



## **CIEE Prague, Czech Republic**

<b>Course Name:</b>	The Habsburg Empire – A Political and Cultural History
<b>Course Number:</b>	HIST 3008 PRAG
<b>Programs offering course:</b>	CES, CNMJ
<b>Language of instruction:</b>	English
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	45
<b>Term:</b>	Fall 2019

### **Course Description**

This course will focus on the political and diplomatic history of the Habsburg Empire, from the emergence of the Habsburg dynasty to the dissolution of Austria-Hungary at the end of World War I. Emphasis will be put on key turning points, such as the reign of Maximilian I and his marriage policy, the figure of Charles V, the Battle of Mohacs and the birth of a Central European Empire, the Counter-Reformation, the enlightened absolutism of Maria Theresa and Joseph II, the system of Metternich and the reign of Francis Joseph. This will provide the framework for the analysis of interdisciplinary questions, such as the role of religion or the multinational Empire, with the aim of bringing to the fore the uniqueness of the culture developed in the Empire.

### **Learning Objectives**

At the end of the semester, students will:

- demonstrate an in-depth comprehension of the history of the Habsburg Empire
- establish a good understanding of European history through the study of the Empire interaction with the major European powers
- use this knowledge to better understand and enjoy Prague and Central Europe's cultural environment
- be able to analyze primary texts involving the history of the Habsburg Empire and critically read the secondary literature on Central Europe.
- Apply this knowledge of the history and the analysis skills to produce a research paper

### **Course Prerequisites**

General knowledge of European history. Interest in history is a must, as well as the readiness to use local resources, especially libraries.

### **Methods of Instruction**

This course is lecture-based (which does not mean that questions and discussions are not strongly encouraged). Chronologies and summaries are provided for each chapter (on Canvas).



The required readings are available on Canvas, they amount to an average of about 40 pages/week. They combine primary and secondary sources (in English translation).

This class includes a field trip to discover how the Habsburg rule over Bohemia has shaped Prague's architecture. Other field trips might be organized (according to the number of students and the cultural program in Prague during the semester). Field trips are part of the regular curriculum.

Participation in the CIEE optional abroad trip to Vienna is strongly recommended.

### **Assessment and Final Grade**

Two short quizzes 10%

Participation 10%

Presentation 10%

Research paper 30% (divided as follows: topic and bibliography: 5%, outline: 5%, finished paper: 20%)

Midterm exam 20%

Final exam 20%

### **Course Requirements**

- Two unannounced short quizzes will test the students' knowledge of the significance of main historical events in the Habsburg history and their understanding of the most important points discussed in class.
- Midterm and final exams are not cumulative. They last for one session and consist of 2 essays each. They should be prepared with the help of the study questions available on Canvas. Time permitting, review sessions might be organized but the students are strongly encouraged to study regularly, alone, or in groups. The instructor is available for help and advice regarding the study questions.
- Each student will be responsible for researching the history of a specific site related to Habsburg history (the list depends on the number of students enrolled in the class and will therefore be made available at the beginning of the semester) and to present it during the tour of Habsburg Prague. S/he will prepare a one-page handout with a summary of the findings to be distributed to the other students during the tour. The instructor is available to review this handout beforehand but it is the responsibility of each student to have enough copies on the day of the tour.
- The participation grade will reflect the engagement of the student in the class, his/her contribution to the learning atmosphere and preparedness for the discussion of primary sources. The primary texts should be studied with the help of reading questions available on Canvas.
- Each student will write a research paper whose topic will be chosen with the help of the lecturer and according to his/her major and interests. For the writing of this paper, the use of Prague libraries (especially of the National Library at the Klementinum) is highly



recommended. The paper should have a length of 3000 words (+/- 10%) and respect the following format: Times New Roman 12, spacing 1.5, margins 1 inch. In the course of the semester, each student will submit a proposed topic and bibliography and an outline, before submitting the final paper at the end of the semester.

### **CIEE Prague Participation Policy**

Assessment of students' participation in class is an inherent component of the course grade. Students are required to actively, meaningfully and thoughtfully contribute to class discussions and all types of in-class activities throughout the duration of the class.

Students are responsible for following the course content and are expected to ask clarification questions if they cannot follow the instructor's or other students' line of thought or argumentation.

The use of electronic devices is only allowed for computer-based in-class tests, assignments and other tasks specifically assigned by the course instructor. Students are expected to take notes by hand unless the student is entitled to the use of computer due to his/her academic accommodations. In such cases the student is required to submit an official letter issued by his/her home institution specifying the extent of academic accommodations.

Class participation also includes students' active participation in Canvas discussions and other additional tasks related to the course content as specified by the instructor. If missing a class, the student is expected to catch up on the class content and to submit well-reflected and in-depth contributions to Canvas discussions on the particular topic or reflections to the instructor to ensure that his/her absence from the class will not significantly affect his/her participation grade.

Students will receive a partial participation grade every three weeks.

### **CIEE Prague Attendance Policy**

Regular class attendance is required throughout the program, and **all absences are treated equally regardless of reason** for any affected CIEE course. Attendance policies also apply to any required co-curricular class excursions or events, as well as Internship.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

**Missing classes** will lead to the following penalties:

***90-minute semester classes:***



<i>Number of 90-minute classes</i>	<i>Equivalent percentage of the total course hours missed</i>	<i>Minimum penalty</i>
<b>one to two</b> 90-minute classes	up to 10%	no penalty
<b>three</b> 90-minute classes	10.1–15%	reduction of the final grade by 3%
<b>four</b> 90-minute classes	15.1–17%	reduction of the final grade by 5%; <b>written warning</b>
<b>five</b> 90-minute classes	17.1–20%	reduction of the final grade by 7%; <b>written warning</b>
<b>six and more</b> 90-minute classes	more than 20%	automatic <b>course failure</b> and possible expulsion

**180-minute semester classes:**

<i>Number of 180-minute classes</i>	<i>Equivalent percentage of the total course hours missed</i>	<i>Minimum penalty</i>
<b>one</b> 180-minute class	up to 10%	no penalty
<b>two</b> 180-minute classes	10.1–20%	reduction of the final grade by 5%; <b>written warning</b>
<b>three and more</b> 180-minute classes	more than 20%	automatic <b>course failure</b> and possible expulsion

Persistent absenteeism (students approaching 20% of the total course hours missed, or violating the attendance policy in more than one class) will result in a written warning, a notification to the student’s home school, and possibly a dismissal from the program.

**Missing more than 20% of the total class hours** will lead to a **course failure**, and **potential program dismissal**. This is a CIEE rule that applies to all CIEE courses and is in line with the Participant Contract that each CIEE student signs before arriving on-site.

**Late arrival to class** will be considered a partial (up to 15 minutes late) or full (15 or more minutes late) absence. **Three partial absences due to late arrivals will be regarded as one full class absence.**



**Students must notify their professor and Program Coordinators (PC) beforehand if they are going to miss class for any reason** and are responsible for any material covered in class in their absence.

If missing a class during which a test, exam, the student's presentation or other graded class assignments are administered, **make-up assignment will only be allowed in approved circumstances**, such as serious medical issues. In this case, the student must submit a local doctor's note within 24 hours of his/her absence to the PC, who will decide whether the student qualifies for a make-up assignment. Doctor's notes may be submitted via e-mail or phone (a scan or a photograph are acceptable), however **the student must ensure that the note is delivered to the PC.**

Should a truly **extraordinary situation** arise, the student must contact the PC immediately concerning permission for a make-up assignment. Make-up assignments are not granted automatically! The PC decides the course of action for all absence cases that are not straightforward. **Always contact the PC with any inquiry about potential absence(s) and the nature thereof.**

**Personal travel (including flight delays and cancelled flights), handling passport and other document replacements, interviews, volunteering and other similar situations are not considered justifiable reasons for missing class or getting permission for make-up assignments.**

**For class conflicts** (irregularities in the class schedule, including field trips, make-up classes and other instances), **always contact the Academic Assistant** to decide the appropriate course of action.

Course attendance is recorded on individual Canvas Course Sites. **Students are responsible for checking their attendance regularly to ensure the correctness of the records.** In case of discrepancies, students are required to contact the Academic Assistant **within one week of the discrepancy date** to have it corrected. Later claims **will not** be considered.

CIEE staff does not directly manage absences at FAMU and ECES, but they have similar attendance policies and attendance is monitored there. Grade penalties may result from excessive absences.

### **CIEE Academic Honesty Policy**

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will preside. Three important principles are considered when defining and demanding academic honesty. These



are related to the fundamental tenet that one should not present the work of another person as one's own.

**The first principle** is that final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information (unless the professor has explicitly announced that a particular test is to be taken on an "open book" basis).

**The second principle** applies specifically to course work: the same written paper may not be submitted in two classes. Nor may a paper for which you have already received credit at your home institution be submitted to satisfy a paper requirement while studying overseas.

**The third principle** is that any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another's work or including information told to you by another person. The general rule is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it.

The penalty ranges from an F grade on the assignment, failure in the course to dismissal from the program. The Academic Director is consulted and involved in decision making in every case of a possible violation of academic honesty.

### Weekly Schedule

Week 1	<b>Topics: Introduction. The Beginnings of Habsburg Austria</b> Austria from the Romans to the Babenbergs The Rise of the Habsburgs  Readings Primary Sources Frederick I, Holy Roman Emperor: Privilegium Minus (1156)  Secondary material Bérenger (1994): 37-63.
Week 2	<b>Topics: Tu, Felix Austria, Nube</b> The Capture of the Imperial Crown Marriage as a means for diplomacy  Readings Secondary material

Bérenger (1994): 85-99 and 123-137.

Week 3

**Topics: Threats from Outside, Threats from Within**

The Turkish Wars and the Consequences of the Battle of Mohács

The Protestant Reformation: origins, theories, political consequences

Readings

Primary Sources

Martin Luther: To the Christian Nobility of the German Nation (1520)

Martin Luther: Confrontation at the Diet of Worms (1521)

Emperor Charles V: Peace of Augsburg (1555)

Secondary material

Johnson (2011): 64-84.

Week 4

**Topics: An Empire Divided**

Reformation and Counter Reformation

The Road to War

The Thirty Years War

Resumption of the Turkish Wars

Readings

Primary Sources

Rudolf II, Holy Roman Emperor: Letter of Majesty (1609)

Secondary material

Johnson (2011): 81-97.

Research paper: topic and bibliography are due

Week 5

**Topics: The Assertion of the Great Power position**

Consolidation in the East: Hungary and Transylvania

Struggle in the West: France and the War of the Spanish Succession

The Pragmatic Sanction and its Consequences

Readings

Primary Sources

Charles VI, Holy Roman Emperor: The Pragmatic Sanction (1713)

Secondary material  
Kann: (1977): 54-100.

Week 6  
Midterm Exam  
Period

**Topics: Habsburg Prague**  
Field trip  
  
Midterm exam

Week 7  
Midterm Exam  
Period

**Topics: The Crisis of 1740 and the Consequences**  
The War of the Austrian Succession  
The Diplomatic Revolution  
The Beginnings of the Austro-Prussian Rivalry

Readings - Secondary material  
Kann (1977): 156-170.

Week 8

**Topics: Enlightened Absolutism**  
A theory of Enlightened Absolutism  
The Reforms of Maria Theresa and Joseph II and their consequences  
Habsburg policy towards the Jews

Readings  
Primary Sources  
Immanuel Kant: What is Enlightenment? (1782)  
Joseph II, Holy Roman Emperor: Edict of Tolerance (1782)

Secondary material  
Manuel (1951): 86-105.  
Bérenger (1997): 80-98.

Research paper: outlines are due

Week 9

**Topics: Revolution and the Return of the Old Order**  
Facing the French Revolution: the clash of political and philosophical orders  
The Napoleonic Wars, the Congress of Vienna and the alliance of conservative monarchies  
The Metternich Era and the end of Enlightened absolutism

Readings  
Primary Sources



Confederation of the Rhine: Dissolution of the Holy Roman Empire (1806)

German Confederation: The Carlsbad Decrees – Confederal Press Law (1819)

Secondary material

Bérenger (1997): 125-137.

Taylor (1990): 38-53.

#### Week 10

##### **Topics: Revolution, Reaction, Modernization**

The rise of nationalism among the Habsburg peoples

The Revolution of 1848

Transition to Constitutional Government and creation of the Dual Monarchy

Emancipation of the Habsburg Jews

The end of the liberal era and the birth of Jewish nationalism

Readings

Primary Sources

František Palacký: Letter to the Frankfurt Parliament (1848)

Austrian Constitution: Fundamental Law Concerning the General Rights of Citizens (1867)

Theodor Herzl: A Solution to the Jewish Question (1896)

Secondary material

Kann (1977): 299-318.

#### Week 11

##### **Topics: Primus Inter Pares?**

Habsburg Foreign Policy after 1848

The Austro-Prussian struggle for Germany supremacy and the creation of Germany

The fateful German alliance

The end of the Great European Power

Readings

Primary Sources

Austria-Hungary and Germany: The Dual Alliance (1879)

Austria-Hungary, Germany and Russia: The Three Emperors' League (1881)



Secondary material  
Johnson (2011): 141-161

Research papers are due

Week 12

**Topics: Austria Delenda Est**

National conflicts and the (imagined?) Serbian threat  
The road to World War I  
World War I, the Paris Peace Conference and the end of Habsburg Austria

Readings

Primary Sources

Woodrow Wilson: The Fourteen Points (1918)

Tomáš Guarrigue Masaryk: The Case for the Successor States

Secondary material

Taylor (1990): 250-282.

Week 13

Review session and Final exam

Final Exam Week

## **Course Materials**

### **Primary Sources (in chronological order)**

Frederick I, Holy Roman Emperor: "Privilegium Minus" (1156)

<http://avalon.law.yale.edu/medieval/austria.asp>

Luther, Martin: "To the Christian Nobility of the German Nation" (1520)

<https://history.hanover.edu/texts/luthad.html>

Luther, Martin: "Confrontation at the Diet of Worms" (1521)

[http://www-personal.ksu.edu/~lyman/english233/Luther-Diet\\_of\\_Worms.htm](http://www-personal.ksu.edu/~lyman/english233/Luther-Diet_of_Worms.htm)

Charles V, Holy Roman Emperor: "Peace of Augsburg" (1555)

[http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=4386](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=4386)

Rudolf II, Holy Roman Emperor: "Letter of Majesty" (1609).



*The Czech Reader: History, Culture, Politics*, edited by [Jan Bažant](#), [Nina Bažantová](#), [Frances Starn](#).  
Duke University Press, 2010, pp. 80 – 81.

Charles VI, Holy Roman Emperor: “The Pragmatic Sanction” (1713)  
<http://personal.ashland.edu/~jmoser1/enlight/pragmatic.htm>

Kant, Immanuel: “What is Enlightenment?” (1782)  
<https://sourcebooks.fordham.edu/mod/kant-whatism.htm>

Joseph II, Holy Roman Emperor: “Edict of Tolerance” (1782)  
*The Jew in the Modern World: A Documentary History*, edited by Paul Mendes-Flohr and Jehuda Reinharz. Oxford University Press, 1995, pp. 36-40

Confederation of the Rhine: “Dissolution of the Holy Roman Empire” (1806)  
<https://chnm.gmu.edu/revolution/d/516/>

German Confederation: “The Carlsbad Decrees – Confederal Press Law” (1819)  
[http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=235](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=235)

Palacký, František: “Letter to the Frankfurt Parliament” (1848)  
[http://www.age-of-the-sage.org/history/1848/palacky\\_letter.html](http://www.age-of-the-sage.org/history/1848/palacky_letter.html)

“Austrian Constitution: Fundamental Law Concerning the General Rights of Citizens” (1867)  
<https://ecommons.cornell.edu/handle/1813/1443>

Austria-Hungary and Germany: “The Dual Alliance” (1879)  
[http://avalon.law.yale.edu/19th\\_century/dualalli.asp](http://avalon.law.yale.edu/19th_century/dualalli.asp)

Austria-Hungary, Germany and Russia: “The Three Emperors’ League” (1881)  
[http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=1858](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1858)

Wilson, Woodrow: “The Fourteen Points” (1918)  
[http://avalon.law.yale.edu/20th\\_century/wilson14.asp](http://avalon.law.yale.edu/20th_century/wilson14.asp)

Masaryk, Tomáš Garrigue: “The Case for the Successor States” (1927). *The Versailles Settlement. Was It Foredoomed to Failure?* Edited by I.J. Lederer. Heath, 1960, pp.99-105.



## Secondary sources

Chapters from the following books:

Bérenger, Jean. *A History of the Habsburg Empire 1273-1700*. Routledge, 1994.

Bérenger, Jean. *A History of the Habsburg Empire 1700-1918*. Routledge, 1997.

Johnson, Lonnie. *Enemies, Neighbors, Friends*. Oxford University Press, 2011.

Kann, Robert A. *A History of the Habsburg Empire 1526-1918*. University of California Press, 1974.

Manuel, Frank E. *The Age of Reason*. Cornell University Press, 1951.

Taylor, A.J.P. *The Habsburg Monarchy 1809-1918*. Penguin, 1976.

## Recommended Readings

The following books were also used to prepare the course. Students are not required to read them but they provide a good basis for further study and for the research paper.

Cohen, Gary B. and Franz A. Szabo. *Embodiments of power : Building Baroque Cities in Europe*. Berghahn, 2008.

Crankshaw, Richard. *The Fall of the House of Habsburg*. Cardinal, 1970.

Gainham, Sarah. *The Habsburg Twilight. Tales from Vienna*. Atheneum, 1979.

Holmes, Deborah and Lisa Silverman. *Interwar Vienna. Culture Between Tradition and Modernity*. Camden House, 2009.

Jaszi, Oskar. *The Dissolution of Habsburg Monarchy*. University of Chicago Press, 1929.

Judson, Pieter M. *The Habsburg Empire. A New History*. Harvard University Press, 2016.

Kann, Robert A. and Zdeněk V. David. *The Peoples of the Eastern Habsburg Lands, 1526-1918*. University of Washington Press, 1984.

McCagg, William O. Jr. *A History of the Habsburg Jews 1670-1918*. Indiana University Press, 1992.



Schorske: Carl E. *Fin-de-Siècle Vienna*. Vintage, 1981.

Tapié, Victor-L. *The Rise and Fall of the Habsburg Monarchy*. Praeger, 1971.

Wandycz, Piotr: *The Price of Freedom. A history of East Central Europe from the Middle Ages to the Present*. Routledge, 1993.