Defining an “Us”
Nationalism, Culture, and Identity in Modern Europe
(HIST 001U – First Year Seminar)

Professor Megan Brown
Schedule: Mondays 1:15-3:55pm
Room: Trotter 210

Office Hours: Thursdays 10am-12pm or by appointment, Trotter 219
E-mail: megan.brown@swarthmore.edu
E-mail hours: M-F 9am-5pm

This course examines ways in which populations have come to see themselves as part of a single community. That community, in some instances called a nation or nation-state, can demand loyalty. It can also be exclusionary, sometimes with violent, even murderous outcomes. We will examine the emergence of cultural and national identities in Europe through thematic investigations of four of the ways in which such identities might be defined: land, language, symbols, and blood. By the end of the semester, students will have a wider vocabulary for analyzing nationalism, identity, citizenship, and political culture.

Learning Objectives:

1. Expand understanding of national identity and nationalism in European history.
2. Consider underlying questions of identity, political uses of cultures, and thematic links between places or time periods.
3. Improve ability to produce argument-driven academic writing, including through independent analysis of scholarly materials.
4. Approach primary and secondary sources with a confident and critical eye.
5. Gain confidence expressing ideas, opinions, and questions during class meetings.
6. Set challenging but attainable individual goals for academic excellence.

What would you like to achieve in this class? We can meet to discuss what you would like to get out of this semester and how you can approach your objectives.
Required Readings:

Students are expected to arrive in class having already read the material assigned for that day. We will discuss reading strategies early in the semester. Strong class participation necessitates an engagement with these texts.

Please acquire the following book (all other readings on Drive):

Assessment:

-Participation:
If you consistently contribute to class discussion, up to three points will be added to your final average. Poor attendance and/or disruptive classroom behavior (including inappropriate use of electronic devices) will result in up to three points deducted from your final average.

-Two 1,000-1,300 word papers plus revised versions, due by 12:30pm on the specified due date.
  • Feb. 16, Paper #1 (25%):
    o Analyze the role of geography in defining an identity.
      ▪ Revise: You are expected to revise Paper #1 and resubmit it by Feb. 28, along with a one-page explanation of how you revised your paper. Your new grade will replace the original one, provided that the initial version is submitted on time and demonstrates serious effort. Please see this as an opportunity to meet with me to discuss writing and editing skills ahead of the later assignments. If Version 1 is submitted late, the final version will reflect the original late penalty.
  • March 9, Paper #2 (35%):
    o Craft an essay question around the word “inclusion” or “exclusion” and write an argumentative essay answering your question.
      ▪ Revise: You are expected to revise Paper #2 and resubmit it by March 30, along with a one-page explanation of how you revised your paper. Your new grade will replace the original one, provided that the initial version is submitted on time and demonstrates serious effort. If Version 1 is submitted late, the final version will reflect the original late penalty.
-One 3,000-4,000 word paper, due by 12:30pm on May 16 (approx. 40% of final grade).

- Students may choose any historical topic linked to the class’ focus on Europe and identity-forging.

- “Building blocks” will encourage progress on this project throughout the semester. Failure to complete the building blocks assignments will significantly impact the final grade. These building blocks are:
  - Brief discussion of topic ideas (Feb. 5, in class – no paper item due).
  - An annotated bibliography for four scholarly sources (Feb. 21).
  - An outline, including a clear tentative thesis (March 19).
  - A mandatory individual meeting with Professor Brown to discuss writing and researching skills (Week of March 19).
  - A peer review day for editing draft – at least 2/3 of paper must be submitted for this class period (April 23).

**Why “approx. X% of final grade?”** Because effort and improvement will be accounted for in the calculation of your final grade.

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-Group Presentation and Discussion Leadership.

Students will be divided into groups of three and will be responsible for choosing a scholarly text and a primary source to assign their classmate for their discussion week. The group will be responsible for leading a portion of the day’s class discussion, centered on the assigned readings chosen by Professor Brown and by the group. Groups will meet with our course SPA in advance of their discussion day to strategize about crafting analytical questions, locating useful readings, etc. Though not assigned a formal grade, students’ engagement on this project will factor into their participation grade and the “approx.” calculation of the final grade.

**Please note the following:**

- 12:31pm = half a letter grade deduction, 12:31pm the day after the due date = another half letter off, etc… Papers over four days late will not be accepted.

- Papers must be submitted via Moodle in .doc, .docx, or .pdf form ONLY. Please take technical timing into account and give yourself ample time to upload the attachment prior to the deadline. Note that submissions are automatically run through anti-plagiarism software. If you have any doubt about whether you successfully submitted via Moodle, immediately e-mail your assignment to me, as well.
• A guide to writing and citations will be distributed in class and uploaded to Drive.
• All assignments will receive numerical grades, which correspond to letter grades: 96-100 = A; 90-95 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+ ... 60-62 = D; >60 = F.

Campus Resources:

We all hit stressful points in the semester. To that end, in addition to my office hours, I would encourage you to keep in mind the variety of resources Swarthmore has to offer. As the Student Handbook reminds us:

“All disability-related accommodations must be arranged through the Director of Student Disability Services and Learning Resources. Programs in learning and studying at Swarthmore are available throughout the year and particularly suited to First Year students in the fall semester. Support in the form of departmental clinics and peer supports, The Writing Center, and Student Academic Mentors (SAMs) are also available. Peer tutors are provided free of charge, within reasonable use, and when the tutor resource is available. Deans, professors, and other professional staff can help students to access these resources.”

If you are unclear about what these resources are or how you can learn more about them, please don’t hesitate to speak with me.

Further:
If you believe that you need accommodations for a disability, please contact the Office of Student Disability Services (Parrish 113W) or email studentdisabilityservices@swarthmore.edu to arrange an appointment to discuss your needs. As appropriate, the Office will issue students with documented disabilities a formal Accommodations Letter. Since accommodations require early planning and are not retroactive, please contact the Office of Student Disability Services as soon as possible. For details about the accommodations process, visit the Student Disability Service Website at http://www.swarthmore.edu/academic-advising-support/welcome-to-student-disability-service.

You are also welcome to contact me privately to discuss your academic needs. However, all disability-related accommodations must be arranged through the Office of Student Disability Services.
Course Etiquette:

• The Swarthmore History Department expects students to attend every class session, barring an excused absence.
• Please be on time. Habitual tardiness will impact your participation grade.
• Please see me if you plan on using a laptop or other Wi-Fi-enabled device. If you choose to use such a device, the only programs open should be for typing and for accessing assigned readings. If a student habitually accesses programs or Web sites unrelated to the class, the right to use said device may be revoked for that class period or the entirety of the semester. Please disable text messaging capability on your computer for the duration of the class period.
• Cell phones (on silent, of course) and headphones should be kept out of sight for the entire of the class period.
• Please respect deadlines and due dates. Come to class prepared to participate, having already completed the required readings for that day.

Academic Honesty:

Students are responsible for familiarizing themselves with Swarthmore’s academic policies (found here: http://www.swarthmore.edu/student-handbook/academic-policies) and will be held accountable for any breach of “the College’s standards of academic integrity whether these violations are intentional or unintentional.” When in doubt, footnote. I will distribute further information on the History Department’s guidelines of academic honesty and we will discuss academic honesty in class.

Schedule:

Week 1 (Jan. 22)
• Benedict Anderson, Imagined Communities (Intro).
• Andreas Eckert, “Anti-Western Doctrines of Nationalism,” from The Oxford Handbook of the History of Nationalism.
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Week 2 (Jan. 29)
• Michael Rowe, “The French Revolution, Napoleon, and Nationalism in Europe,” from The Oxford Handbook of the History of Nationalism.
• John Breuilly, “Nationalism and National Unification in Nineteenth-Century Europe,” from The Oxford Handbook of the History of Nationalism.

Week 3 (Feb. 5)
Brief discussion of topic ideas – come having given this some thought
Group #1 Presentation: France’s Front National
• TBD Group #1 reading

Week 4 (Feb. 12)
• Selections from Journal of Historical Geography, special issue: French Geography, Cartography and Colonialism (2011):
  o Hélène Blais, “An intra-imperial conflict: the mapping of the border between Algeria and Tunisia, 1881-1914.”
  o Camille Lefebvre, “We have tailored Africa: French colonialism and the ‘artificiality’ of Africa’s borders in the interwar period.”
• Feb. 16: Paper #1 due
Week 5 (Feb. 19)


• Feb. 21: Annotated bibliography of four scholarly sources due.

Week 6 (Feb. 26)


• Feb. 28: Paper #1 revise due

Week 7 (March 5)

**Mandatory individual meetings w/ Professor Brown**

**Group #2 Presentation: The Catalan Independence Movement**

• Johann Gottfried Fichte, *Addresses to the German Nation*, “Thirteenth Address: The same subject further considered” (1808).


• TBD Group #2 reading

• March 9: Paper #2 due

**Spring Break**
Week 8 (March 19)
- **Tentative thesis and outline due; meet with Professor Brown this week**
- Angela Schwarz, “The Regional and the Global: Folk Culture at World’s Fairs and the Reinvention of the Nation,” in Folklore and Nationalism in Europe during the Long Nineteenth Century.
- Detmar Klein, “Folklore as a Weapon: National Identity in German-Annexed Alsace, 1890-1914,” in Folklore and Nationalism in Europe during the Long Nineteenth Century.

Week 9 (March 26)
- Special office hours this week: Monday, 4-6pm.
  - All other office hours are canceled.
- Group #3 Presentation: Brexit
  - TBD Group #3 reading
  - March 30 Paper #2 revise due

Week 10 (April 2)
**Week 11 (April 9)**


**Week 12 (April 16)**

**Group #4 Presentation: Germany’s Alternative für Deutschland**

- TBD Group #4 reading

**Week 13 (April 23)**

*Draft of final paper due: Today’s class will be devoted to peer review.*

- Readings TBD: How to edit and revise

**Week 14 (April 30)**


**May 16, 12:30pm:** Final paper due via Moodle.
ADDITIONAL READINGS THAT MAY BE OF INTEREST:

**General**

**Land**
- Ian Buruma, “There’s No Place Like Heimat: Nazism and the Work of Film Director Hans-Jürgen Syberberg,” in Cardullo (ed.), *Hans-Jürgen Syberberg, the Film Director as Critical Thinker*.
- Armand Frémont, “The Land,” in *Realms of Memory*.

**Language**

Symbols
• Avner Ben-Amos, “Monuments and Memory in French Nationalism,” History and Memory 5, 2 (Fall-Winter 1993): 50-81.
• Ilia Roubanis, “Folk Culture and Nation-Building in the Less Than Developed World: A Study on the Visual Culture of Citizenship,” in Folklore and Nationalism in Europe during the Long Nineteenth Century.

Blood