



„RECALL: A Study of Central European Places of Memory for Collective Remembrance”

2023-1-HU01-KA220-HED-000154286

Module Title: Legacy of the Jagiellonians and Habsburgs Dynasties - Dynastic Crossroads in Central Europe (*Topic 13*)

Target Duration: 25 minutes (video) + 15-20 minutes (e-learning tasks)

Target Audience: University students, researchers, and history enthusiasts

Drawing on the lecture, this module follows the intertwined political history and cultural memory of the Jagiellonian and Habsburg dynasties from the late Middle Ages to the twentieth century. It centers on the 1515 Vienna agreements (Pressburg/Bratislava preliminaries, the Vienna meeting, dynastic marriages, and Maximilian’s adoption of Louis Jagiellon), the unforeseen rupture of Mohács (1526), and the long consequences for Bohemia, Hungary, and Poland.

The Czech case probes the “foreignness” stereotype of the Habsburgs, Masaryk’s three-part critique (clericalism vs. liberalism; elite vs. popular cultural programs; traditionalism vs. modernity), and the post-1945 paradox of heritage conservation (castles-as-museums) culminating in a more favorable cultural exception around Rudolf II.

The Hungarian thread revisits the Jagiellonian era’s reputation, confessional debates (Protestant vs. Catholic narratives about decline and Ottoman conquest), the long constitutional struggles with the Habsburgs up to the 1867 Compromise, and present-day media memory (e.g., Hunyadi). The Polish perspective contrasts: a stronger Jagiellonian “golden age,” a lighter Habsburg imprint (Galicia) relative to other partitions, and a correspondingly different memory profile.

Primary Goals of the Module:

- **Situate** the 1515 Vienna arrangements and 1526 Mohács as pivots linking dynastic politics and long-term memory.
- **Compare** how Czech, Hungarian, and Polish historiographies and popular culture have framed the Jagiellonians and Habsburgs.
- **Examine** the role of ideology (liberalism/clericalism, nationalism, Marxism) and institutions (church, nobility, universities, heritage agencies) in shaping memory.
- **Analyze** how museums, films, and literature (e.g., castle displays, interwar cinema, Rudolf II mythologies) rework dynastic images.
- **Connect** historical disputes (succession, sovereignty, religion) to modern memory politics and identity-building.

EU Key Competences Addressed in This Module:

- **Cultural awareness and expression** – Reading castles, portraits, films, and public rituals as carriers of dynastic memory.
- **Critical thinking and digital literacy** – Evaluating sources, historiographical claims, and media representations (incl. series, exhibitions).



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- **Social and civic competence** – Understanding how competing memories inform present civic debates on identity, heritage, and Europeanness.

Learning Outcomes:

By the end of the session, learners will be able to:

- Recount the key elements of the 1515 agreements (Pressburg talks, Vienna meeting, marriage arrangements, adoption of Louis Jagiellon) and explain their intended and unintended consequences.
- Explain how Mohács (1526) reshaped succession in Bohemia and Hungary and differentiate the divergent Polish trajectory under the Jagiellonians.
- Summarize Masaryk’s three theses (clericalism vs. liberalism; elite vs. popular culture; traditionalism vs. modernity) and assess their impact on Czech perceptions of the Habsburgs.
- Analyze the Czech “foreignness” stereotype of the Habsburgs and identify cultural counter-currents (heritage conservation; the Rudolf II exception; “Magical Prague”).
- Evaluate Hungarian historiographical debates on the Jagiellonian era (blame for decline vs. last reformers) and trace how confessional divides (Protestant/Catholic) and later Marxist frames shaped interpretations.
- Contrast Habsburg memory across the three lands: oppressor/colonizer tropes in Czechia and Hungary vs. the more mitigated Galician experience in Poland.
- Interpret museums, castle installations, portraits, and interwar films as evidence for changing memory regimes (who curates, what is shown, how it is framed).
- Discuss how dynastic myths and stereotypes persist or shift in contemporary media (e.g., Hunyadi series) and link them to current identity politics.
- Critically compare “intended” diplomacy (1515) with “received” memory (post-1526 to 20th c.), showing how accidents, ideology, and culture reframe political events.
- Synthesize insights from Czech, Hungarian, and Polish cases to propose balanced narratives that acknowledge conflict, contingency, and cultural mediation.

Understanding the Jagiellonians and the Habsburgs requires more than recounting treaties and battles. It means recognizing how Central Europeans—historians and filmmakers, curators and citizens—turned succession deals and disasters into stories that still shape civic identity. This module invites learners to read 1515 and 1526 through the long lens of memory: how diplomacy became myth, how myth became heritage, and how heritage continues to inform the present.



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