

The Habsburg Monarchy, 1618-1918

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Europe began in Vienna. Of all the historic states and empires that preceded today's European Union, the Habsburg Monarchy was arguably the most "European"—bringing together numerous nationalities and confessions in a single community under a non-national government for nearly three centuries, despite overwhelming odds. This course examines how such a conglomeration of disparate peoples and territories held together for so long, and how its cultural diversity provided the incubus for renowned achievements in art, music, science, gastronomy, and politics. We will begin with the Thirty Years' War, which set the disparate territories of the Monarchy on the road to integration, and trace the story of the realm's development to the end of the Great War, when it expired in a wave of national revolutions. The period from 1740 (when Maria Theresa began laying the foundations of the late modern Monarchy) to 1918 will comprise the bulk of the course.

The histories of Bosniaks, Croats, Czechs, Flemings, Germans, Italians, Magyars, Poles, Romanians, Serbs, Slovaks, Slovenes, Ukrainians, Walloons, and several smaller nations are intimately bound up with that of the Austrian Habsburg Monarchy, and we will devote considerable attention to their national awakenings and efforts to participate (or not) in the governing of the common state. The leadership styles of particular rulers will also merit our consideration. It is, of course, impossible to study the Monarchy in isolation. Until 1806 the Habsburgs usually did double duty as Holy Roman Emperors, and their imperial ambitions led them to expand into the territory of the Ottoman Empire and the Polish-Lithuanian Commonwealth. Consequently, though our focus will be on the Monarchy, we will also learn about these neighbouring entities and their various successors.

READING MATERIALS

The following books are available for purchase at Paragraphe Bookstore, 2220 McGill College Ave. They are also available on reserve at McLennan Library.

Charles Ingrao, *The Habsburg Monarchy, 1618-1815*
A.J.P. Taylor, *The Habsburg Monarchy, 1809-1918*

Hans Jakob Christoph von Grimmshausen, *Adventures of a Simpleton*
Jean-Jacques Rousseau, *The Government of Poland*
Ivo Andrić, *The Bridge on the Drina*
Joseph Roth, *The Radetzky March*

Additional, short readings are available via the course website.

COURSE REQUIREMENTS

The breakdown of assignments and weights for overall mark determination are as follows:

Conference Participation	10%
Quizzes	10%
Constitutional Midterm	20%
Research paper <i>or</i> Contextualizing Critiques	30%
Final Exam	30%

Class Participation: Conferences will provide a forum for focused discussion of particular themes in the course. Since only six conferences are scheduled, any unexcused non-attendance will have a significant negative impact on your participation grade. Active engagement in the conferences is crucial.

Quizzes: Two quizzes, one geographic and one ethnographic, will be administered in class on dates that will be announced at least a week in advance. The geographic quiz will ask you to identify historical provinces and regions on a map; the ethnographic quiz will ask you to match the names of the various “national awakeners” discussed in lectures with descriptions of their activities.

Constitutional Midterm: In conjunction with our discussion of the revolutions of 1848, you will be asked to write a 5-7 pp. essay outlining a constitution for the Habsburg Monarchy and explaining how your proposal would have successfully balanced competing national, regional, class, and dynastic interests.

Research Paper: If you choose this option, a research paper of 10-12 pp., examining a question of your choosing, will be due on Apr. 16. To ensure that your topic is viable, you will be asked to submit a 1-page discussion of the main primary sources you propose to use, identifying a research question that these sources answer, by Feb. 12. (This proposal will not be graded.)

Contextualizing Critiques: Instead of a research paper, you may elect to write two 5-6 pp. papers, each concerning one of the four books we will discuss in the conferences or one of the two films that will be screened outside of class (only one of the two papers may address a film). Papers on *Adventures of a Simpleton*, *The Bridge on the Drina*, *The Radetzky March*, or one of the films (*Amadeus* and *Sissi: The Young Empress*) should evaluate their historical accuracy. Papers on *The Government of Poland* should assess the merits of Rousseau’s proposals or delineate their historical impact. In all cases, arguments should be informed by reference to secondary literature. Book critiques will be due at the appurtenant conference, while film critiques will be due two weeks after the appurtenant screening.

Final Exam: A formal examination will take place between sometime Apr. 17 and 30, as scheduled by the university's central exam office. The exam will test your knowledge of basic facts and ask you to reflect critically on the semester's readings and lectures.

N.B.: The use of mobile phones and laptop computers in class is prohibited (except when laptops are prescribed to compensate for a disability). Use of these devices in the classroom can be disruptive, and psychological research has conclusively demonstrated that students learn better when they take notes by hand rather than on a keyboard.

WORKING SCHEDULE

PRELUDE: 1618-1740

- M, Jan. 8 Introduction
- W, Jan. 10 Prague's Second Defenestration
- F, Jan. 12 The Thirty Years' War

- M, Jan. 15 The Peace of Westphalia
- W, Jan. 17 Baroque Society and Culture
- F, Jan. 19 The Reconquest of Hungary

- M, Jan. 22 The War of the Spanish Succession
- W, Jan. 24 The Realms of Charles VI
- F, Jan. 26 **Conference: What Was the Impact of the Thirty Years' War?**

Readings: Ingrao, preface and chapters 1-4; Grimmshausen [152+245=397]
The Letter of Majesty (1609) [2]
The Edict of Restitution (1629) [4]
The Peace Treaties of Westphalia (1648) [14]
Mary Wortley Montagu, letters from Vienna and Prague (1716) [21]
Mary Wortley Montagu, letter from Hungary (1717) [7]
The Pragmatic Sanction (1713/23) [3]

ALLEGRO MA NON TROPPO: 1740-1795

- M, Jan. 29 Maria Theresa and the War of the Austrian Succession
- W, Jan. 31 The First Partition of Poland-Lithuania
- F, Feb. 2 Enlightenment in Central Europe

- M, Feb. 5 Joseph II, the Revolutionary Emperor
Evening film screening: Amadeus
- W, Feb. 7 The French Revolution and the Destruction of Poland-Lithuania
- F, Feb. 9 **Conference: Could Poland Have Been Saved?**

Readings: Ingrao, chapters 5, 6, and 7 to p. 234; Rousseau [84+116=200]
Maria Theresa's Political Testament (1750) [24]
Joseph II, "Political Daydreams" (1763) [5]
The Edict of Toleration of Joseph II (1781) [2]

Supplex Libellus Valachorum (1791) [2]
The Constitution of May 3 (1791) [10]
Ignác Martinovics, “Catechism of the Secret Society of Reformers” (1794) [9]
Tadeusz Kościuszko’s Połaniec Manifesto (1794) [5]

MOLTO VIVACE: 1795-1849

M, Feb. 12 Napoleon in Austria
Research paper proposals due
W, Feb. 14 The Congress of Vienna
F, Feb. 16 **Conference: Ethnographic Activity**
M, Feb. 19 National Awakenings (Phase A)
W, Feb. 21 National Awakenings (Phase B)
F, Feb. 23 **Conference: What Constitution Would Have Worked for Austria?**
M, Feb. 26 The Revolutions of 1848: The Springtime of the Peoples
W, Feb. 28 The Revolutions of 1848: Spring Turns to Autumn
F, Mar. 2 The Counter-Revolution of 1849
Constitutional midterms due

Readings: Ingrao, chapter 7 from p. 234; Taylor, preface and chapters 1-7 [8+92]
Ján Kollár, *The Daughter of Sláva* (1824) [6]
Adam Mickiewicz, “Prophecies” (1832) [13]
-----, *Pan Tadeusz* (1834) [14]
Ljudevit Gaj, “Announcement” (1834) and “Proclamation” (1835) [8]
The Manifesto of the Polish Democratic Society (1836) [12]
Ilija Garašanin, “The Draft” (1844) [6]
Lajos Kossuth, speech in the Hungarian Diet (1848) [10]
Sándor Petőfi, “National Song” (1848) [5]
Demands of the Croats (1848) [2]
Petition to the Emperor against the Unification of Bohemia and Moravia (1848) [7]
František Palacký, Letter to Frankfurt (1848) [8]
Requests of the Slovak Nation (1848) [6]
Manifesto of the First Pan-Slavic Congress (1848) [4]
Outline of the Fundamental Laws of Austria (1848) [4]
Declaration of Independence by the Hungarian Nation (1849) [9]
Andrić, chapters 1-8 (*in preparation for next movement*) [96]

READING WEEK

ADAGIO MOLTO E CANTABILE: 1849-1881

M, Mar. 12 The New Absolutism
W, Mar. 14 Bismarck’s Wars and the Austro-Hungarian *Ausgleich* of 1867
Evening film screening: Sissi: The Young Empress
F, Mar. 16 The *Gründerzeit*

- M, Mar. 19 Habsburg Bosnia
W, Mar. 21 National Awakenings (Phase C)
F, Mar. 23 **Conference: Was Habsburg Rule Good for Bosnia?**

Readings: Taylor, chapters 8-13; Andrić, chapters 9-24 [78+199]
Ferenc Deák, speech to the Hungarian Diet (1866) [5]
The Austro-Hungarian Compromise Law of 1867 [7]
The Treaty of Berlin (1878) [4]
Aleksander Świętochowski, “Political Directions” (1882) [5]
“Aims of the Polish Socialist Party” (1892) [2]

PRESTO: 1881-1918

- M, Mar. 26 Socialism and Feminism
W, Mar. 28 Anti-Semitism, Zionism, and Dynastic Loyalty

W, Apr. 4 Turn-of-the-Century Society and Culture
F, Apr. 6 Compromise and Crisis in 1905

M, Apr. 9 An Archduke in Bosnia
W, Apr. 11 War and Revolution, 1914-1918
F, Apr. 13 **Conference: What Caused the Demise of the Habsburg Monarchy?**

Readings: Taylor, chapters 14-18; Roth [89+326]
Mark Twain, “Stirring Times in Austria” (1898) [11]
The Resolution of Fiume (1905) [2]
The Resolution of Zara (1905) [1]
Denunciation by Austria-Hungary of Article XXV of the Treaty of Berlin (1908) [3]
Tomáš G. Masaryk, “Independent Bohemia” (1915) [18]

ENCORE

- M, Apr. 16 The Habsburg Legacy
Research papers due

Readings: Taylor, epilogue; Ingrao, chapter 8 [10+6]

The final exam will be scheduled sometime between Tues., Apr. 17 and Mon., Apr. 30.

UNIVERSITY POLICIES

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism, and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see <http://www.mcgill.ca/integrity/> for more information).

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.