WA Social Studies Standards: History 4.1.1: Analyzes change and continuity within a historical time period.

WA Social Studies Standards: Economics : 2.3: Understands the government's role in the economy.

WA Social Studies Standards: Economics 2.4: Understands the economic issues and problems that all societies face.

WA Social Studies Standards: Geography 3.3: Understands the geographic context of global issues and events.

D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.

D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets.

D2.Civ.13.3-5. Explain how policies are developed to address public problems.

D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.

D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.

D2.Eco.2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

D2.Eco.6.9-12. Generate possible explanations for a government role in markets when market inefficiencies exist.

D2.Eco.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

D2.Eco.10.9-12. Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.

D2.Eco.11.9-12. Use economic indicators to analyze the current and future state of the economy

D2.Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations.

D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.

D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.

## Resources



### The View East: Central and Eastern Europe, Past and Present

<https://thevieweast.wordpress.com/tag/east-germany/>

An interesting article that examines the strategies used by the Stasi in East Germany. A discussion of their surveillance tactics are explained and how they sought to keep tabs on the East German population. Includes pictures.



### 10 Escapes Across the Berlin Wall

[http://www.huffingtonpost.com/2014/11/07/berlin-wall-escape-stories\\_n\\_6090602.html](http://www.huffingtonpost.com/2014/11/07/berlin-wall-escape-stories_n_6090602.html)

A fascinating look at the different ways East Germans were able to escape across the Berlin Wall during the Cold War. Some of their methods include swimming, stealing a tank, in a convertible, and by air mattress. This article highlights some of the individuals who were able to make across the divided border in Berlin.



### Transatlantic Outreach Program (Goethe Institut)

<https://www.goethe.de/ins/us/en/spr/eng/top.html>



The Transatlantic Outreach Program has a great unit on “escape stories” from East to West Germany. Please contact TOP to access a series of engaging lessons for students around this topic.



### Inclusive Practices for Managing Controversial Issues in the Classroom

<http://www.flinders.edu.au/staff-development-files/CDIP%20documents/CDIP%20Toolkit%202015/Inclusive%20Practices%20for%20Managing%20Controversial%20Issues%20in%20the%20Classroom.pdf—sec4>



### Teaching Controversial Topics

<http://ctl.yale.edu/teaching/ideas-teaching/teaching-controversial-topics—sec4>



**Non-fiction: Barany, Zoltan D. The East European Gypsies: Regime Change, Marginality and Ethnopolitics.** Cambridge: Cambridge UP, 2014. Print.



**Non-fiction: Pamir, Peri. Nationalism, Ethnicity and Democracy: Contemporary Manifestations.** The International Journal of Peace Studies, July 1997, Volume 2, No.2



### Podcast: Scott Radnitz's Podcast: Trump and Russia: Putin the Pieces Together (5.3.2017)

<https://soundcloud.com/ellisoncenteruw/scott-radnitz-trump-and-russia-putin-the-pieces-together-532017>



### Article: “Russian Ideology after Crimea” (Brief):

[http://carnegieendowment.org/files/CMC\\_Brief\\_CP\\_Kolesnikov\\_Ideology2015\\_Eng.pdf](http://carnegieendowment.org/files/CMC_Brief_CP_Kolesnikov_Ideology2015_Eng.pdf)



### Understanding the Rise of Merkel:

Angela Merkel, Time's Person of the Year

<http://time.com/time-person-of-the-year-2015-angela-merkel/>



### Angela Merkel, “The Quite German,” The New Yorker

<http://www.newyorker.com/magazine/2014/12/01/quiet-german>



### How Angela Merkel Became the Most Powerful Woman in the World”, Vogue

<http://www.vogue.com/article/chancellor-angela-merkel-profile-vogue-issue-august-2017>

understand  
**controversial**  
sensitive debate  
argument **safe** topical  
opinion  
**perspectives** **concern** discussion  
consensus  
opinion tackle

## Resources



### The Rise of Populism in Europe

<https://www.foreignaffairs.com/articles/europe/2016-06-03/rise-populism-europe>

Two core issues lie at the root of today's rising populism: the challenge of migration and the lingering euro crisis. Identifying the problem, however, is not the same as overcoming it. And here, Europe faces a dilemma. The continent's problems can only be addressed through increased cooperation, but European electorates refuse to authorize any further transfer of sovereignty to Brussels.



### Populist Parties in Selected European Countries

<https://www.utu.fi/fi/yksikot/soc/yksikot/poliittinenhistoria/oppiaine/eduskuntatutkimus/julkaisuja/Documents/POPULIST%20PARTIES%20IN%20EUROPE-FINAL%20VERSION-David%20%C4%goukanovi%C4%87.pdf>

A survey of populist parties in Europe including electoral histories, parties impact, voter profiles, and more.



### Can the EU Survive Populism?

<http://carnegieeurope.eu/2016/06/14/can-eu-survive-populism/j1vb>

Radical-right populists reject both what the EU stands for and how it works. Their ideology is fundamentally incompatible with European integration, creating a dilemma for the EU about how to respond to the rise of this phenomenon.



### Caller Asks Which Right Wing European Populism Most Concerning, the David Pakman Show

<https://www.youtube.com/watch?v=8-GktVWYRIO>



### The Rise of Populist Parties Across Europe

<http://www.bloomberg.com/news/videos/2015-11-20/the-rise-of-populist-parties-across-europe>

Raoul Ruparel, Open Europe's co-director, discusses the rise of populist parties across Europe with Bloomberg's Alix Steel, Joe Weisenthal and Scarlet Fu on "What'd You Miss?"



### Central Europe's Right-Wing Populism

<https://www.thenation.com/article/central-europes-right-wing-populism/>

The EU's neoliberal economic reforms have undermined public faith in democratic politics. In the hurly-burly of Central Europe's post-communist politics, a dramatic lurch to the right is nothing out of the ordinary, but the greatest cause for alarm is that a similar context for the Hungarian rightists' triumphs exists in almost every one of the young democracies from the Baltics to the Balkans.



### The March of Europe's little Trumps

<http://www.economist.com/news/europe/21679855-xenophobic-parties-have-long-been-ostracised-mainstream-politicians-may-no-longer-be>

Xenophobic parties have long been ostracized by mainstream politicians. Across the continent, right-wing populists are gathering steam. This year's migrant influx has proved a huge boon to politicians hostile to Islam, immigration and the European Union.



### How the Refugee Crisis is Fueling the Rise of Europe's Right

[http://www.huffingtonpost.com/entry/europe-right-wing-refugees\\_us\\_562e9e64e4b06317990f1922](http://www.huffingtonpost.com/entry/europe-right-wing-refugees_us_562e9e64e4b06317990f1922)

European far-right parties with anti-immigration agendas go back at least as far as the 1980s, but amid Europe's current refugee and migrant crisis their rhetoric has renewed weight.



### The Great Recession and the Return of Populism

<https://politicstheorypractice.wordpress.com/2016/03/23/the-great-recession-and-the-return-of-populism/>

Economic crises tend to incite anger and cause the public to repudiate status quo politics for something different

## Curriculum: Resources for Teaching the Syrian Refugee Crisis



### Displacement, Resettlement, and Responding to the Global Refugee Crisis

<https://www.world-affairs.org/teacher-resources/resource-packet-25-pages/>

The World Affairs Council's Teacher Resource Guide for bringing the global refugee crisis to the classroom.



### See also:

<https://www.world-affairs.org/curricular-resource-packet/>

Original Lessons Plans for teaching about the global refugee crisis by Global Classroom Director Ryan Hauck, and by board president of the United Nations Association of Seattle Eugene Martin. Also includes curriculum from Brown University's Choices Program, and Teach Unicef.



## Classroom Activity: Comparison of Four European Populist Movements

If a set of computers or smartphones is available to the class, instruct them to visit the websites to the right, where they will find the platforms, policies, and defining statements of four of the most central European populist movements occurring presently.

After examining the four websites (some might require translation), ask students to answer the following questions first by working in pairs, and then as a class.

- 1) Which of this movement's central tenets would make it appealing to the masses?
- 2) What concerns does this party have, if any, regarding the EU, and why?
- 3) How does this party feel about government control of the economy? Of the people's life-style choices?



### Populism-the eternal ideology

<https://www.opendemocracy.net/can-europe-make-it/crist-bal-rovira-kaltwasser-kirk-hawkins/explaining-populism>

Populism is becoming global. While in past decades populist forces were only associated with Latin America, from at the least 1990s onwards populist leaders have been gaining ground in both eastern and western Europe. This article tries to explain why populism is becoming part of the political mainstream and what is behind this surge.



### Marine Le Pen, L'Etrangere

<https://www.1843magazine.com/features/marine-le-pen-letrangere>

Sophie Pedder examines the brutal beginnings of Marine Le Pen, leader of the nationalist revival sweeping Europe.



### Video: Populism for the People, Stepping Stones in UK, France, and USA

<https://www.youtube.com/watch?v=FJMFxcnmARQ>



### Europe's Populist Politicians Tap Into Deep-Seated Frustration

<http://www.wsj.com/articles/europes-populist-politicians-win-voters-hearts-1463689360>

Growing numbers of voters are supporting populist political parties that oppose accepting refugees and other migrants and are skeptical of European integration.



### Why Populist Parties Are Booming Across Europe

<http://fortune.com/2016/04/04/populist-parties-europe>

Is Europe becoming Trump country? The rise of upstart political parties across Europe—an event that is threatening to tear apart the continent's political systems—is not just a simple right-wing response to the rise of immigration and terrorism. The political left is simultaneously rising as well. Young left-leaning parties are now part of the ruling coalitions in Greece and Portugal, and they have taken significant numbers of seats in Italy and in Spain.



### Populism in Europe—A Primer

<https://www.opendemocracy.net/can-europe-make-it/cas-mudde/populism-in-europe-primer>

This website gives a detailed account of what populism is and what it is not. The website also gives a comprehensive list of the main populist parties in 2014 and the percentage of votes they received in the 2014 election.



### Europe's Rising Far Right: A Guide to the Most Prominent Parties

<http://www.nytimes.com/interactive/2016/world/europe/europe-far-right-political-parties-listy.html>

A quick guide to eight prominent far-right parties that have been making news; it is not a comprehensive list of all the Continent's active far-right groups. The parties are listed by order of the populations of the countries where they are based.



### Video: Politics—Ideology—Populism

<https://www.youtube.com/watch?v=2JKxPBRgqDM>

This video considers the rise to populism both in the centrist parties in Eastern Europe, the mainstream parties in the US and UK, and the Eurosceptic parties in Europe.

### UKIP: 2016 Manifesto

[http://www.ukip.org/2016\\_manifestos](http://www.ukip.org/2016_manifestos)  
Read the UKIP's most recent manifesto.

### Syriza: Who We Are

[http://www.syriza.gr/page/who-we-are.html#.V4\\_cRPkrJpg](http://www.syriza.gr/page/who-we-are.html#.V4_cRPkrJpg)  
Learn more about Greece's leftist populist party's platform.

### France National Front's Platform

<http://www.frontnational.com/le-projet-de-marine-le-pen/>  
Learn more about Marine Le Pen's vision for France's future.

### Podemos: We Can

<http://podemos.info/?lang=en#>  
Learn more about the platform of Spain's left-wing political party.

## Resources



### **Putin's rise to power: After Communism/ ethnicity**

**Podcast:** Scott Radnitz's Podcast:

<https://soundcloud.com/ellisoncenteruw/scott-radnitz-trump-and-russia-putin-the-pieces-together-532017>



### **Blog: from the Wilson Center on Russia: "The Russia File"**

<https://www.wilsoncenter.org/blogs/the-russia-file>

See post "Everyone Wants to be Great Again"

<https://www.wilsoncenter.org/blog-post/everybody-wants-to-be-great-again>



### **Podcast: Glennys Young | The Russian Revolution and the Making of the 20th Century (1.25.2017)**

<https://soundcloud.com/ellisoncenteruw/glennys-young-the-russian-revolution-and-the-making-of-the-20th-century-1252017>



### **NYTimes—"revolution? What Revolution" Russia Asks 100 Years Later"**

<https://www.nytimes.com/2017/03/10/world/europe/russian-revolution-100-years-putin.html>



### **The Guardian—"Tragedy or triumph? Russians agonise over how to mark 1917 revolutions"**

<https://www.theguardian.com/world/2016/dec/17/russia-1917-revolutions-legacy-lenin-putin>



### **CNN—Russian Revolution: An Awkward moment for Putin 100 years on**

<http://www.cnn.com/2017/03/08/europe/russian-revolution-100-years-putin/index.html>



### **Muftah: Ethnicity and Nationality in Eastern Europe**

<https://muftah.org/ethnicity-nationality-eastern-europe/#.WXEN1fnytpg>



### **Review: People, Nation and State: The Meaning of Ethnicity and Nationalism**

<https://www.culturalsurvival.org/publications/cultural-survival-quarterly/review-people-nation-and-state-meaning-ethnicity-and>



### **UNHCR: Ethnic Hungarian Minorities in Central and Eastern Europe**

<http://www.refworld.org/docid/3ae6a6c34.html>



### **Resources on Modern German Leadership:**

China, Germany Step Up as U.S. Retires from World Leadership

<https://www.bloomberg.com/news/articles/2017-07-03/as-u-s-retires-from-world-leadership-china-and-germany-step-up>



## Resources



### Europe's Nationalist Threat

<http://prospect.org/article/europes-nationalist-threat>

Rising nationalism in Europe demands that leaders on the left look beyond austerity to a more robust economic policy built on investments in infrastructure, jobs, and education.



### Interactive: Daily Chart: Growing Popularity

<http://www.economist.com/blogs/graphicdetail/2015/02/daily-chart-11>

Euroscepticism is rife across the continent. Economic stagnation has bred resentment of immigrants, the single currency and the European project. Using two graphs, this article analyzes various Eurosceptic and European populist parties' view of the EU and stances on three other topics : austerity measures, the Euro, and immigration.



### Video: Yes Minister—European Diplomacy

<https://vimeo.com/135166094>

Humphrey explains British participation in the European Economic Community.



### Global Reaction to Britain's vote to Leave the EU

<http://theconversation.com/brexit-global-reaction-to-britains-vote-to-leave-the-eu-61399>

The United Kingdom has voted by a close margin to leave the European Union. Here, experts from around the world react to the news which has sent shockwaves around the world and what it means for their country.



### Voices from Europe's Far Right

[http://www.nytimes.com/2016/07/13/world/europe/voices-from-europes-far-right.html?ref=world&\\_r=0](http://www.nytimes.com/2016/07/13/world/europe/voices-from-europes-far-right.html?ref=world&_r=0)

This spring, we asked readers who support far-right parties in Europe to tell us why they had turned away from mainstream political movements. We received hundreds of responses from voters, most of whom cited concern about immigration and a desire to challenge the European Union in explaining their views.



### String of Attacks in Europe Fuels a Summer of Anxiety

<http://www.nytimes.com/2016/07/26/world/europe/string-of-attacks-in-europe-fuels-a-summer-of-anxiety.html>

Nearly every day seems to bring a new horror to the streets of Western Europe, leaving innocent men, women and children dead or broken, fueling political and social tensions and creating what some are already calling the summer of anxiety.



### Report: Right Response Understanding and Countering Populist Extremism in Europe

[https://www.chathamhouse.org/sites/files/chathamhouse/ro911\\_goodwin.pdf](https://www.chathamhouse.org/sites/files/chathamhouse/ro911_goodwin.pdf)

Populist extremist parties (PEPs) present one of the most pressing challenges to European democracies, but their appeal and the profile of their supporters remain poorly understood. This report examines what is causing citizens across Europe to shift support behind populist extremists and recommends how mainstream political parties can respond to the challenge.



### Video: Beyond Brexit: Europe's Populist Backlash Against Immigration and Globalization

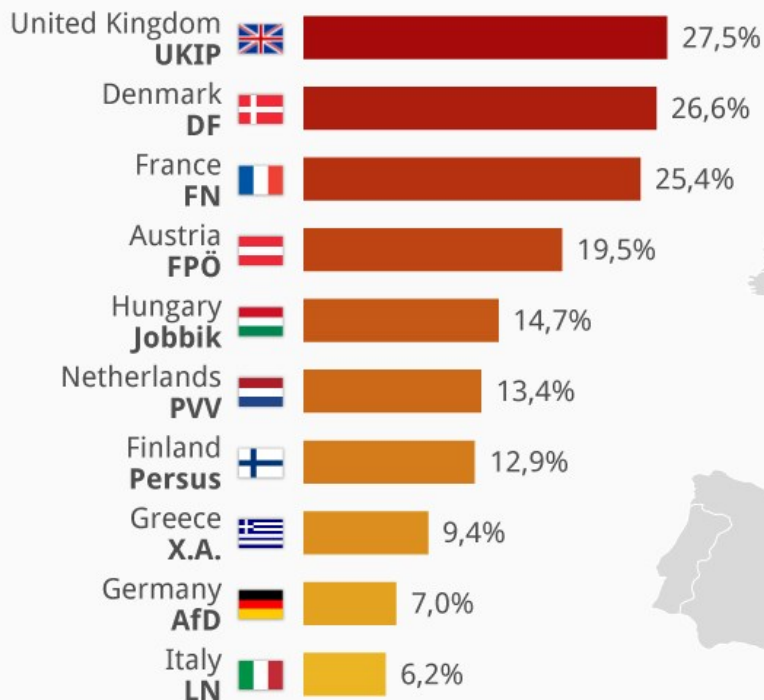
<http://www.newsweek.com/2016/07/08/britain-brexit-wounds-european-nationalism-475101.html>

Britain's Brexit vote was a victory of the old over the young, of the less educated over the educated, of nationalism over internationalism. Polls show that both Brexit voters and Trump's grassroots supporters are motivated by a similar mix of fear and fantasy: a yearning to control immigration, reverse globalization and restore national greatness by disengaging from the wide, threatening world.



# Far-Right Leads Eurosceptic Earthquake

Performance of eurosceptic parties in the 2014 European elections\*



CC BY ND  
@StatistaCharts

\*As of May 26, 11:00 CET

Source: European Parliament

statista



## These 5 Facts Explain the Worrying Rise of Europe's Far-Right

<http://time.com/4075396/far-right-politics-rise-europe/>

Economic instability, populist politicians, and a refugee wave is changing the face of politics in Europe.



## Report: A Profile of Europe's Populist Parties—Structures, Strengths, Potential

[https://www.dbresearch.com/PROD/DBR\\_INTERNET\\_EN-PROD/PROD000000000354812/A\\_profile\\_of\\_Europe%E2%80%99s\\_populist\\_parties%3A\\_Structures.PDF](https://www.dbresearch.com/PROD/DBR_INTERNET_EN-PROD/PROD000000000354812/A_profile_of_Europe%E2%80%99s_populist_parties%3A_Structures.PDF)

A comprehensive report on the different populist parties in Europe. This packet also attempts to define populism and discusses the economic implications of the Great Recession among other explanations.



## Book: European Populism and Winning the Immigration Debate

<http://fores.se/wp-content/uploads/2014/11/European-Populism-print-version.pdf>

*European Populism and Winning the Immigration Debate* provides analyses by some of Europe's most prominent researchers on the subject. This book lets the reader understand the nature of support for anti-immigration populists in the current European context. In addition to the comprehensive theoretical background, four case studies show how concerns about immigration have been met by politicians and civil society in Sweden, Italy, the Netherlands and Denmark, in order to better understand how immigration can be debated in ways that challenge the populist, anti-immigration message.



## Interactive Graphs: How Far is Europe Swinging to the Right?

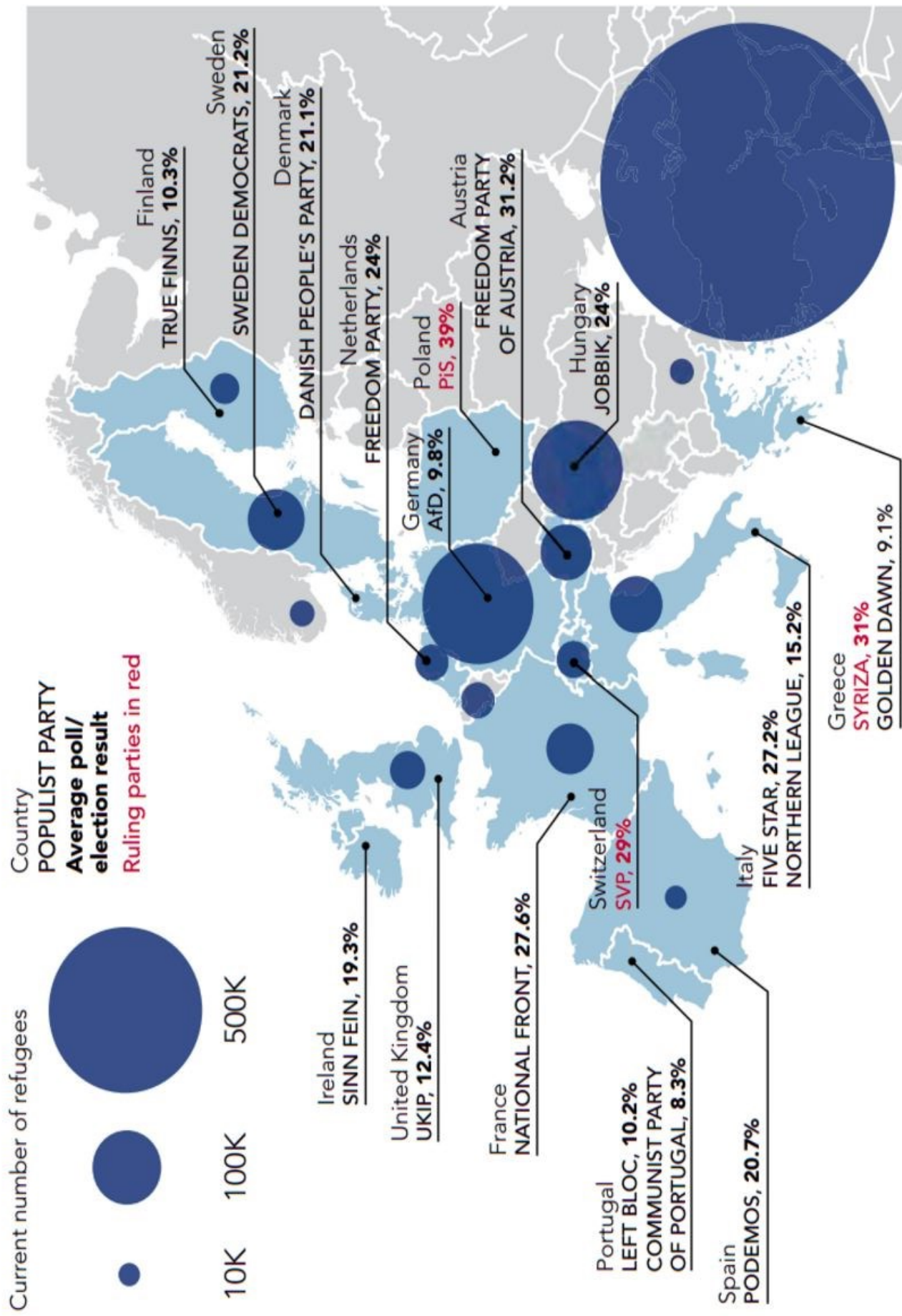
<http://www.nytimes.com/interactive/2016/05/22/world/europe/europe-right-wing-austria-hungary.html>

Amid a migrant crisis, sluggish economic growth and growing disillusionment with the European Union, right-wing parties in a growing number of European countries have made electoral gains. The right-wing parties included below range across a wide policy spectrum, from populist and nationalist to far-right neo-fascist.

To Discuss: As outlined in these articles, which major traits do these right-wing populist movements share? Which traits do they not share?



# Populism is surging as refugees bring increased political pressures



Sources: Eurostat, United Nations High Commissioner for Refugees, Eurasia Group

## Resources



### Charts: Why are Anti-Immigration Parties so strong in Nordic states?

<https://www.theguardian.com/news/datablog/2015/jun/19/rightwing-anti-immigration-parties-nordic-countries-denmark-sweden-finland-norway>

The Danish People's Party's success in the election continues a trend of rising support for rightwing parties across Finland, Denmark, Sweden and Norway.



### Rise of Far-Right Party in Denmark Reflects Europe's Unease

[http://www.nytimes.com/2015/06/20/world/europe/rise-of-far-right-party-in-denmark-reflects-europes-unease.html?\\_r=1](http://www.nytimes.com/2015/06/20/world/europe/rise-of-far-right-party-in-denmark-reflects-europes-unease.html?_r=1)

The surprisingly strong showing in elections on Thursday of Denmark's anti-immigration, anti-Brussels Danish People's Party has underlined a growing crisis of confidence in traditional political institutions and in the European Union itself.



### Across Europe, distrust of mainstream political parties is on the rise

<https://www.theguardian.com/world/2016/may/25/across-europe-distrust-of-mainstream-political-parties-is-on-the-rise>

The narrow defeat – by just 0.6 percentage points – of the nationalist Freedom Party's Norbert Hofer in this week's Austrian presidential elections has focused attention once more on the rise of far-right parties in Europe.



### Is populism in Western Europe and Central Eastern Europe the same thing?

<http://www.nouvelle-europe.eu/en/populism-western-europe-and-central-eastern-europe-same-thing>

A systematic comparison of populism in Western and post-communist Europe.



### Essay: The backward East? Explaining differences in support for radical right parties in Western and Eastern Europe

<http://www.jofcp.org/assets/jcp/JCP-January-2015.pdf>

Support for radical right parties in Eastern Europe hinges on a different set of factors than in the West. Findings show that the commonly cited factors, such as economic development, immigration, and types of electoral institutions, do not explain cross-national differences in electoral support for the radical right or the difference in electoral support between Eastern and Western Europe. Rather, it is political stability and social trust that explain differences between West and East.



### Report: Populism in Central and Eastern Europe—Challenge for the Future

<https://pl.boell.org/en/2014/02/14/populism-central-and-eastern-europe-challenge-future>

This GEF publication presents the phenomenon of right-wing populism from a variety of thematic angles and national perspectives. It touches upon the similarities as well as the differences between European cases of populism, and several authors discuss how Greens and progressive parties in particular should respond to this phenomenon.



### Classroom Activity: Simulation of European Populist Groups

*Students will be able to define globalization and state sovereignty. They will be able to express a position to the question: What have major political parties in Europe proposed as a solution to the social issues and economic insecurity caused by increased globalization? Students will also learn about specific policies, and will discuss: Should EU member states have individual policies or just one regional policy?*

- 1) Split up the class into eight groups, if possible. Assign each group one of the following populist movements to research: the Progress Party (Norway); Sweden Democrats (Sweden); Danish People's Party (Denmark); the Party for Freedom (Netherlands); the Freedom Party of Austria (Austria); Front National (France); and the United Kingdom Independence Party (UKIP; The UK).
- 2) Allow groups time to conduct research on their assigned political movement, and ask them to take focused notes on their party's stance on recent social and economic issues that have resulted from globalization. For example, how does the party feel about taking in immigrants and refugees? Are members of this party typically Eurosceptic?

Places to start (most require web translation):

- Sweden Democrats <https://sd.se/>
- Danish People's Party [https://www.danskfolkeparti.dk/The\\_Party\\_Program\\_of\\_the\\_Danish\\_Peoples\\_Party](https://www.danskfolkeparti.dk/The_Party_Program_of_the_Danish_Peoples_Party)
- Freedom Party of Austria <https://www.fpo.e.at/>
- Front National <http://www.frontnational.com/>
- UKIP <http://www.ukip.org/>

- 3) Using their notes and research, have each group compose a brief statement outlining their basic tenets, mission, and stance on accepting immigrants, the refugee crisis, EU membership, and at least one other topic relating to globalization.

- 4) Once the groups have completed a statement, have each group nominate a spokesperson to deliver the statement to the class as a whole. Have observers take note of how other parties' statements differed from their own, and discuss the differences as a class.

## Resources



### Liberal Democratic Party of Russia (requires translation)

<http://ldpr.ru/>

The official website of the Liberal Democratic Party of Russia, the leading populist party of Russia.



### Vladimir Zhirinovsky and the LDPR

<http://www.foreignpolicyjournal.com/2011/11/07/vladimir-zhirinovsky-and-the-ldpr/>

Zhirinovsky's so-called Liberal-Democratic Party of Russia may, in the upcoming elections, reconstitute itself as Russia's "third force." The party has a well-established profile as being outspokenly nationalist, and could benefit from the rise of nationalist sentiment in Russia.



### 'Zhirinovsky, or it'll be worse' – flamboyant populist makes campaign pledges

<https://www.rt.com/politics/zhirinovsky-politician-voices-promises-889/>

The leader of the LDPR has made an usual eccentric show out of his elections program presentation.



### Austria presidential poll result overturned

<http://www.bbc.com/news/world-europe-36681475>

Austria's highest court has annulled the result of the presidential election narrowly lost by the candidate of the far-right Freedom Party.



### Austrian court overturns presidential election, gives far-right a second chance

<http://www.latimes.com/world/europe/la-fg-austria-elections-rerun-20160701-snap-story.html>

The most contentious Austrian presidential election since World War II will have to be repeated due to irregularities in the counting of absentee ballots, the country's highest court ruled Friday in a stunning decision that gives the losing far-right populist candidate a second chance and only adds to the political turbulence in Europe.



### Poland's Clash of Cultures Escalates

<http://www.voanews.com/content/poland-clash-of-cultures-escalates/3415435.html>

Unlike some central and eastern Europe nations, Poland has not seen a major push for an exit from the European Union in the wake of Brexit, but the country's nationalist movements, whose influence continues to rise, are calling for deep reforms in the EU.



### Poland gets official warning from EU over constitutional court changes

<https://www.theguardian.com/world/2016/jun/01/poland-gets-official-warning-from-eu-over-constitutional-court-changes>

The EU executive has given Poland an official warning that changes to its constitutional court endanger the rule of law.



### European Populism, Hungary as a Case Study

<http://www.policyreview.eu/european-populism-hungary-as-a-case-study/>

Today, Europe's permissive consensus – the elite-led European integration that has been driving force of change for decades – is over, claims Bartlomiej E. Nowak.



### Hungarian prime minister says migrants are 'poison' and 'not needed'

<https://www.theguardian.com/world/2016/jul/26/hungarian-prime-minister-viktor-orban-praises-donald-trump>

The populist leader fuels anti-immigrant sentiment and praises Donald Trump's foreign policy ideas as 'vital' for Hungary.

## Required Watching



### Documentary: Russian Godfathers

<http://topdocumentaryfilms.com/russian-godfathers/>

This BBC documentary series examines the relationship between Russia's richest men (the oligarchs) and Putin's administration in the Kremlin. Broadcast a year before the Litvinenko murder, this fascinating series lifted the lid on the struggle that still continues between Putin, and his adversaries, the Russian Oligarchs.

### Documentary: The Night Wolves: Putin's motor biking militia of Luhansk

<https://www.theguardian.com/news/video/2016/jan/29/the-night-wolves-putins-motorbiking-militia-of-luhansk-video>

The Night Wolves are Russia's largest and most notorious biker gang, fiercely loyal to Vladimir Putin, and say they are motivated by Christianity and patriotism. Their base in Luhansk, east Ukraine, resembles a set from Mad Max.

### Documentary: Hunted in Russia

<https://www.youtube.com/watch?v=K-dDd4dtOFM>

A view into LGBT rights in Russia.

### Documentary: Putin's Kiss

<https://www.youtube.com/watch?v=cTli4tGRoi8>

A documentary about Masha Drokova, a Russia youth group member who becomes disillusioned.

### Watch: Ukraine regrets UN's not recognizing LDPR as terrorists

<http://www.pravdareport.com/video/26-07-2016/135121-donbass-o/>

The UN analysts counted up about 30,000 terrorists all over the world, however, there turned out to be no residents of the DPR and LPR on the list, which made the Ukrainian authorities quite sad.



### Putin and the Night Wolves vs. Poland

<http://www.nytimes.com/2016/05/11/opinion/putin-and-the-night-wolves-vs-poland.html>

The Night Wolves isn't just any motorcycle club; it's the motorcycle club that's shaping Russia's foreign policy.

### Pro-Putin Biker Gang Revs Up Russia

<http://www.wsj.com/articles/pro-putin-biker-gang-revs-up-russia-1462818273>

When Night Wolves wanted to settle a score, they didn't reach for knives and knuckle-dusters. Instead, they took on their rivals in the traditional Russian fashion and denounced them as foreign agents.

### Kremlin Rules

<http://www.aljazeera.com/programmes/putin-russia/2015/10/kremlin-rules-russia-putin-151028092819953.html>

Al Jazeera America travels the country to find out how Russians feel about their president.

### Masha Gessen's courageous work on Russia:

<http://www.newyorker.com/contributors/masha-gessen>



## Resources on Hungary



### **Books Recommended by James Felak:**

Andrew C. Janos, *The Politics of Backwardness in Hungary, 1825-1945*

Peter Kenez, *Hungary from the Nazis to the Soviets: The Establishment of the Communist Regime in Hungary, 1944-1948*

### **About the Treaty of Trianon:**



International Encyclopedia of the First World War

[https://encyclopedia.1914-1918-online.net/article/trianon\\_treaty\\_of](https://encyclopedia.1914-1918-online.net/article/trianon_treaty_of)

Video: 4th June 1920: Treaty of Trianon signed with Hungary after the First World War



<https://www.youtube.com/watch?v=F5uPf8AzFNM>

### **The Legacy of the Treaty of Trianon:**



Kristian Gerner, "Open Wounds? Trianon, the Holocaust and the Hungarian Trauma" in **Collective Traumas: Memories of War and Conflict in 20<sup>th</sup> Century Europe**. 2007.

### **"Legacy of Trianon still haunts Central and eastern Europe"**



<http://www.politics.hu/20110615/legacy-of-trianon-still-haunts-central-and-eastern-europe/>

This article is clearly written by a Hungarian patriot, but it lays out the Hungarian case that the country was treated very unfairly with the Treaty of Trianon and that unfair, unjust treatment is the source of lingering problems in contemporary Europe.

### **"Quotes about the Treaty of Trianon by Famous Non-Hungarian People"**



<https://dailynewshungary.com/quotes-about-the-treaty-of-trianon-by-famous-non-hungarian-people/>

The image at the top of this 2016 article is especially notable. The article is quite plainly written by a patriotic author who wants to hammer home how unjust the Treaty of Trianon was. It is worthwhile to note the pain this author feels about an event which took place almost 100 years ago and before her birth.

### **Violence in the reflection of 100 years - 1914-2014**



<https://youtu.be/TweDFgMUT7M>

Various personal perspectives on the effects of the war and the peace treaty (translated)

### **Interwar Hungary:**



Excerpt from Stephen R. Burant, ed., *Hungary: A Country Study*. 1989

[http://www.shsu.edu/~his\\_ncp/Hungary1.html](http://www.shsu.edu/~his_ncp/Hungary1.html)

A quick overview of the chaos that consumed Hungary after WWI, the efforts to restore political order, and the rise of the radical right.

### **Lesson Plan for Grades 9-12 on: "Post-World War One in Hungary: Document Based Questions"**



<https://slaviccenter.osu.edu/sites/slaviccenter.osu.edu/files/Lesson%20Plan.pdf>

Resource from the Center for Slavic and East European Studies at The Ohio State University

### **The Communist Era:**

#### **"Hungary after 1989: Inscribing a New Past on Place"**

*The Geographical Review*



[https://www.jstor.org/stable/3250856?seq=1#fndtn-page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/3250856?seq=1#fndtn-page_scan_tab_contents)

### **Memento Park**

<http://www.mementopark.hu/>



The graveyard and playground for Hungary's Soviet-era statues.










**Break-up of the Kingdom of Hungary**

<http://www.best-things-in-hungary.com/image-files/old-hungary.jpg>

## Resources on Hungary

### Current Political Environment:

-  NPR: **A Race To The Far Right In Hungarian Politics**  
<http://www.npr.org/sections/parallels/2015/10/12/447911182/a-race-to-the-far-right-in-hungarian-politics>
-  Foreign Policy: **Hungary is too small for Viktor Orban**  
<http://foreignpolicy.com/2016/10/01/hungary-is-too-small-for-viktor-orban/>
-  Jobbik Policies as published on their website: **It is worth noting their opinion regarding Hungarians in other EU countries.**  
<http://jobbik.com/policies>
-  The Guardian: **Hungary's chilling plight could foreshadow Europe's future**  
<https://www.theguardian.com/commentisfree/2016/oct/13/hungary-future-europe-far-right-viktor-orban>
-  Carnegie Foundation: **Judy Asks: Does the EU Have the Right Policy for Hungary and Poland?**  
<http://carnegieeurope.eu/strategieurope/71580> (Judy Dempsey interviews a number of regional experts).
-  Deutsche Welle: **Hungary's Orban: 'Ethnic homogeneity' vital for economic success'**  
<http://www.dw.com/en/hungarys-orban-ethnic-homogeneity-vital-for-economic-success/a-37755766>
-  Reuters: **PM Orban calls for autonomy for ethnic Hungarians beyond borders**  
<http://www.reuters.com/article/us-hungary-orban-idUSBREA4904X20140510>



### **Hungarian Parliament Building and the Parliament**

Hungary, officially the Republic of Hungary, is a parliamentary republic. Its legislature is the unicameral National Assembly, which has 386 representatives, elected for a four-year term. The election system is said to be one of the most complicated in Europe. Half of the representatives are elected in single-seat constituencies, half of them on party lists. The Prime Minister is elected by a majority of votes of the members of parliament. The President of the Republic, elected for a five-year term, has more of a ceremonial role. Technically he is the Commander in Chief of the armed forces and he nominates the Prime Minister. The Parliament Building of Hungary is the world's third largest Parliament building.



### Books:

#### Everyday Life in the Post-Soviet World:

- Choi Chatterjee, David L. Ransel, Mary Cavender, and Karen Petrone, eds. **Everyday Life in Russia Past and Present.** 2015. (Afterword by Sheila Fitzpatrick).
- Susan Richards, **Lost and Found in Russia: Lives in the Post-Soviet Landscape.** 2010.
- Olga Shevchenko, **Crisis and the Everyday in Post socialist Moscow,** 2008.

#### Gorbachev's Reforms

- Archie Brown, **Seven Years that Changed the World: Perestroika in Perspective.** 2007.
- Mikhail Gorbachev, **Memoirs.** 1996.
- Robert T. Huber, ed., **Perestroika Era Politics: The New Soviet Legislature and Gorbachev's Reforms.** 1991.
- See also Stephen Koktin's **Armagedden Averted**, under "Soviet Collapse."

#### The Rise of Vladimir Putin

- Masha Gessen, **The Man without a Face: The Unlikely Rise of Vladimir Putin.** 2012.
- Ben Judah, **Fragile Empire: How Russia Fell In and Out of Love with Vladimir Putin.** 2013.
- Michael Mc Faul, **Russia's Unfinished Revolution: Political Change from Gorbachev to Putin.** 2002.
- Vladimir Putin, **First Person** (Six interviews with Putin by carefully selected Russian journalists.)

#### "Putin's Russia"

- Arkady Babchenko, **One Soldier's War in Chechnya.** 2009.
- Luke Harding, **Mafia State: Spies, Surveillance, and Russia's Secret Wars .** 2012.
- Steven Lee Myers, **The New Tsar: The Rise and Reign of Vladimir Putin.** 2016.
- Peter Pomerantsev, **Nothing Is True and Everything Is Possible: The Surreal Heart of the New Russia.**
- Stephen K. Wegren, **Putin's Russia: Past Imperfect, Future Uncertain 6th Edition.** 2015.

#### The Soviet "Collapse"

- Stephen Kotkin, **Armageddon Averted: The Soviet Collapse, 1970-2000.** 2008.
- Jack Matlock, **Autopsy on an Empire: The American Ambassador's Account of the Collapse of the Soviet Union.** 1995. (Matlock was Ambassador to the Soviet Union from 1987-1991.)
- Sergei Plokhy, **The Last Empire.** 2015.

#### Yeltsin and the Post-Soviet 1990s

- Timothy Colton, **Yeltsin: A Life.** 2011
- Herbert J. Ellison, **Boris Yeltsin and Russia's Democratic Transformation.** 2006.  
(Professor Herbert Ellison taught Russian and Soviet History at the University of Washington for 34 years)
- Boris Yeltsin, **Midnight Diaries.** 2001.





**BBC documentary: "Putin, the World's Most Powerful President"**

<https://www.youtube.com/watch?v=NOCJENwsdJw>



**"I Fought for the USSR, But I Failed,"** (Russia Today—see below under "Websites"—talks with Mikhail Gorbachev.)

<https://www.youtube.com/watch?v=3jGoo9RJEbY>



**Gorbachev on Putin**

<https://www.youtube.com/watch?v=NDHGXwYrYOY>. (Interview by Radio Free Europe/Radio Liberty.) 2012.



**"Putin's Way," Frontline production, 2015**

<http://www.pbs.org/wgbh/frontline/film/putins-way/>



***The Term (Srok)*, 2014.**

Documentary on opposition politics in the Putin Era and on the key opposition figure, Alexei Navalny.

#### Websites:



**Johnson's Russia List**

<http://russialist.org/>.

Go to the website for information on how to subscribe. Daily synthesis of news articles and op-ed pieces from around the world.



**Official Website of the Russian Federation**

<http://en.kremlin.ru/>.

Note: **Putin also has a personal website** which you can find on that page:

<http://en.putin.kremlin.ru/>.

It includes his official biography.



**17 Moments in Soviet History**

<http://soviethistory.msu.edu/>.

Includes Material on the Coup and the end of the Soviet Union and articles useful for introducing students to important topics, videos, and primary documents.



**Russia Today**

<https://www.rt.com/>

"Russia Today" is the global news source funded by the government of the Russian Federation. The website has articles that, therefore, can provide students with a Russian government perspective on current events.

#### Articles on Putin:



**Masha Gessen, "The Putin Paradigm," New York Review of Books.**

<http://www.nybooks.com/daily/2016/12/13/putin-paradigm-how-trump-will-rule/>.

Superb article comparing essential elements of Putin's leadership of the Russian Federation with Trump during his campaign for the Presidency of the United States.



**Fiona Hill and Clifford G. Gaddy, "How the 1980s Explains Vladimir Putin," The Atlantic, February 14, 2013.**

<https://www.theatlantic.com/international/archive/2013/02/how-the-1980s-explains-vladimir-putin/273135/>



**Owen Matthews, "Vladimir Putin Resurrects the KGB," Politico, September 30, 2016.**

<http://www.politico.eu/article/vladimir-putin-resurrects-the-kgb-moscow-security/>



**Andrew Weiss, "Vladimir Putin's Political Meddling Revives Old KGB Tactics,"**

<http://carnegieendowment.org/2017/02/17/vladimir-putin-s-political-meddling-revives-old-kgb-tactics-pub-68043>

## Other General Resources



**Non-fiction:** Frank, Anne, Otto Frank, and Mirjam Pressler. **The Diary of a Young Girl.** New York: Everyman's Library, 2010. Print.



**Non-fiction:** Welch, David. **The Third Reich: Politics and Propaganda.** London: Routledge, 2006. Print.



**Non-fiction:** Reich, Wilhelm. **Mass Psychology of Fascism.** Aakar, 2015. Print.



**Movies:** Schindler's List (1993)



**Movies:** La vita e' bella (1997)



**Movies:** The Boy in The Striped Pyjamas (2008)



**VIDEO - The Animated History of Germany**

<https://www.youtube.com/watch?v=DgheO1Hbbt8>



**VIDEO - Hitler's Speech (with English Subtitles)**

<https://www.youtube.com/watch?v=hFbwKdYZKxo>



**Muftah: Ethnicity and Nationality in Eastern Europe**

<https://muftah.org/ethnicity-nationality-eastern-europe/#.WXEN1fnytpg>



**Review: People, Nation and State: The Meaning of Ethnicity and Nationalism**

<https://www.culturalsurvival.org/publications/cultural-survival-quarterly/review-people-nation-and-state-meaning-ethnicity-and>



**UNHCR: Ethnic Hungarian Minorities in Central and Eastern Europe**

<http://www.refworld.org/docid/3ae6a6c34.html>



**Non-fiction:** Sebestyen, Victor. **Twelve Days: The Story of the 1956 Hungarian Revolution.** New York: Vintage, 2007. Print.



**Video: The Animated History of Spain**

<https://www.youtube.com/watch?v=nPcfZLaMoAo>



**Fiction:** Hemingway, Ernest. **For Whom the Bell Tolls.** New York: Arrow, 2004. Print.



**Video: The Animated History of Russia**

<https://www.youtube.com/watch?v=EMF7mgycg9M&t=25s>



**The New York Times: 'Revolution? What Revolution?' Russia Asks 100 Years Later**

<https://www.nytimes.com/2017/03/10/world/europe/russian-revolution-100-years-putin.html>



**Non-fiction:** Gel'man, Vladimir Iakovlevitch. **Authoritarian Russia: Analyzing Post-Soviet Regime Changes.** Pittsburgh, PA: U of Pittsburgh, 2015. Print.



**Non-fiction:** Horvath, Robert. **Putin's Preventive Counter-revolution: Post-Soviet Authoritarianism and the Spectre of Velvet Revolution.** London: Routledge, 2013. Print.



**Xi to Upgrade German Ties**

<http://www.globaltimes.cn/content/1054936.shtml>



**Presentation and Recording: From Peter to Putin: The Enduring Myth of Saint Petersburg.**

<http://liberalarts.utexas.edu/hemispheres/online/greatworks/peter-to-putin-index.php>