

Late Modern Central and Eastern Europe

EUH 3330

syllabus

Instructor: Katalin Franciska Rac

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Class meets on

Mondays, Wednesdays, and Fridays, 8th period (3:00pm-3:50pm) in Keene-Flint Hall, room 0101 (FLI 0101)–off University Avenue

Office hours:

Wednesdays 6pm-7pm, via Zoom and by appointment

Course description:

In this course, we will look at the changing historical circumstances in which Habsburg rulers participated in European politics and shaped the lives of their subjects. We will look at the different actors who promoted centralization in the Habsburg lands and those who sought to dissolve them between the late eighteenth and the early twentieth century. The history that this course reconstructs is a history of diversity, diffusion, and centralization on multiple levels of society, politics, religion, and culture. The history of the Habsburg lands offers us lessons about how ideas about coexistence, toleration, hegemony, liberty, spite, and hatred shaped a multicultural polity throughout the so-called long nineteenth century.

Course objectives:

- To introduce students to the long-nineteenth-century history of Central and Eastern Europe under Habsburg rule
- To facilitate students' understanding of historical concepts, such as empire, nation, nation-state, majority, minority, ethnicity, and nationality, and promote critical thinking about multiculturalism, pluralism, ethnic homogeneity/heterogeneity, and other important notions and terminology
- To familiarize students with the historian's craft and to develop students' reading, analytical, and academic writing skills

Course policies:

Classes will include lectures and discussions. By arriving to each class on time and prepared, that is having read the assigned readings, students actively shape the intellectual community formed during the course. To ensure a high-level learning experience, students will engage their peers and the instructor in conversations and written exchanges that, in addition to being academically driven and critical, will be based on mutual respect, and on sensitivity toward and appreciation of difference in world views, cultural values, and

sensitivities. The instructor will address the students accordingly and will work to ensure that the classroom is an inspiring place for learning and intellectual growth.

Students may use electronic devices that are silenced to take notes and refer to the readings during discussion. Using phones, computers, tablets, etc. for purposes irrelevant to the scope of the class can be disruptive and is counterproductive and disrespectful.

In addition to regular attendance, completing the readings, and participation in class discussions, students will answer ten short (one question), take-home prompts, take two quizzes, write two short papers and a longer one. Deadlines are indicated on the course schedule. The short prompts will be available on Canvas on Friday afternoon and the window to answer the prompts will be open until the next Monday at 2:00pm. Quizzes will be given at the beginning of the Monday class unless otherwise indicated in class and on Canvas.

Attendance:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. To read the university attendance policies, visit <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>. In the event that a student cannot attend class, the student is required to inform the instructor in advance, unless prior communication is not possible. For each unexcused absence, 1% will be deducted from the final grade.

Communication:

Students are required to communicate in writing with the instructor about their absences, make-up work, requests for extension of deadlines and they are welcome to put in writing any concern or question they have regarding the course curriculum. Students will use email and Canvas for written communication with the instructor. Students are also encouraged to speak with the instructor before or after class, during office hours, or by setting up an appointment regarding these issues as well as about any concerns, ideas, and questions pertaining to the course curriculum. Asking questions is part of the learning process.

To ask for help with technical and technological issues, please visit the Helpdesk website at <https://helpdesk.ufl.edu/>. The Helpdesk can be reached at (352)-392-4357 and is located at the HUB.

Accommodation for students with disabilities:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. To get started with the Disability Resource Center, visit <https://disability.ufl.edu/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Grades and grading

Students' written work will be evaluated based on the rubric accompanying the description of each assignment. In addition, students will be given tests and quizzes and earn points through class participation. Students' work will be graded in accordance with UF grading policy, available from <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

The following grading scale will apply:

Grade	Grade Points	Percentage
A	4.0	93-100
A ⁻	3.67	90-92
B ⁺	3.33	87-89
B	3.0	83-86
B ⁻	2.67	80-82
C ⁺	2.33	77-79
C	2.0	73-76
C ⁻	1.67	70-72
D ⁺	1.33	67-69
D	1.0	63-66
D ⁻	.67	60-62
E	0	0-59

Late work will be accepted to a certain extent; however, for each day of delay, the instructor will deduct points. Rubrics will include policy regarding late work.

The final grade will be computed of the following elements:

Participation in class discussions	5%
Quizzes (2*5 points)	10%
Short prompts (10*3 points)	30%
Short paper1	15%
Short paper2	15%
Final paper	25%

Online course evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.afl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.afl.edu/public-results/>.

Academic Conduct

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. To read the Conduct Code, visit <https://sccr.dso.ufl.edu/process/student-conduct-code/>. If you have any questions or concerns, please consult with the instructor in this class.

Campus Resources:

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services. <https://career.ufl.edu/>

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. <https://uflib.ufl.edu/find/ask/>

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information. <https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/>

On-Line Students Complaints: View the Distance Learning Student Complaint Process at <https://distance.ufl.edu/getting-help/student-complaint-process/>

Required materials:

See required books listed at

<https://www.bsd.ufl.edu/textadoption/studentview/displayadoption1sect.aspx?SECT=23039&YEAR=21&TERM=8>. Required readings are available via the library or Canvas. To learn how to search the library catalog and access electronic resources, consult this libguide: <https://guides.uflib.ufl.edu/eresources/home>.

Students, nonetheless, should remember that it is a worthwhile and enriching endeavor to collect books and build one's own library.

Course schedule and required readings

Week 1 Introduction to the course and introduction of the main actors of the history we study: the Habsburgs, their subjects, and the geography of Central and east Central Europe. We will also discuss the main concepts we use in the course.

1st short prompt

Readings:

Steven Beller, "Introduction" to *The Habsburg Monarchy, 1815-1918* (Cambridge: Cambridge University Press, 2018), 1-24.

Week 2 The making of the Central European dynasty and the Austrian Habsburg response to French and American revolutions

2nd short prompt

Readings:

Magdalena S. Sanchez A House Divided: Spain, Austria, and the Bohemian and Hungarian Successions *The Sixteenth Century Journal* 25, no. 4 (Winter, 1994): 887-903.

Gonzalo Álvarez and Francisco C. Ceballos, "Royal Inbreeding and the Extinction of Lineages of the Habsburg Dynasty," *Human Heredity* 80, no. 2 (2015): 62-68. (Access via JSTOR)

"'Some of Distinction Here Are Warm for the Part of America': Knowledge of and Sympathy for the American Cause in the Habsburg Monarchy, 1763–1783," *Journal of Austrian-American History* 1, no. 2 (2017): 128-158.

Week 3 Reforms, centralization, and conservatism: the Enlightened Absolutism of Joseph II and its legacy

1st quiz

Readings:

Pieter M. Judson, Chapter 2 “Servants and Citizens, Empire and Fatherland, 1780–1815,” in *The Habsburg Empire: A New History* (Cambridge: Harvard University Press, 2016), 51-102. (Available as ebook at the Library.)

François Sulpice Beudant, *M. Beudant's Travels in Hungary, in 1818* (London : R. Phillips and Co., 1823), 48-54; available from <https://archive.org/details/travelsinhungary00beudiala/page/48/mode/2up>

Week 4 The Napoleonic Wars and the Congress of Vienna: the establishment of Metternich's Concert of Europe

3rd short prompt

Readings:

Beller, Chapter 1 “Restoration and Procrastination,” 1-23.

Vuk Stefanović Karadžić, “Little Slavo-Serbian song book of the common people,” translated by Krištof Bodri, in Balázs Trencsényi and Michal Kopeček, eds. *National Romanticism: The Formation of National Movements: Discourses of Collective Identity in Central and Southeast Europe 1770–1945, volume II*, (Budapest: Central European University Press, 2007), 112-116. Available as ebook at the Library

Recommended reading: Clemens von Metternich, *Metternich: The Autobiography, 1773-1815* (Welwyn Garden City: Ravenhall Books, 2004), 83-100; 200-209.

Week 5 Love in the first decades of the 19th century—and a cholera epidemic

4th short prompt

Readings:

Judson, Chapter 3 “An Empire of Contradictions, 1815-1848,” 103-155.

Johann Gottlieb Fichte, 8th Address: “What a People, in the Higher Meaning of the Word, Is and what Love of One's Country Is?” in *Addresses to the German Nation*, translated by R. F. Jones and G. H. Turnbull (Chicago and London: The Open Court Publishing Company, 1922), 130-152. Available from https://www.google.com/books/edition/Addresses_to_the_German_Nation/SOtdAAAAIAAJ?hl=en&gbpv=1&printsec=frontcover or Hathitrust.org

Adam Mickiewicz, “Pan Tadeusz,” translated by Kenneth R. Mackenzie, in Trencsényi and Kopeček, 211-223

Week 6 The Springtime of Peoples

First short paper is due on Monday, September 27, 2021 in hard copy and electronically at the beginning of the class

Readings:

Beller, Chapter 2 “1835-1851: Revolution and Reaction,” 54-86.

Johann Majláth, “An examination of the question: whether to annex the Carpathian Slavs and Ruthenians to the Magyars,” in Trencsényi and Kopeček 262-267.

František Palacký, “Letter to Frankfurt,” 11 April 1848 in Trencsényi and Kopeček, 322-329.

Franz Grillparzer, “Field-marshal Radetzky,” translated by Robert Russell, in Trencsényi and Kopeček, 436-439.

Week 7 Neoabsolutism

5th short prompt

Readings:

Beller, Chapter 3 “1852-1867: Transformation” (part), 87-121.

Zsigmond Kemény, “After the revolution,” in Trencsényi and Kopeček, 455-462.

Week 8 The Compromise (Ausgleich) and the making of the Dual Monarchy

6th short prompt

Readings:

Beller, Chapter 3 “1852-1867: Transformation” (part), 122-127; and Chapter 4 “1867-1879 Liberalization,” 128-141.

Stefan Buszczyński, “The future of Austria,” translated by Zuzanna Ładyga, in Trencsényi and Kopeček, 361-365.

Count von Beust, “Memoirs of the Ausgleich, 1867” *Modern History Sourcebook*; available from <https://sourcebooks.fordham.edu/mod/1867beust.asp>

Week 9 Nationalism beyond Liberalism

2nd quiz

7th short prompt

Readings:

Beller, Chapter 5 “1879-1897 Nationalisation,” 160-191.

Fridolín Macháček, “The Sokol Movement: Its Contribution to Gymnastics,” *The Slavonic and East European Review* 17, no. 49 (July 1938): 73-90.

Jonathan Kwan, "Transylvanian Saxon Politics, Hungarian State Building and the Case of the Allgemeiner Deutscher Schulverein (1881-82)," *The English Historical Review* 127, no. 526 (June 2012): 592-624.

Ágoston Berecz, "Floreas into Virágs: State Regulation of First Names in Dualist Hungary," *Austrian History Yearbook* 47 (2016): 107-127.

Week 10 Colonialism and the army

2nd short paper due on Monday, October 25, 2021, in hard copy and electronically at the beginning of the class

Readings:

Robin Okey, "A Trio of Hungarian Balkanists: Béni Kállay, István Burián and Lajos Thallóczy in the Age of High Nationalism," *The Slavonic and East European Review* 80, no. 2 (Apr. 2002): 234-266.

Start reading Joseph Roth's *Radetzky March* OR John Osborne's *A Patriot for Me*

Week 11 The many shades of hatred

8th short prompt

Readings:

Hillel J. Kieval, "The Importance of Place: Comparative Aspects of the Ritual Murder Trial In Modern Central Europe," in Todd M. Endelman, ed., *Comparing Jewish Societies* (Ann Arbor: University of Michigan Press, 1997), 135-165. Available from https://www.academia.edu/36859600/Hillel_J_Kieval_The_Importance_of_Place_Comparative_Aspects_of_the_Ritual_Murder_Trial_in_Modern_Central_Europe_in_Todd_M_Endelman_ed_Comparing_Jewish_Societies_Ann_Arbor_University_of_Michigan_Press_1997_135_165?auto=download

Scott Spector, "Where Personal Fate Turns to Public Affair: Homosexual Scandal and Social Order in Vienna, 1900–1910," *Austrian History Yearbook* 38 (January 2007): 15-24.

Carl E. Schorske, "Politics in a New Key: an Austrian Trio," in *Fin-de-Siècle Vienna: Politics and Culture* (New York: Vintage Books, 1981), 116-146; 175-177.

Week 12 Modernity and modernization

9th short prompt

Readings:

Beller, Chapter 6 "1897-1914: Modernization," 192-240.

Alison Fleig Frank, "The Boys Don't Sleep at Home," in *Oil Empire* (Cambridge: Harvard University Press, 2005), 109-140. (Available as ebook at the Library.)

Week 13 Looking forward, looking back

10th short prompt

Readings:

Stefan Zweig, “The World of Security” in *The World of Yesterday: An Autobiography* by Stefan Zweig (Lincoln and London: University of Nebraska Press, 1964), 1-28.

Carl E. Schorske, “Politics in a New Key: an Austrian Trio,” in *Fin-de-Siècle Vienna: Politics and Culture* (New York: Vintage Books, 1981), 146-174; 177-180.

Week 14 From the Balkan Wars to World War I

Readings:

Beller, Chapter 7 “1914-1918: Self-Destruction,” 241-286.

Edin Hadjarasic, “Year X or 1914?,” in *Whose Bosnia? Nationalism and Political Imagination in the Balkans, 1840–1914* (Cornell University Press, 2015), 127-160.

Week 15 Conclusion

Final paper due on Monday, December 6, 2021, in hard copy and electronically at the beginning of the class

Readings:

Finish reading *Radetzky March* or *A Patriot for Me*