

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS
HISTORY PROGRAMME – HIST 448

National Awakening in Eastern Europe



Course Coordinator: Dr. Alexander Maxwell
Room: OK 422 Tel: 04 463 6753
Email: alexander.maxwell@vuw.ac.nz

Course Content

During the nineteenth century, patriots in East-Central Europe began to locate political legitimacy in something called the “nation” (*národ*, *nemzet*, *Volk*), posing an increasing threat to the dynastic Empires that dominated the region. Czech historiography describes this process as “national awakening” (*národní obrození*). The metaphor of slumbering national consciousness has its difficulties, but provides a useful shorthand. This course therefore investigates “national awakening” in East-Central Europe. Students will read primary sources from foreign observers of the national awakening process, documents written by national awakeners, case studies from contemporary historians, and canonical theoretical works on nationalism.

Class dates:

Trimester dates: 28 February – 12 November 2011

Teaching dates: 28 February – 14 October 2011

Mid-trimester breaks: 18 April – 1 May, 22 Aug. – 4 September 2011

Class times:

Wednesdays 10-10:50 am, Wood Seminar Room (OK 406).

Course Overview

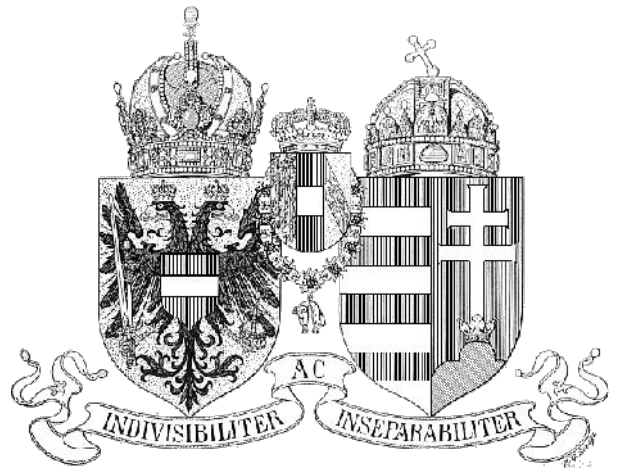
Learning objectives

Students who successfully complete this course will be familiar with the historiography on national awakening in East-Central Europe. They will have acquired expertise in the history and culture of a specific country in the region. They will have demonstrated the ability to present information verbally. They should, most importantly, be able to write a sophisticated research paper informed both by theoretical debate and the evidence of primary sources.

Study Groups (country specialization)

While East-Central Europe boasts a great variety of peoples, languages and cultures, none of them are Anglophones. Monolingual Anglophone historians thus face significant difficulties studying the history of this region. This course tries to circumvent linguistic obstacles by encouraging regional specialization: students will write their research papers on a single country. Students should become mini-experts in that country's history and culture, and are encouraged to dabble in their country's music, literature, sport, and so forth, according to their personal interests. Students will form **study groups** based on the country of specialization. Study groups will, hopefully, facilitate learning between students working on the same country. Students in a given study group are encouraged to learn about each other's research projects, send each other references, ask each other questions, and share library books, and other sources.

Barring extraordinary circumstances, students will form two study groups. The first group, the **Hungarian experts**, enjoys a surprising variety of primary sources: several Anglophone travellers wrote high-quality travel accounts describing nineteenth century Hungary, and additionally several Hungarian exiles wrote English-language books about Hungary after the failed 1848 revolution. The second group, the **Czech experts**, enjoys a rich variety of secondary sources: several nationalism theorists have written with the Czech case in mind, and additionally several outstanding case-studies examine both Czech and German nationalism in Bohemia.



Multilingual students who can demonstrate a reading knowledge of German, Russian, or any other relevant East-European language may choose to work on a different East-European country. Students with relevant linguistic skills should contact the instructor as soon as possible, and no later than the second week of class. Students who have compelling reasons to study a national movement other than the Czech or Hungarian may also be accommodated; such students should also contact the instructor as soon as possible, and no later than the second week of class. Since students who receive permission to work alone cannot participate in the group presentations, alternate equivalent assessments will be devised as appropriate.

Recommended Reading

Students will receive a bibliography at the beginning of class.

Seminar Schedule – Trimester 1, 2011

2 March Introduction to the course

Nationalism vs. “national awakening.” Course requirements. Forming study groups. Class rep.
Sándor Petőfi, *Nemzeti dal* [National song]

9 March A Hungarian “awakener”: István Szechenyi the “*legnagyobb magyar*.”

George Barany, “Regenerating a Nation,” in: *Stephen Szechenyi and the Awakening of Hungarian Nationalism, 1791-1841* (Princeton: Princeton University Press, 1968), 135-83.

16 March A Czech “awakener”: František Palacký the “*otec národa*.”

Josef Zacek, “Palacký and the Czech National Revival: A Biographical Sketch,” “The *Děkiny Národu Českého*,” in: *Palacký: The Historian As Scholar and Nationalist* (Hague: Mouton, 1970), 13-28, 55-74.

23 March Group presentations

Banknotes and national heroes. **Group presentations today!**

30 March A Slavic “awakener” in Hungary: Jan Kollár.

Ján Kollár, *Reciprocity Between the Various Tribes and Dialects of the Slavic Nation* (Bloomington: Slavica, 2008), 73-136.

6 April The 1848 Revolution in Prague.

Stanley Pech, “Slavic Congress,” “Six Days in June,” and “Czechs and Slovaks,” in: *The Czech Revolution of 1848* (Chapel Hill: University of North Carolina, 1969), 123-366, 263-74.

13 April The Hungarian Revolution of 1848 and its aftermath.

Oscar Jászi, “Kossuth and the Treaty of Trianon,” *Foreign Affairs*, vol. 12, No. 1 (Oct. 1933), 86-97.
Milestone 1: 20 pages of notes.

Mid-trimester break: 18 April – 1 May, 2011.

4 May Competing national concepts in Hungary: baron József Eötvös.

Paul Bödy, selections from “Joseph Eötvös and the Modernization of Hungary,” *Transactions of the American Philosophical Society*, vol. 62, no. 2 (1972), 60-89, 111-15.

11 May Group presentations

1848 in historiography. **Group presentations today!**

18 May Narratives of Czech History: professor Tomáš Masaryk

Tomáš G. Masaryk, “Czechs and Slavs,” “Completion of the Czech National Renaissance,” *The Meaning of Czech History* 46-60, 76-101.

Milestone 2: A paragraph on a primary source.

1 June Czechs, Slovaks, Hungarians, and R.W. Seton-Watson.

“Czecho-Slovak Claims” (1919) and “The Situation in Slovakia and the Magyar Minority” (1928), in: Jan Rychlík, ed., *Documents/Dokumenty* (Martin: Ústav Matica Slovenská, 1995), 278-92; 409-25.

Seminar Schedule – Trimester 2, 2011

13 July The Terminological arguments begin

Umur Özkırımlı, “Discourses and Debates on Nationalism,” in: *Theories of Nationalism: A Critical Introduction* (New York: St. Martin’s Press, 2000), 12-63.

Milestone 3: A paragraph on a secondary source.

20 July Modernization Theory

Benedict Anderson, “Introduction,” “Old Languages, New Models,” “Official Nationalism and Imperialism,” *Imagined Communities* (London: Verso, 1991), 1-7, 67-111.

See also: Otto Bauer, “The Nation,” in: Stuard Woolf, ed. *Nationalism in Europe, 1815 to the Present: A Reader* (London: Routledge, 1996), 61-77; Eric Hobsbawm, *Nations and Nationalism since 1780* Ernst Gellner, *Nations and Nationalism* (Oxford, 1983); Eric Hobsbawm, *Nations and Nationalism Since 1780, Programme, Myth, Reality* (Cambridge: Canto, 1992), in Eric Hobsbawm, Terence Ranger, eds., *The Invention of tradition* (Cambridge: Cambridge University Press, 1992).

27 July Rogers Brubaker’s social-constructivist approach

Rogers Brubaker, *Ethnicity Without Groups* (Cambridge, Mass: Harvard University press, 2004), 7-27.

See also: Rogers Brubaker, Frederick Cooper, “Beyond ‘Identity’,” *Theory and Society*, vol. 29, no. 1 (2000), 1-47, also available as a book chapter in *Ethnicity Without Groups*. For a critique of modernization theory, see Anthony D. Smith, *Ethno-Symbolism and Nationalism: A Cultural Approach* (London: Routledge 2009); see also Smith’s famous “Warwick debate” with Gellner: <http://www.lse.ac.uk/collections/gellner/Warwick.html>

3 August Dual Dichotomies of Nationalism

Hans Kohn, *The Idea of Nationalism: A Study in its Origins and Background*, 329-34; Rogers Brubaker, “ ‘Civic’ and ‘Ethnic’ Nationalism,” *Ethnicity Without Groups*, 132-146.

See also: John Plamenatz, “Two Types of Nationalism” in: Kamenka, ed., *Nationalism: The Nature and Evolution of an Idea* 22-36; see also: David Brown, “Are there Two Nationalisms? Good-Civic and Bad-Ethnocultural,” *Contemporary Nationalism: Civic, Ethnocultural and Multicultural Politics* (New York: Routledge, 2000), 50-69; William Skuban, ed. *Nationalism, East and West: Civic and Ethnic Conceptions of Nationhood* (Oxford: Blackwell, 2008). **Milestone 4: drafts are due for peer review!!**

10 August Peer review feedback session.

Discussion of student drafts.

Peer reviews due!!

17 August Hroch’s stage theory

Miroslav Hroch, *Social Preconditions of National Awakening* (Cambridge: Cambridge University Press, 1985), 3-30.

See also: Alexander Maxwell, “Typologies and Phase Theories in Nationalism Studies: Hroch’s A-B-C Schema as a Basis for Comparative Terminology,” *Nationalities Papers*, vol. 38, no. 6 (November 2010), 865–880.

Mid-Trimester break: 22 August – 4 September, 2011.

7 September Nationalizing the peasantry?

Eugen Weber, *Peasants into Frenchmen*, "Give us this day," 130-45, "Migration...Military Service," 292-303.

See also: Maxwell, "Budapest and Thessaloniki as Slavic Cities (1800-1914): Urban Infrastructures, National Organizations and Ethnic Territories," *Ethnologia Balkanica*, vol. 9 (2006), 43-64.

14 September Travel Accounts

Henry Brailsford, *Macedonia: its Races and Peoples* ch. IV "The Races of Macedonia" sections 1, 10-11 <http://www.promacedonia.org/en/hb/index.html>

See also: Maxwell, "Slavic Macedonian Nationalism: From 'Regional' to 'Ethnic'," *Ethnologia Balkanica*, vol. 11 (2008), 127-54.

28 September Paper presentations

Student research.

Solo presentations today!

5 October Multi-ethnic loyalties?

Jeremy King, "Introduction," "Politics in Flux," *Budweisers into Czechs and Germans: A Local History of Bohemian Politics, 1848-1948* (Princeton: University Press, 2002), 1-47.

See also: Maxwell "Multiple Nationalism: National Concepts in 19th century Hungary and Benedict Anderson's 'Imagined Communities'," *Nationalism & Ethnic Politics*, vol. 11, no.3 (Fall 2005), 385-414.

12 October Nationalism as disruptor of multi-ethnic coexistence

Pieter Judson, *Guardians of the Nation: Activists on the Language Frontiers in Imperial Austria*, (Cambridge, MA: Harvard University Press, 2006), Read chapter 2: "Schoolhouse fortresses," 29-65.

Papers due: 14 October!



Assessment

Course Requirements

To pass this course, students must: (a) Submit the written work specified for this course by the specified dates (subject to provisions for submitting late work), (b) attend at least 75% of the scheduled seminars, (c) demonstrate geographic literacy by the end of the first semester, and (d) describe their work orally (in the “solo presentation”).

This course contains several items of assessment, but the central item is a research paper. Students should focus their efforts on writing the research paper. The minor assignments should help students acquire the necessary background knowledge to write their paper. Due dates are given in the seminar schedule, above. Each of the assignments are described in detail, below.

1. Geographic literacy	7%
2. Group presentation: banknotes	7%
3. Group presentation: 1848	7%
4. Research essay:	60%
5. Peer reviews	10%
6. Solo presentation (research paper)	9%

History Programme policy stipulates that late submission of essays is penalised. Students lose 5% for the first day late and 2% thereafter for 8 days. After 8 days, work can be accepted for mandatory course requirements but will not be marked. Extensions may be granted in exceptional circumstances, but **all extensions require the student to provide documentation**. Extension forms are available in the History Programme office. Students granted an extension must agree to a new due date. Contact the instructor as soon as a problem emerges.

Assessment 1. Geographic literacy

Geographic literacy is essential for understanding the history of East-Central Europe, here defined as the region between Italy, Switzerland Germany, the Baltic, Russia, the Black Sea, Turkey, and the Mediterranean. Students will therefore learn to draw a map of East-Central Europe **freehand from memory**. The map should show (1) the contemporary borders of all states in East-Central Europe (2) all capital cities. Students will be marked on how quickly they acquire this knowledge to the instructor’s satisfaction. Students able to complete the map without errors on the first day of class will receive 100%. Students who can complete the map without errors in the second week will receive 90%; in the third week, 80%; etc. Students may receive bonus points for identifying major cities other than capitals, rivers, or city names in local languages. No student can receive over 100%. Attention! This class, following the New Zealand government, recognizes the independence of both Montenegro and Kosova (the former Yugoslav province of Kosovo).

This map may be helpful: <http://faculty.unlv.edu/pwerth/Europe-East-Central-1993.jpg>
Can you find 7 mistakes here? http://www.emeraldinsight.com/content_images/fig/0050330102002.png

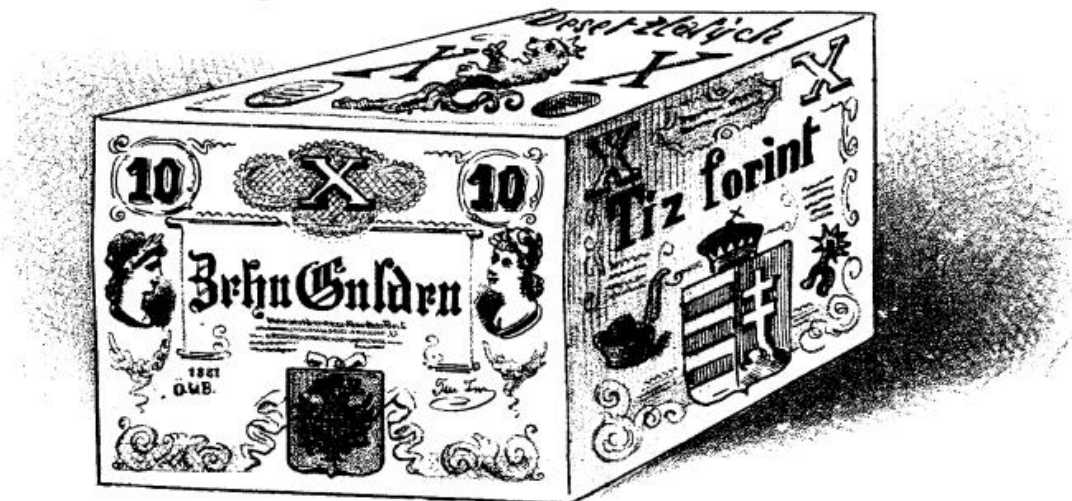
Assessments 2 and 3. Group Presentations

Group presentations introduce students to narratives of national history. While preparing the group presentation, students can discuss national histories with their fellow country experts. While giving group presentations, students can practice explaining national narratives to an audience. While listening to group presentations from other groups, students can examine and deconstruct national narratives. Awareness that such narratives are constructed and contested should help students understand their primary sources and write effective research papers.

Every student within a given study group receives the same mark for the group presentation. If students are concerned that a member of their group is not doing their fair share, those students should make their concerns known to the instructor before the group presentation takes place. The study group may subdivide the work required among group members as its members see fit. Students not affiliated with a study group will be asked to give an individual presentation.

Group Presentation: Banknotes (23 March 2011).

Students will examine “their” country’s banknotes to see how they present national history and national symbols. Each group will give a PowerPoint presentation showing the various banknotes (i.e. HUF or CZK); each banknote should have its own slide. Students will explain the significance of the people or landmarks depicted on the banknote to the rest of the class. Each group will end by suggesting a neglected historical figure who might “deserve” to be on a new banknote, were one to be introduced. Students not affiliated with any study group may, if appropriate, discuss historic banknotes (e.g. if their country has since adopted the Euro).



Group Presentation: The 1848 Revolution (11 May 2011).

Student will explain how historians of “their” country describe the significance of the 1848 Revolution. Students should discuss at least six historians, including at least one from each of the following periods: (1) before 1914 (2) the interwar period (3) the Communist period, and (4) after 1989. Scholars writing in foreign exile may be considered, but all sources should identify themselves with the national community whose history they discuss.

Assessment 4: Research Paper (7,500 words, excluding footnotes, due 14 October 2011).

Research papers allow students to explore some aspect of the national awakening process in detail, concentrating on the “awakening” of a single national community. Students are solely responsible for selecting a research paper topic, but are strongly encouraged discuss their ideas with the instructor. Papers should adduce primary source evidence to contribute to theoretical debates about national awakening, which means that all research papers should cite both primary sources and secondary sources. Papers should contain at least 40 footnotes, referring to *at least* 15 secondary sources and *at least* 5 primary sources. Students aiming for high marks should expect to exceed these minimum requirements. A bibliography will be provided. Tips:

Spell correctly. East-European languages require diacritical marks. Diacritics on personal names are obligatory. Thus: István Széchenyi, František Palacký, Ľudovít Štúr, Loránd Eötvös.

Avoid the passive voice. Clearly identify the historical actor. Don’t say e.g. “the national museum was intended to enhance national pride,” specify who, exactly, intended.

Avoid vague subjects. “Modernity,” “the nation,” “western civilization,” and so on do not have wills of their own. Don’t say “the nation protested,” specify actual social actors.

Milestones

Procrastinating students rarely write papers to their full potential. The following “milestones” may help students start their paper in a timely fashion. Students must complete the following milestones by the appropriate deadline or lose a 2% penalty off their final essay mark. All milestones may be completed early. All due dates are given in the seminar schedule, above.

Milestone 1 (13 April) Bring 20 pages of notes to show that you have begun your research.

Milestone 2 (18 May) Write a paragraph about a primary source that caught your interest. You are free to use this paragraph in your final paper. You should have at least three footnotes.

Milestone 3 (13 July) Write a paragraph about a secondary source that caught your interest. You are free to use this paragraph in your final paper. You should have at least three footnotes.

Milestone 4 (3 August) Bring a draft of your paper to class. Other students will read the draft for the “peer review feedback session.”

Assessment 5: Peer review feedback (c. 2000 words, due 10 August, 2011).

On 3 August, students must provide a draft of their paper for all members of the class (including the instructor). The following week, 10 August, students will present written feedback on each paper they read. Feedback will be discussed in class with instructor moderation. Students will not receive marks on their paper drafts, but the written feedback will be assessed. Attendance at the feedback session is mandatory; your peer review mark will suffer a 40% penalty if you are absent from the peer review session. Peer reviews should follow the following format.

1. Does the paper explain its thesis clearly? Summarize the paper’s thesis, as you understand it, in your own words.
2. Does the paper address a question in nationalism theory? Summarize the paper’s theoretical approach in your own words.
3. Does the paper show primary source evidence for its theoretical claims? Say whether you find that evidence persuasive.
4. Do you have suggestions to improve the paper’s prose? Give practical advice (e.g. “at the top of page 2, revolution not revloution” not “you have many spelling mistakes”).
5. Other comments?

Assessment 6: Solo Presentation (28 September 2011).

Students will present their research to the class. Each presentation should be around 6 minutes long. Students should describe the main question their paper asks, explain the answer they give to that question, and discuss the evidence that leads to that answer. Presentations should not be exhaustive: aim for a short summary. Students who wish to give their presentation on PowerPoint may wish to examine Alexander Maxwell, "Ban the Bullet-Point! Content-Based PowerPoint for Historians," *The History Teacher*, vol. 41, no. 2 (2007), 39-54, available online at: <http://www.historycooperative.org/journals/ht/41.1/maxwell.html> (get the pdf).

Sample paragraph (Milestones 2 and 3)

Kollár's consistently apolitical stance deserves special emphasis in light of the tremendous fear Pan-Slavism has provoked among generations of non-Slavs, particularly Germans and Hungarians, who tend to conflate "Pan-Slavism" and "Russian expansionism." Ferenc Pulszky, one of Kollár's Hungarian contemporaries, assumed that Kollár's belief in a single Slavic nation made him "the adherent of Russia, the apostle of Panslavism."¹ Since Pulszky treated these two terms as synonyms, he concluded that Kollár was the enemy of the Hungarian state. Such beliefs reflect willful ignorance.² Subsequent generations of Anglophone scholars, however, seem to have been influenced by this nineteenth-century propaganda. In 1984, for example, John Bradley wrote that "nationalism in central Europe, especially among the Slavonic nations, began by being purely cultural, though its ultimate aim was political, and in the absence of national states, assumed a linguistic form."³ Kollár, at least, had no such "ultimate" aims: Slavic Reciprocity, as Kollár understood and promoted it, had nothing to do with politics.⁴ When Kollár called "for Russians and Poles to nestle up to the other Slavs," he neither dreamed of an expanded Russian state nor foreshadowed the Soviet Empire. Instead, he hoped that Russian and Polish literature would benefit if Russian and Polish literary figures sought to "renew the objectivity and quantification of their dialect and prosody ... in short, to further Slavicize their modern poetry in form and content."⁵

¹ Ferenc Pulszky also described "Kollár and his comrades" as "enemies of the Hungarian name" in a letter to a Czech nobleman. See Leo Grafen v. Thun, *Die Stellung der Slowaken in Ungarn* (Prague: Calve'sche Buchhandlung, 1843), 26, 27.

² For a good description of how Germans and Hungarians terrified themselves with the bogey of Panslavism, see Harrison Thomson, "A Century of a Phantom: Panslavism and the Western Slavs," *Journal of Central European Affairs*, vol. 11, no. 1 (Jan-April 1951), 57-77.

³ John Bradley, *Czech Nationalism in the Nineteenth Century* (Boulder: East European Monographs, 1984), 1-2.

⁴ Even among Russian intellectuals, Pan-Slavism had little to do with political expansion. As Michael Boro Petrovich summarized, "one looks in vain through the Russian Panslavic literature in the decade following the Crimean War for any definite scheme of Slavic political unification, for any specific description of the form which an eventual Slavic union would take." See Michael Boro Petrovich, *The Emergence of Russian Pan-Slavism, 1856-1870* (New York: Colombia Press, 1956), 243.

⁵ Ján Kollár, *Reciprocity between the Various Tribes and Dialects of the Slavic Nation* (Bloomington: Slavica, 2008), 92.

Expected Workload

In accordance with Faculty of Humanities and Social Sciences guidelines, the overall workload for this course is 300 hours in total. This workload includes attendance at seminars throughout both trimesters, reading set materials for seminars, and completing seminar and assessment tasks.

Return of Assignments

Essays and tests will be returned during tutorials. If students fail to attend, they may collect their essay from the History Programme Office in level 4, Old Kirk Building, between 2 and 3pm from Monday to Friday. Students must show their Student ID card to collect their papers. A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator, tutors and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

Further Information

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the Calendar webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic.

Class Representative

A class representative will be elected in the first class. That person's name and contact details will be available to VUWSA, the instructor, and the class.