



## *Syllabus*

# *The Habsburg Dynasty from 10th-20th Century - 54665*

*Last update 22-11-2017*

*HU Credits: 1*

*Responsible Department: european studies*

*Academic year: 0*

*Semester: 2nd Semester*

*Teaching Languages: English*

*Campus: Mt. Scopus*

*Course/Module Coordinator: Prof. Joseph Patrouch*

*Coordinator Email: [patrouch@ualberta.ca](mailto:patrouch@ualberta.ca)*

*Coordinator Office Hours: by prior arrangement*

*Teaching Staff:*

*Prof*

*Course/Module description:*

*This course sketches some themes associated with the histories of the Habsburg*

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Dynasty and its members' political holdings from approximately the eleventh through the early twentieth centuries, with an emphasis on the Central European branch of the family.

Course/Module aims:

Learning outcomes - On successful completion of this module, students should be able to:

Upon successful completion of this module, students should be able to: identify some of the factors which helped the Habsburg Dynasty to control so much territory for so long; identify some leading members of the Dynasty and their accomplishments (both men and women); tie themes from lectures to themes in the assigned readings; identify some of the factors which led to the dismantlement of the Habsburgs' empire in the early twentieth century.

Attendance requirements(%):

80%

Teaching arrangement and method of instruction: Lectures and group discussions

Course/Module Content:

JUNE 17: Introductions. Where do noble families come from? The Holy Roman Empire and the Swiss Confederation in the Later Middle Ages: southwestern Germany in flux. Rudolf I and Feuds and Claims over Austria. Cobbling Together mountain valleys, bridges, and mines into a power base. Read Wheatcroft Chapters I and II.

JUNE 19: AEIOU. Myths and Might. Emperor Maximilian I, the "Last Knight." The Burgundian Inheritance. The Knights of the Golden Fleece. The Spanish Inheritance: New Spain and the Americas. Read Wheatcroft Chapters III, IV and V.

JUNE 21 (double session!): Bohemia and Hungary. Habsburgs and Ottomans. Reformation and Counter-Reformation. Revolt of the Netherlands and the 30 Years War. Habsburg Seas. Habsburgs in the Mediterranean, Africa, and Asia. The Loss of Spain and America. The Capture of Hungary: a dynasty turns eastward.

JUNE 24: Maria Theresia and empresses and queens. Enlightened Despots? Read Wheatcroft pp. 184-238.

JUNE 26: Revolutionary Challenges lead to the Congress of Vienna. Biedermeier

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*Respectability. 1848. Liberalism and Nationalism, fin de siècle. Read Wheatcroft pp. 238-285*

*JUNE 28: World War I, The Peace Settlements of 1919-20, and their Consequences. Read Wheatcroft chapter VIII, contents of the Treaties of St. Germain and Trianon.*

Required Reading:

*Andrew Wheatcroft, The Habsburgs: Embodying Empire. (Penguin Press, 1996). ISBN 978-0140236347*

*Students will also be expected to review the contents of the Treaty of St. Germain (10 September, 1919) and the Treaty of Trianon (4 June, 1920). The texts of these treaties are available on line via eclass.*

Additional Reading Material:

*Ogier Busbecq, The Turkish Letters of Ogier Ghiselin de Busbecq. Translated by Edward Seymour Forster. (Louisiana State University Press, 2005). ISBN 978-0807130711*

*Paula Sutter Fichtner, The Habsburgs: Dynasty, Culture and Politics. (Reaktion Books, 2014). ISBN 978-1780232744.*

*Peter M. Judson, The Habsburg Empire: A New History (Harvard University Press, 2016). ISBN 978-0674047761.*

*Joseph Roth, The Emperor's Tomb. (Overlook Press, 2002). ISBN 978-1585673278*

*Course/Module evaluation:*

*End of year written/oral examination 0 %*

*Presentation 0 %*

*Participation in Tutorials 0 %*

*Project work 0 %*

*Assignments 0 %*

*Reports 0 %*

*Research project 0 %*

*Quizzes 0 %*

*Other 100 %*

*see additional information*

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Additional information:

*Percent of Final Grade*

*Essay/Project work - One 7-10 page paper on topic to be determined in consultation with the instructor (65%)*

*Reports - One 3-4 page paper on one of the assigned readings showing relevance of reading to class lectures (25%)*

*Attendance and participation in discussions can be taken into account (10%)*