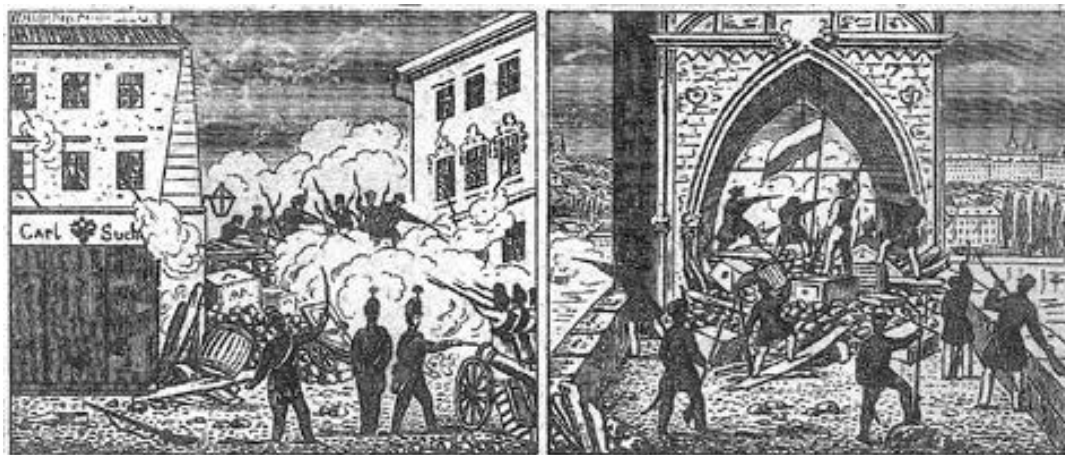


HIST 448: National Awakening in Eastern Europe

Trimesters 1 and 2, 2012



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Course Prescription

This course introduces students to the phenomenon of “national awakening” by examining the political, social, intellectual, and cultural origins of East European nationalism in light of nationalism theory. Students may choose to focus on either Czech or Hungarian history in the 19th Century.

Trimester dates:

Trimester dates: 5 March – 18 November 2012

Teaching dates: 5 March – 19 October 2012

Mid-trimester breaks: 6 April – 20 April, 27 August – 7 September 2012

Class times:

Tuesday 14:10-15:00 pm (weekly), Wood Seminar Room (OK 406).

Course Delivery:

Students are expected to attend weekly seminars during the course of the academic year.

Course Overview

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. To study the period of emerging nationalist politics, famously described in central European historiography as the “national awakening” (*národní obrození, nemzeti ébredés*), students will read documents written by national awakeners, case studies from contemporary historians, and canonical theoretical works on nationalism theory.

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 will write a sophisticated research paper informed both by theoretical debate and evidence from primary sources.

Study Groups (country specialization)

While East-Central Europe boasts a great variety of peoples, languages and cultures, none of them are Anglophone. Monolingual historians face significant difficulties studying the region’s history. To minimize linguistic obstacles, students will become regional experts, focusing their efforts on the awakening of a single national community: either Hungary or the Czech lands. Students will therefore form **study groups** based on the country of specialization. Study groups may 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, share library books, and so on. Students are encouraged to dabble in their country’s music, literature, sport, and so forth, according to their personal interests.

Hungarian experts enjoy a surprising variety of primary sources: several travellers wrote high-quality accounts describing nineteenth century Hungary, and additionally several Hungarian exiles wrote English-language books after the failed 1848 Hungarian revolution.

Czech experts enjoy a rich variety of secondary sources: several nationalism theorists have written with the Czech case in mind, and additionally several outstanding case-studies examine the interplay between Czech and German nationalisms in Bohemia.

Students who can demonstrate a reading knowledge of either German or a 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 first 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 no later than the first week of class.

Seminar Schedule – Trimester 1, 2012

6 March Introduction to the course

“National awakening,” course requirements. Sándor Petőfi, *Nemzeti dal* [National song]

13 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.

Geographic Literacy Assessment: Map Quiz

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

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

27 March A Slavic “awakener” in Hungary: Ján Kollár.

Ján Kollár, *Reciprocity* (Bloomington: Slavica, 2008), 73-136.

3 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.

24 April The Hungarian Revolution of 1848 and its aftermath.

Alice Freifeld, *Nationalism and the Crowd* (Washington DC: Woodrow Wilson Center, 2000)

Milestone 1: 20 pages of notes due in class.

1 May Lajos Kossuth: his regrets, his schemes

Oscar Jászi, “Kossuth and the Treaty of Trianon,” *Foreign Affairs*, vol. 12, no. 1 (Oct. 1933), 86-97.

8 May Group presentations

1848 in historiography.

Group presentations today!

15 May Competing national concepts in postrevolutionary 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.

22 May Triumphal 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: Primary source para. due in class.

29 May Hungarian Revisionism after the First World War

Albert Apponyi, “The Historic Mission of Hungary and of the States Aggrandized to her Detriment,” in *Justice for Hungary* (London: Longmans, Green, and Co., 1928), 1-20.

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

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

Seminar Schedule – Trimester 2, 2012

17 July The Terminological arguments begin

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

Milestone 3: Secondary source para. due in class.

24 July Modernization Theory

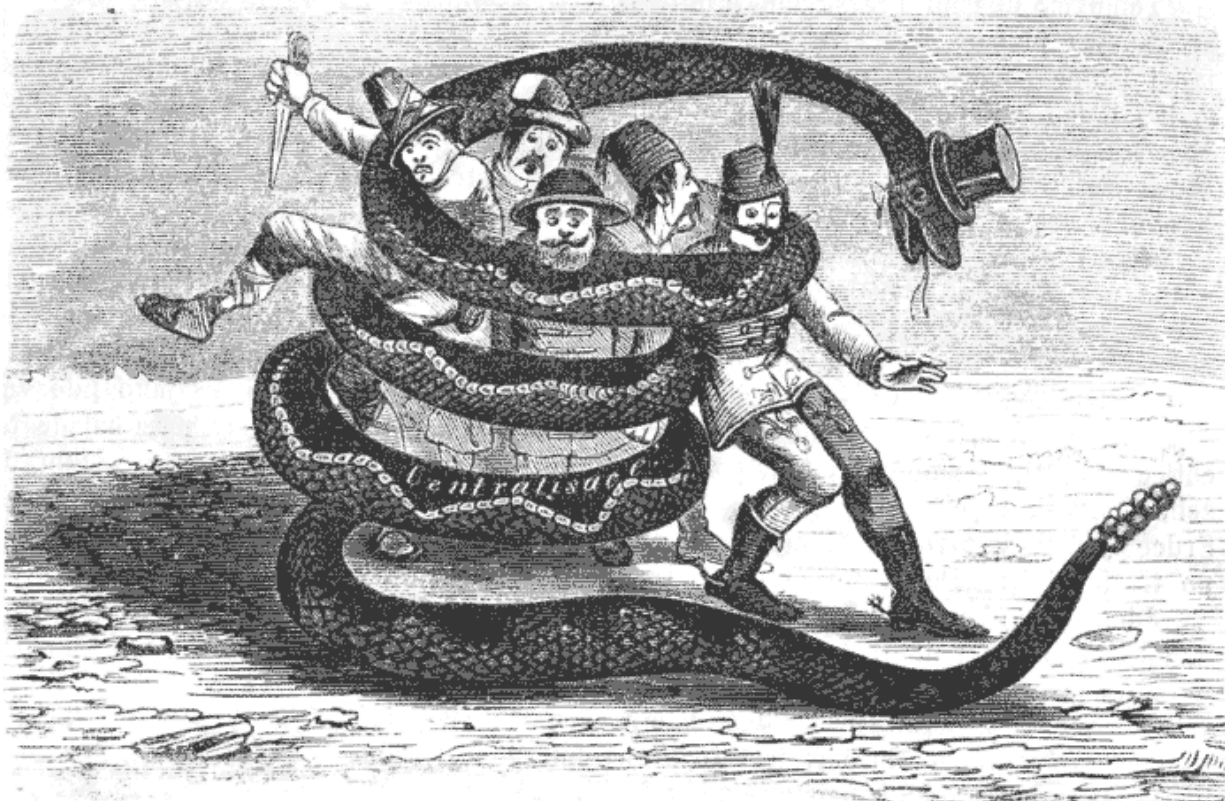
Benedict Anderson, “Introduction,” “Old Languages, New Models,” “Official Nationalism and Imperialism,” *Imagined Communities* (London: Verso, 1991), 1-7, 67-111.

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: Blackwell, 1983); Eric Hobsbawm, *Nations and Nationalism Since 1780, Programme, Myth, Reality* (Cambridge: Canto, 1992); Eric Hobsbawm, Terence Ranger, eds., *The Invention of Tradition* (Cambridge: Cambridge University Press, 1992).

31 July Rogers Brubaker’s social-constructivist approach

Rogers Brubaker, *Ethnicity Without Groups* (Cambridge, Mass: Harvard University, 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 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>



7 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. **Milestone 4: drafts for peer review due in class.**

14 August Peer review feedback session (1)

Discussion of student drafts. **Peer reviews due in class**

21 August Peer review feedback session (1)

Discussion of student drafts.

11 September Nationalizing the peasantry?

Eugen Weber, "Give us this day," "Migration...Military Service," *Peasants into Frenchmen: The Modernization of Rural France* (Stanford: Stanford University Press, 1976), 130-45, 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.

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

25 September Nationalism as disruptor of multi-ethnic coexistence

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

2 October

Paper presentations

9 October

Paper presentations

16 October What have we learned?

Henry Brailsford, "The Races of Macedonia" *Macedonia: its Races and their Future* (London: Methuen, 1906), ch. IV sections 1, 10-11; URL: <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. **Papers due Friday 19 October, 5 p.m., in the history office.**

Course Assessments

Mandatory 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, and (c) speak about their work in the individual presentation.

This course contains several items of assessment, but the central item is the research paper, upon which students should focus their main efforts. All minor assignments seek to give students relevant background knowledge for their research paper. Due dates are given in the seminar schedule, above. Each of the assignments are described in detail, below.

1. Geographic literacy	8%
2. Group presentation: 1848	8%
3. Research essay	70%
4. Peer review	8%
5. Individual presentation	6%

Penalties

History Programme policy stipulates that late submission of essays is penalised. Students lose 5% for the first weekday late and 2% thereafter for 10 weekdays. After 10 weekdays, 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. In a map quiz in the second week, therefore, students will be expected 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%; with a further 10% reduction for each successive week. 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? http://www.emeraldinsight.com/content_images/fig/0050330102002.png

Assessment 2. Group Presentation: the 1848 Revolution in national historiography.

This historiographical exercise will expose students to contested national narratives. Awareness that historical narratives evolve and change should help students understand their primary sources and write effective research papers. Both Hungarian and Czech experts will, as a group, explain how historians of “their” country have understood and described the 1848 Revolution.

Group presentations should discuss at least five 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. Students should provide a representative quotation from each historian discussed, showing how the historian’s own circumstances affected his/her view of historical events. Each presentation should last c. 20 minutes in total. Study groups are free to divide their responsibilities amongst themselves however its members see fit.

While students are expected to work with other members of their study group, students will receive individual marks for their work. Students who skilfully link changing historical interpretations to the evolving political context can expect high marks. Students who relate facts without interpretation should not expect high marks.

Assessment 3. Research Paper (7,500 words, excluding footnotes).

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 will *not* receive a “list of questions” to answer; students are instead responsible for setting their own research agenda. Students are encouraged to think of their research papers as first drafts of scholarly articles intended for publication. Students should discuss their ideas with the instructor as their research evolves.

Papers should discuss theoretical issues raised by the national awakening process with reference to primary source evidence. Consequently, 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 in the first week of class.

Tips:

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

Avoid vague subjects. “Modernity,” “the nation,” “western civilization,” and so on do not have wills of their own. So, don’t say “the nation protested,” specify a real historical actor.

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

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: Bring 20 pages of notes to show that you have begun your research.

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

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

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

Assessment 4: Peer review feedback (c. 1,000 words).

For milestone 4, students must provide a draft of their paper for all members of the class (including the instructor). The following week, students will present written feedback on each paper they read. Essays will be discussed in class with instructor moderation. Students will not receive marks on their paper drafts, but their written feedback will be assessed. Attendance at the feedback session is mandatory; peer review marks will suffer a 40% penalty if students 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. Any 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 5: Individual Presentation

At the end of the school year, students will present their research to the class. Public speaking is an important skill and worth practicing. 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. Time guidelines will be given in class.

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 (For milestone 2)

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: Columbia Press, 1956), 243.

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

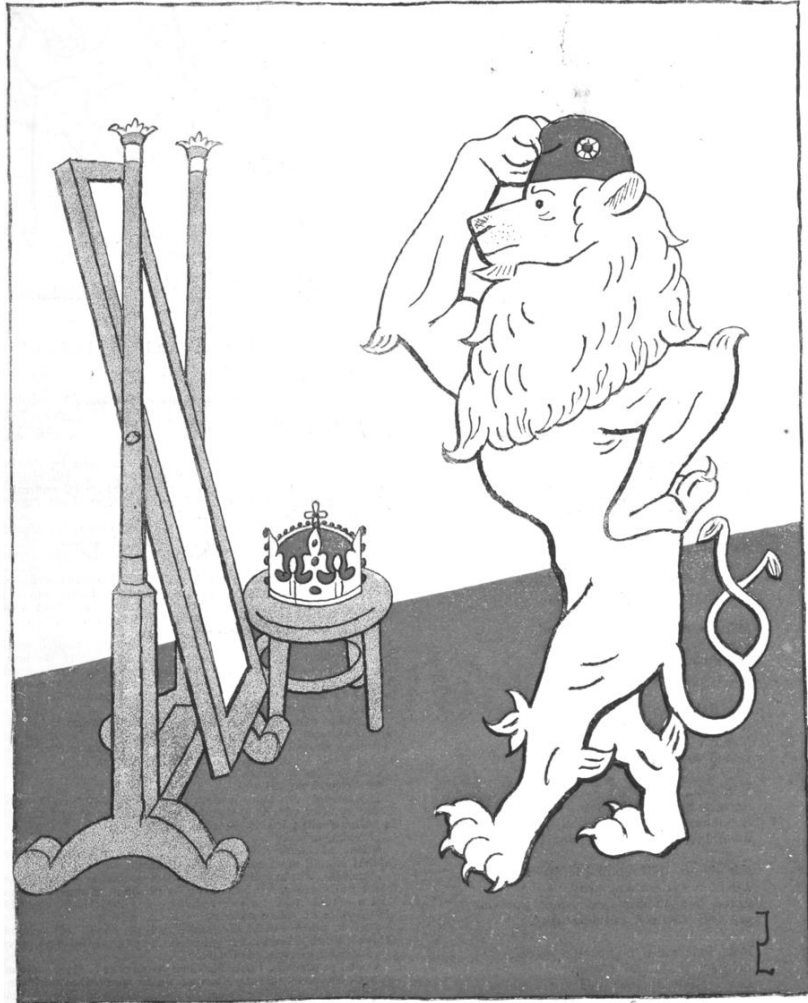
Expected Workload

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. Students must show their Student ID card to collect their papers.

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.



Withdrawal dates. Information on withdrawals and refunds may be found at:
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

Course Reading

The HIST 448 course reader contains all class readings. Students will also receive a bibliography at the beginning of class. Student notes will be sold from the Memorial Theatre foyer from 13 February to 16 March 2012, while postgraduate student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 4 of the Student Union Building.

Customers can order student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available. Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

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, and 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>

Communication of Additional Information

Additional information will be discussed in the weekly class meetings. No information will be conveyed to the class on blackboard or any other electronic means.

Where to find more Detailed 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.

