

Diversity and Belonging in Modern Central Europe

EUH 3931

Syllabus

Spring 2023

Instructor: Katalin Franciska Rac

Email address: katalin.rac@ufl.edu

Class meets on Mondays, Wednesdays, and Fridays in 5th period 11:45 am–12:35 pm in [Keene-Flint Hall 0105](#)

Office hours: Mondays, Wednesdays, and Fridays 6th period or by appointment via Zoom

Course description:

Central Europe has always been one of the ethnically and religiously most diverse regions of the European continent. Bordered by the rivers Rhine in the west, the Bug in the east, the Baltic Sea in the north, and the Adriatic Sea and the Danube in the south, this area witnessed rapid and dramatic changes in the course of the two centuries after Empress Maria Theresa ascended to the Habsburg throne, and Frederick the Great was crowned King of Prussia in 1740. This course explores how these changes shaped the region's ethnic and religious communities and what other ties of belonging emerged in their aftermath. It demonstrates that the region's diverse character stemmed from the significance Central Europeans ascribed not only to language usage and religiosity but also to gender identity, age, profession, level of learning, social status, sexual orientation, hobbies and leisure activities, membership in civic associations, and other factors.

Course objectives:

- Students will acquire knowledge of the modern history of the Central European region
- Students will explore and analyze the role of diversity and expressions of belonging in the lives of the region's communities
- Students will be able to assess the mutual influence between politics and cultural identity formation
- Students will hone their skills in critical thinking and academic writing

Course policies:

Classes will include lectures and discussions, the latter held on the last class of the week. Discussions will focus on the assigned articles and book chapters (not the textbook) for the week. It is highly recommended to complete the readings no later than by Wednesday each week. Students are encouraged to ask informed questions during lectures and discussions or

after class. Informed questions attest to interest in the course material and completion of the required readings. 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 sensitivity toward and appreciation of differences in worldviews and cultural values. The instructor will address the students accordingly and will work to ensure that the classroom is an inspiring place for learning and intellectual growth. (See more about communication below.)

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

In addition to regular attendance, completing the readings, and participation in class discussions (5 points), throughout the semester, students will answer ten short prompts (10*4 points), take two quizzes (2*5 points), write two maximum 1000 words long papers (2*10 points), and a 2000 words long paper (25 points). The short papers will answer specific prompts. The longer paper is an individually developed research paper. Each paper assignment will be made accessible via Canvas and include a rubric. Deadlines are indicated in the course schedule. The ten short prompts will be available on Canvas after the week's last (Friday) class, and the window to answer the prompts will be open until the beginning of the following (Monday) class. Each prompt is worth four points; by answering all ten prompts, students can earn forty of the hundred points (the final grade). (See below the breakdown of the final grade.) The dates of the quizzes are also indicated in the course schedule (see below, page 6).

Late work acceptance policy:

Students who cannot complete their work (short prompts and the two shorter papers) may submit their work late. The instructor will deduct one point from the total score of the assignment for each day of delay. Short prompt answers submitted four or more days after the deadline will not be evaluated. Students who due to reasonable cause would like to ask for an extension of the deadline for any work, except for the final research paper, should contact the instructor in advance and in writing. In the case of the final paper due on the last day of the semester, no late work will be accepted.

Attendance:

Requirements for class attendance and make-up quizzes, 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/>. Students are asked to inform the instructor in advance if they are unable to attend class and to discuss the deadline to make up the material covered during the absence. If prior notification is not possible, the student will contact the instructor about the absence at the earliest possible time. 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 concerns or questions 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 ideas 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. 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:

Table 1 Grades and grade scores

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. For each day of delay, the instructor will deduct 1 point. (There will be no reason to submit a weekly prompt in more than four days of delay, given that maximum four points can be earned with each prompt.)

The final grade will be computed of the following elements:

Participation in class discussions	5%
Quizzes (2*5 points)	10%
Short prompts (10*4 points)	40%
1 st 1000-word paper	10%
2 nd 1000-word paper	10%
Final, 2000-word 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.aa.ufl.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.aa.ufl.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:

There are no books or other materials that students are required to purchase. Required readings are available—in electronic format—via the Library or—scanned readings—on either Canvas or Ares. 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

Articles and book chapters are available via the Library's website, on ARES, or Canvas. To access materials from the Library's website, one must be logged on in order to access the readings.

****Changes to the schedule and/or readings may occur. The Instructor will add the primary sources read in class to the readings. Changes will be communicated via Canvas and in the classroom.****

Week 1 | January 9, 11, 13 | Introduction: Diversity and Belonging in Central Europe's modern history

Readings:

William W. Hagen, Chapters 2 and 3, "Herrschaft: Lordship and Power in the Germanies," and "Alltag: Contours of Daily Life in the Seventeenth and Eighteenth Centuries" in *German History in Modern Times: Four Lives of the Nation* (Cambridge: Cambridge University Press, 2012), 21–59. [Canvas]

Riger, Stephanie and Paul J. Lavrakas. "Community Ties: Patterns of Attachment and Social Interaction in Urban Neighborhoods," *American Journal of Community Psychology* 9, no. 1 (February 1, 1981): 55–66.

Salo Wittmayer Baron, Chapter I "Varieties of Nationalist Experience," in *Modern Nationalism and Religion* (New York, Philadelphia: Meridian Books, The Jewish Publication Society of America, 1960): 1–23. [Canvas]

1st short prompt at the end of the week

Week 2 | January 16 (holiday, no class), 18, 20 | Communicating Power and Belonging in 18th-Century Central Europe: Maria Theresa's reign

Readings:

Pieter Judson, Chapter One "The Accidental Empire," in *The Habsburg Empire: A New History* (Cambridge: The Belknap Press of Harvard University Press, 2018), 16–50.

Crowe, David M. "From Persecution to Pragmatism: The Habsburg Roma in the Eighteenth Century," *Austrian History Yearbook* 37 (2006): 99–120. doi:10.1017/S0067237800016799.

Ernst Wangermann, Chapter 11 "Confessional Uniformity, Toleration, Freedom of Religion: An Issue for Enlightened Absolutism in the Eighteenth Century," in *Diversity and Dissent Negotiating Religious Difference in Central Europe, 1500-1800*, eds. Franz A. J. Szabo, Gary B. Cohen, Howard Louthan (New York: Berghahn, 2011), 209–218.

Week 3 | January 23, 25, 27 | Josephinism

Readings:

Judson, Chapter Two "Servants and Citizens, Empire and Fatherland, 1780–1815," 51–88.

Joonas Jussi Sakari Korhonen, "Urban Social Space and the Development of Public Dance Hall Culture in Vienna, 1780–1814," *Urban History* 40, no. 4 (2013): 606–624.

2nd short prompt at the end of the week

Week 4 | January 30, February 1, 3 | French Revolution and the Fall of the Holy Roman Empire. Expressions of political dissent and identity

Readings:

Judson, Chapter Two "Servants and Citizens, Empire and Fatherland, 1780–1815," 89–102.

Esteban Buch, "The Ode to Joy and the Emperor's Anthem," in *Beethoven's Ninth: A Political History*, transl. by Richard Miller (Chicago and London: The University of Chicago Press, 2003), 45–65. [ARES]

James M. Brophy, "The Hand Press and Political Dissent: Forbidden Print in Central Europe, 1800–1848," in *Print Culture at the Crossroads: The Book and Central Europe*, eds. Drew B. Thomas, Elizabeth Dillenburg, Howard Paul Louthan (Leiden: Brill, 2021), 513–531. [ARES]

3rd short prompt at the end of the week

Week 5 | February 6, 8, 10 | Attachment to and love of the national community, 1800–1830s

Readings:

Judson, Chapter Three "An Empire of Contradictions, 1815–1848," 104–154.

Gary D. Stark, "The Ideology of the German Burschenschaft Generation," *European Studies Review* 8 (1978): 323–48.

Choose one of the two readings:

Maxwell, Alexander. "Why the Slovak Language Has Three Dialects: A Case Study in Historical Perceptual Dialectology," *Austrian History Yearbook* 37 (2006): 141–62. doi:10.1017/S0067237800016817.

Török, Zsuzsanna. "The Friends of Progress: Learned Societies and the Public Sphere in the Transylvanian Reform Era," *Austrian History Yearbook* 36 (2005): 94–120. doi:10.1017/S0067237800004859.

Week 6 | February 13, 15, 17 | The 1840s: Competing identity discourses

First quiz on the material of weeks 2–5, February 13, 2023, at the beginning of the class

Readings:

Judson, Chapter Four "‘Whose Empire?’ The Revolutions of 1848–49," 155–214.

Levente Nagy, Chapter 12 "Romans, Romanians and Latin-Speaking Hungarians: The Latin Language in the Hungarian-Romanian Intellectual Discourse of the Eighteenth and Nineteenth Century, in *Latin at the Crossroads of Identity: The Evolution of Linguistic Nationalism in the Kingdom of Hungary*, eds. Gábor Almási, , Lav Subarić, (Leiden, Boston: Brill, 2015), 278–306. [e-book]

Week 7 | February 20, 22, 24 | Vormärz-Ausgleich: collective identities after failed revolutions

First 1000-word paper is due on Monday, February 20, 2023, at the beginning of the class in hard copy and electronically on Canvas

Readings:

Judson, Chapter Five "Mid-Century Modern," 218–268.

Choose one of the two readings:

Elaine Glovka Spencer, "Regimenting Revelry: Rhenish Carnival in the Early Nineteenth Century," *Central European History* 28, no. 4 (1995): 457–81.

J. T. Murphy, "Contesting Surveillance: The German gymnastics movement and the Prussian State 1850-1864," *German History* 36, no. 1 (2018): 21–37.

4th short prompt at the end of the week

Week 8 | February 27, March 1, 3 | Ausgleich-German Unification

Readings:

Judson, Chapter Six "Culture Wars and Wars for Culture," 269–332.

Choose one of the two readings:

John Alexander Williams, “‘The Chords of the German Soul Are Tuned to Nature’: The Movement to Preserve the Natural Heimat from the Kaiserreich to the Third Reich,” *Central European History* 29, no. 3 (1996): 339–384.

Caitlin E. Murdock, “Tourist Landscapes and Regional Identities in Saxony, 1878–1938,” *Central European History* 40, no. 4 (December 2007): 589–621.

5th short prompt at the end of the week

Week 9 | March 6, 8, 10 | Mass movements and politics

Readings:

Judson, Chapter Seven “Everyday Empire, Our Empire, 1880-1914,” 333–384.

Choose two of the three readings:

Mark Biondich, “Agrarianism and National Integration: The Ideology and Organization of Croat Peasantism,” in *Stjepan Radić, the Croat Peasant Party, and the Politics of Mass Mobilization, 1904-1928* (Toronto, New York, London: University of Toronto Press, 2000), 62–90. [e-book]

Paul Robert Magocsi, Chapter 8 “The Krachkovs’kyi Society and the National Revival in Nineteenth-Century East Galicia,” in *The Roots of Ukrainian Nationalism: Galicia as Ukraine’s Piedmont* (Toronto, London, Buffalo: University of Toronto Press, 2002), 119–147. [ARES]

Andriy Zayarnyuk, “Obtaining History: The Case of Ukrainians in Habsburg Galicia, 1848–1900,” *Austrian History Yearbook* 36 (2005): 121–47.
doi:10.1017/S0067237800004860.

6th short prompt at the end of the week

Spring break: week of March 13, no classes

Week 10 | March 20, 22, 24 | 1900–1914: Colonialism and the Balkans before World War I

Readings:

Judson, Chapter Eight “War and Radical State-Building, 1914–1925,” 385–441.

Reading for weeks 10–12

Choose two of the three readings:

Sacha E. Davis, “Competitive Civilizing Missions: Hungarian Germans, Modernization, and Ethnographic Descriptions of the ‘Zigeuner’ before World War I,” *Central European History* 50, no. 1 (March 2017): 6–33.

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

Alison Fleig Frank, “The Boys Don’t Sleep at Home,” in *Oil Empire: Visions of Prosperity in Austrian Galicia* (Cambridge: Harvard University Press, 2007), 109–140. [e-book]

7th short prompt at the end of the week

Research topic by the end of the week

Week 11 | March 27, 29, April 1 | Gendered diversities, belonging, and hatred

Readings:

Lisa M. Todd, “The Soldier's Wife Who Ran Away with the Russian”: Sexual Infidelities in World War I Germany,” *Central European History* 44, no. 2 (June 2011): 257–278.

Agatha Schwartz, “Austrian Fin-de-Siècle Gender Heteroglossia: The Dialogism of Misogyny, Feminism, and Viriphobia,” *German Studies Review* 28, no. 2 (May 2005): 347–366.

Erich Maria Remarque, “Joseph’s Wife,” in *Eight Stories* (New York: New York University Press, 2018), 51–69. [ARES]

8th short prompt at the end of the week

Week 12 | April 3, 5, 7 | Childhood at the Turn of the Century

Readings:

Ernst Bruckmüller, “Patriotic and National Myths: National consciousness and Elementary School Education in Imperial Austria,” in *The Limits of Loyalty: Imperial Symbolism, Popular Allegiances, and State Patriotism in the Late Habsburg Monarchy*, eds. Daniel L. Unowsky and Laurence Cole (New York, Oxford: Berghahn Books, 2007), 11–36. [ARES]

Tara Zahra, “Czech Schools for Czech Children!,” in *Kidnapped Souls: National Indifference and the Battle for Children in the Bohemian Lands 1900-1948* (New York, Cornell University Press, 2008), 13–48. [e-book]

Choose between the two readings:

Brian Ganaway, “Engineers or Artists? Toys, Class and Technology in Wilhelmine Germany,” *Journal of Social History* 42 no. 2 (Winter, 2008): 371–401.

Sace Elder, “A Right to Beat a Child? Corporal Punishment and the Law in Wilhelmine Germany,” *Central European History* 47, no. 1 (March 2014): 54–75.

Week 13 | April 10, 12, 14 | Old-New States and Migration in the Interwar Period

Second quiz on the material of weeks 9–12 on Monday, April 10, 2023, at the beginning of the class

Readings: *choose three of the readings*

Maura Hametz, "Zionism, Emigration, and Antisemitism in Trieste: Central Europe's 'Gateway to Zion,' 1896–1943" *Jewish Social Studies* 13, no. 3 (Spring–Summer 2007): 103–134.

Annemarie Steidl, *On Many Routes: Internal, European, and Transatlantic Migration in the Late Habsburg Empire* (West Lafayette: Purdue University, 2021), 166–170; 197–209. [ARES]

Jeremy King, Chapter 5 "Bohemian politics reframed," in *Budweisers into Czechs and Germans: A Local History of Bohemian Politics, 1848–1948* (Princeton: Princeton University Press, 2021), 153–188.

Choose one of the two readings:

Wendland, Anna Veronika. "Post-Austrian Lemberg: War Commemoration, Interethnic Relations, and Ban Identity in L'viv, 1918-1939," *Austrian History Yearbook* 34 (2003): 83–102. doi:10.1017/S0067237800020440.

https://www.academia.edu/76633302/Post_Austrian_Lemberg_War_Commemoration_Interethnic_Relations_and_ban_Identity_in_L%C4%BEviv_1918_1939

Peter Haslinger "Building a Regional Identity: The Burgenland, 1921–1938," *Austrian History Yearbook* 32 (January 2001): 105–123.

9th short prompt at the end of the week

Week 14 | April 17, 19, 21 | The Outbreak of World War II

Readings:

John Conelly, Chapter 13 "The Failure of National Self-Determination,"; Chapter 14 "Fascism Takes Root: Iron Guard and Arrow Cross," in *From Peoples into Nations: A History of Eastern Europe* (Princeton: Princeton University Press, 2020), 362–389; 390–408. [e-book]

Tchoukarine, Igor. "The Contested Adriatic Sea: The Adriatic Guard and Identity Politics in Interwar Yugoslavia," *Austrian History Yearbook* 42 (2011): 33–51. doi:10.1017/S0067237811000038.

10th short prompt at the end of the week: watch the movie Colonel Redl

Week 15 | April 24, 26 | Conclusion

Final paper is due on April 26, at the beginning of the class electronically on Canvas (no hard copy will be submitted)