

## COURSE SYLLABUS – (tentative)

### **EUS 3930 – BORDERS AND EMPIRES: THE HABSBURGS IN CENTRAL EUROPE FROM ENLIGHTENMENT TO WW1** **3 CREDITS** **(SEMESTER 2026)**

**Instructor information:** Edit Nagy

**Office:** TUR 3307

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**Class Meetings** Tuesday P4 and Thursday P4-5

**Class Location** LEI 104

**Office Hours:** **Wednesday P4-5 (in-person or online)**

**Thursday P2 (in-person or online)**

(or by appointment)

#### **Course Description:**

This course examines the history and culture of the Habsburg Monarchy from the Enlightenment through World War I, focusing on the relationships between the Habsburg rulers and the diverse nations of Central and Southeastern Europe, including Hungary, Bohemia, Poland, and the Balkan territories (Serbia, Croatia, Slovenia, Bosnia, etc.). Students will explore how these nations navigated the complexities of imperial rule, rising nationalism, and the challenges of maintaining cultural and national identities within the empire. The course emphasizes the mutual influences between the Habsburg Monarchy and its Central and Southeastern European territories, whose aspirations for self-determination played a significant role in shaping the empire's social, political, and cultural dynamics. Students are encouraged to reflect on how these interactions inform current national and cultural identities in the region.

#### **Multidisciplinary Content and Approaches:**

This course draws upon multiple humanities disciplines, including history, political science, cultural studies, and sociology, to understand the relationship between the Habsburg Monarchy and Central and Southeastern European nations. Through examining historical sources, literary texts, art, and political documents, students will gain a nuanced understanding of the complex interplay between national identity, imperial power, and social reform in the 19th century. Students will also be encouraged to consider the ways in which different cultural and political influences affected both the empire and the diverse regions within it.

#### **Essential Question of the course:**

How did the Habsburg Monarchy shape the political, cultural, and national dynamics of Central and Southeastern Europe, and how did the diverse nations within the empire influence and challenge imperial authority from the Enlightenment to the early 20th century?

#### **Course Objectives:**

By the end of this course, students will:

- **Explore the relationship between the Habsburg Empire and its Central and Southeastern European regions**, like Hungary, Bohemia, Poland, and the Balkans, from the Enlightenment to World War I.
- **Understand how different cultures and national identities developed within the empire** and how these shaped the political and social life of each region.
- **Reflect on how the Habsburg Empire's diverse cultures interacted and influenced each other**, creating a unique blend of traditions that impacted European history and culture.
- **Learn about the rise of nationalism** and why people in the empire began demanding more autonomy and recognition for their unique identities.
- **Examine the Habsburg government's efforts to maintain control** and how their policies impacted the empire's unity and stability.

- **Analyze the role of ideas like the Enlightenment and Romanticism** in shaping people's sense of identity and their push for independence.
- **Consider the long-term impact of Habsburg rule** on today's Central and Southeastern Europe, including current national borders and cultural identities.

### Learning Outcomes:

By the end of this course, students will be able to:

- Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition, specifically within the context of the Habsburg Monarchy and its relationships with Central and Southeastern European nations.
- Analyze and evaluate the impact of Habsburg policies on national identity, nationalism, and cultural movements across Hungary, Bohemia, Poland, and the Balkan regions (Serbia, Croatia, Slovenia, Bosnia).
- Develop and present clear and effective responses to essential questions regarding nationalism, imperialism, and governance in oral and written forms.
- Reflect critically on how the dynamics of the Habsburg Empire influenced modern European political borders, national identities, and cultural landscapes.

### Required Textbooks \*Some sources will be available on the e-learning (Canvas) site.

- John Connelly: From Peoples Into Nations: A History of Eastern Europe (2020)
- Pieter M Judson: The Habsburg Empire: A New History (2016)
- Eric Hobsbawm: The Age of Revolution: 1789-1848 (1996)
- Eric Hobsbawm: The Age of Empire: 1875-1914 (1996)
- Norman Davis: Europe: A History (1996)

### Prerequisites:

No prerequisites

### Materials/Supply Fees

TBA

### Evaluation

Students will be evaluated based on the criteria described below.

Course Activities	Percent of Grade
Class attendance	10%
Class Participation - Weekly Reading and Discussion	20%
Midterm and Final Exams (2x20%)	40%
Research Project (Paper)	30%
<b>TOTAL</b>	<b>100%</b>

### **Class Attendance:**

Regular attendance is essential for this course, as each session builds on the last and contributes to a cumulative understanding of the complex relationships between the Habsburg Monarchy and Central and Southeastern Europe. Attendance will be tracked, and students are expected to come to class consistently to fully engage with the material and discussions.

- 100% attendance for being present and on time.
- 50% attendance for arriving more than 5 minutes late.
- 0% attendance for missing class without an excuse.
- Each student is permitted one unexcused absence; any additional absence must comply with UF policy.

### **Class Participation – Weekly Reading and Discussion**

Students are expected to complete the assigned readings before each class and actively participate in discussions. Weekly participation will be assessed based on engagement with the readings, contributions to class discussions, and demonstrated understanding of key themes, such as nationalism, cultural identity, and imperial governance. This component encourages students to think critically and share their insights on complex topics with their peers.

### **Midterm and Final Exams**

The midterm and final exams will each cover roughly half of the course material, with a mix of short-answer, multiple-choice, and essay questions. These exams assess students' grasp of historical events, themes, and concepts from the readings and lectures, as well as their ability to analyze and interpret key developments in Habsburg and Central European history. The midterm will cover Weeks 1-8, and the final exam will cover Weeks 9-16.

### **Research Project (Paper)**

Each student will complete a research project on a relevant topic of their choice, subject to approval. This paper will require students to explore a specific aspect of the Habsburg Monarchy's interactions with Central or Southeastern European nations, such as the rise of nationalism, cultural influences, or the impact of imperial policies. Students will conduct independent research, using both primary and secondary sources, and demonstrate their analytical and writing skills. This project will be due in the final weeks of the course, with milestones for topic selection, outline, and draft submissions to support progress. (Course project ideas: City as Empire, National Identity Through the Arts, Everyday Life in the Habsburg Empire etc.)

### **Grading scale**

A = 93-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%	E = 59% and below
A- = 90-92%	B = 83-86%	C = 73-76%	D = 63-66%	
B- = 80-82%		C- = 70-73%	D- = 60-62%	

More information on grades and grading policies is [here](#).

### **Class Attendance and Make-Up Policy**

General information in the Undergraduate Catalogue [here](#)

Attendance and participation are required for success. They not only constitute 2x20% of your grade. Repeated absences also affect your learning and language as well as your performance on exams and quizzes. Missing class likewise means missing participation and falling behind in other assignments.

According to the Office of the University Registrar, “acceptable reasons for absence from class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, and professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused.”

### **UF Policies**

#### **Students Requiring Accommodations**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting [here](#)

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.

#### **E-mail Policy**

University of Florida requires that you use your UF Gatorlink account for university (and class) related email communication.

## Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://gatorevals.aa.ufl.edu/>.

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://gatorevals.aa.ufl.edu/>.

## Class Demeanor

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at a minimum, if at all.

## University Honesty Policy

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 Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. <https://sccr.dso.ufl.edu/process/student-conduct-code/>

Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

## Canvas Privacy Policy

Our class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image agree to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

## In-Class Recording Policy

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without the permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who

publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## Getting Help – Academic and Student Support

### Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

### Academic Resources

#### E-learning technical support:

Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

#### Teaching Center:

1317 Turlington Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

#### Writing Studio:

Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.

#### Library support:

Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email [ask@ufl.libanswers.com](mailto:ask@ufl.libanswers.com) for more information.

## Course Schedule (Tentative)

**Required and Recommended Reading** - Some sources will be available on the e-learning (Canvas) site.

- Pieter M. Judson: The Habsburg Empire: A New History (2016)
- John Connelly: From Peoples Into Nations: A History of Eastern Europe (2020)
- Pieter M Judson: The Habsburg Empire: A New History (2016)
- Eric Hobsbawm: The Age of Revolution: 1789-1848 (1996)
- Eric Hobsbawm: The Age of Empire: 1875-1914 (1996)
- Norman Davis: Europe: A History (1996)
- Additional essential works (articles and visual materials) will be added

### Week 1: *Introduction to the Habsburg Monarchy and Central Europe's Ethnic Diversity*

#### Key Topics:

- Overview of the Habsburg Monarchy's political and cultural structure, including the roles of various ethnic groups: Czechs, Hungarians, Poles, Croats, Serbs, Slovenes, Bosnians, etc.
- Introduction to cultural diversity, religious influences, and early architectural styles.

#### Reading:

- Norman Davies, *Europe: A History* (1996), selections.
- Charles W. Ingrao, *The Habsburg Monarchy, 1618–1815* (Introduction)
- Pieter M. Judson, *The Habsburg Empire: A New History* (2016), Introduction
- Map of the Habsburg Empire's ethnic and religious groups.

#### Discussion:

- What tensions arose from the monarchy's diverse cultural, religious, and ethnic landscape? How did the architecture and layout of major cities reflect the empire's multi-ethnic identity?

### Week 2: *The Enlightenment and Reform through the Eyes of Central Europe's Nations*

#### Key Topics:

- Enlightenment spread through Central Europe and influenced political and religious reform.
- Impact of Enlightenment on literature, architecture, and education.

#### Reading:

- Norman Hampson, *The Enlightenment*, selections.

- Joseph II's decrees (in Hungary, Bohemia, and Vienna).

**Discussion:**

- How did Enlightenment ideas intersect with cultural and religious traditions? Were reforms in art and education seen as progressive or restrictive by local populations?

**Week 3: Nationalism and Identity in the Shadow of Empire**

**Key Topics:**

- The rise of 19th-century nationalism in Hungary, Czech lands, Poland, and South Slavic regions.
- Influence of Romantic literature, music, and the arts on national identities.

**Reading:**

- Pieter M. Judson, *The Habsburg Empire: A New History* (2016), Chapter 3.
- Czech and Hungarian nationalist manifestos; selections from Romantic nationalist literature.

**Discussion:**

- How did Romanticism help shape national identities, and what role did literature and music play in challenging Habsburg authority?

**Week 4: Enlightenment and Reform in Bohemia, Hungary, and the Balkans**

**Key Topics:**

- Joseph II's policies on language, religion, and the arts; impact on Bohemia, Hungary, and the Balkans.
- Architecture and urban planning reflecting Enlightenment ideals.

**Reading:**

- Eric Hobsbawm, *The Age of Revolution: 1789–1848* (1996), selections.
- Architectural analyses of imperial buildings in Vienna, Prague, and Budapest.

**Discussion:**

- How did architecture and public spaces reflect Enlightenment ideals? Did local elites support or resist Habsburg cultural and political reforms?

**Week 5: The Habsburg Empire and the National Question in Central and Southeastern Europe**

**Key Topics:**

- The quest for ethnic autonomy, focusing on Hungary, Bohemia, Poland, and Balkan regions.
- Role of religious institutions in supporting ethnic identities.

**Reading:**

- John Connelly, *From Peoples into Nations: A History of Eastern Europe* (2020), selections.
- Hungarian constitutional documents and Prague Revolt accounts.

**Discussion:**

- How did religion and national questions intersect, and what role did churches play in the fight for local autonomy?

**Week 6: The Napoleonic Wars and the Reshaping of Central European Power Dynamics**

**Key Topics:**

- Napoleon's impact on the Habsburg Monarchy and Central Europe.
- Shifts in economic structure, with new investments in industrial and architectural projects.

**Reading:**

- Mark Jarrett, *The Congress of Vienna, 1814-1815*, selections.

**Discussion:**

- How did economic changes following the Napoleonic Wars affect ethnic groups and power dynamics within the empire?

**Week 7: Romanticism, Nationalism, and the Challenge to Habsburg Authority**

**Key Topics:**

- Romanticism's role in strengthening national identity, with focus on Hungarian, Bohemian, Polish, and Balkan expressions.
- Key figures in literature, music, and fine arts (e.g., Sándor Petőfi, Karel Hynek Mácha).

**Reading:**

- Works by Romantic poets and authors, such as Mácha and Petőfi.

**Discussion:**

- In what ways did Romanticism create a shared identity across ethnic groups? How did the arts fuel nationalist sentiments?

**Week 8: *The Revolutions of 1848: Perspectives from Across the Empire*****Key Topics:**

- Examination of the 1848 revolutions with focus on autonomy aspirations among Central and Southeastern European nations.
- Economic implications of the revolutions, with a look at labor movements.

**Reading:**

- Peter Jones, *The Revolutions of 1848*, selections.
- Revolutionary documents from Hungarian, Czech, and Serbian sources.

**Discussion:**

- How did economic concerns fuel the revolutionary movements? How did different national groups leverage the arts to rally support?

**Week 9: *The Dual Monarchy: Austria-Hungary's Changing Power Relations*****Key Topics:**

- The creation of the Dual Monarchy in 1867 and its cultural and economic impact on ethnic relations.
- New architectural developments symbolize shared governance.

**Reading:**

- Robin Okey, *Austria-Hungary and the Successor States*, selections.
- Pieter M. Judson, *The Habsburg Empire: A New History* (2016), Chapter 6.

**Discussion:**

- How did cultural and economic policies under the Dual Monarchy impact national tensions in Hungary, Bohemia, and the Balkans?

**Week 10: *Nationalism and Social Reform in Central and Southeastern Europe*****Key Topics:**

- Social reform movements, the role of the church, and their influence on national identity in Hungary, Bohemia, and the Balkans.
- Realism in literature as a response to social issues and nationalism.

**Reading:**

- John Connelly, *From Peoples into Nations*, Chapter 6.

**Discussion:**

- How did Realism in literature highlight social reform issues? How did the church contribute to national identity and reform movements?

**Week 11: *The Impact of Industrialization on National Identities*****Key Topics:**

- Industrialization's influence on Vienna, Budapest, and Prague, with implications for urbanization and labor movements.

**Reading:**

- Peter N. Stearns, *The Industrial Revolution*, selections.

**Discussion:**

- How did urbanization foster ethnic tensions and economic disparities?

**Week 12: *The Arts, Identity, and the Struggle for Autonomy*****Key Topics:**

- How music, literature, and fine arts expressed and reinforced national identities in Bohemia, Hungary, Poland, and the Balkans.
- Habsburg policies regulating ethnic expression in the arts.

**Reading:**

- Works by Czech, Polish, and South Slavic authors and composers.

**Discussion:**

- How did music and the arts contribute to ethnic unity? How did the Habsburgs control or encourage these cultural expressions?

### **Week 13: *Political and Social Tensions in the Late 19th Century***

#### **Key Topics:**

- Growing ethnic and nationalist activism, with a focus on the Balkans and Central Europe.

#### **Reading:**

- Pieter M. Judson, *The Habsburg Empire* (2016), Chapter 8.

#### **Discussion:**

- What were the main causes of ethnic tensions, and how did the arts reflect these issues?

### **Week 14: *The Decline of the Habsburg Monarchy and Nationalist Pressures from Central and Southeastern Europe***

#### **Key Topics:**

- Rise of nationalist movements and their influence on imperial decline.
- Economic strains and shifts in religious influence leading up to WWI.

#### **Reading:**

- Alfred Francis Pribram, *The Fall of the Habsburg Monarchy*, selections.

#### **Discussion:**

- How did religion, economics, and nationalist movements together contribute to the disintegration of the Habsburg Empire?

### **Week 15: *Legacy of the Habsburg Empire in Central and Southeastern Europe***

#### **Key Topics:**

- Post-empire transitions and the lasting influence of Habsburg governance on national identities and borders.
- Cultural legacies in architecture, music, and literature.

#### **Reading:**

- Post-WWI treaties and European diplomatic documents.

#### **Discussion:**

- How does the Habsburg legacy continue to shape modern Central Europe, especially in terms of cultural and religious identity?

### **Week 16: *Course Review***

#### **Key Topics:**

- Review of the main themes, including nationalism, cultural expression, and the role of economy, religion, and the arts.

#### **Discussion:**

- Reflect on the lasting cultural and political legacy of the Habsburg Monarchy in shaping Central and Southeastern Europe today.