

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



Professor Megan Brown
Schedule: Tuesdays 1:15-4pm
Room: Trotter 215

Office Hours: Tues. 10am-11am; Fri.
11am-12pm or by appt., 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 books**, which are available at the campus bookstore and on reserve at McCabe:

- David A. Bell, *The Cult of the Nation in France: Inventing Nationalism, 1680-1800* (Cambridge: Cambridge University Press, 2003). ISBN: 9780674012370.
 - **Note:** You can access the e-book through TriPod.
- Peter Fritzsche, *Germans into Nazis* (Cambridge: Harvard University Press, 1999). ISBN: 9780674350922.

All other weekly readings are available on Moodle.

Background readings should be read ahead of the entire unit for which they are assigned. Extra optional readings on Moodle. All of these readings come from:

- John Merriman and Jay Winter, eds., *Europe 1789-1914: Encyclopedia of the Age of Industry and Empire and Europe since 1914: Encyclopedia of the Age of War and Reconstruction* (Detroit: Charles Scribner's Sons, 2006).

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.

- **Sept. 27, Paper #1 (25%):**
 - **Analyze how national identity is constructed (from “above” or “below”).**
 - **Revise:** You are expected to revise Paper #1 and resubmit it by **Oct. 11**, 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.
- **Oct. 25, Paper #2 (35%):**
 - **When is the creation or enforcement of national identity useful and for whom? Be sure to focus on a specific location or time period or clarity.**
 - **Revise:** You are expected to revise Paper #2 and resubmit it by **Nov. 15**, 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 Friday, Dec. 20 (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 (Week 3, in class – no paper item due).
- A mandatory individual meeting with Professor Brown to discuss writing and researching skills (Week 4).
- An annotated bibliography for four scholarly sources (Week 5).
- A mandatory individual meeting with Professor Brown to discuss the final paper (Week 8).
- An outline, including a clear tentative thesis (Week 9).
- A peer review day for editing draft – at least 2/3 of paper must be submitted for this class period (Week 12).

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

-Discussion Leadership.

Students will be divided into groups of two and will be responsible for leading a portion of a day’s discussion. 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.

-Speakers and other on-campus events.

I may offer extra credit opportunities over the course of the semester. These will be tied to speakers and other on-campus events. I also reserve the right to assign mandatory attendance at certain speaking events. I will provide ample warning if I decide to do so.

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 Moodle.
- 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 you need accommodations for a disability or a chronic medical condition, please contact Student Disability Services (Parrish 113W, 123W) via e-mail at studentdisabilityservices@swarthmore.edu to arrange an appointment to discuss your needs. As appropriate, the office will issue students with documented disabilities or medical conditions a formal Accommodations Letter. Since accommodations require early planning and are not retroactive, please contact Student Disability Services as soon as possible. For details about the accommodations process, [visit the Student Disability Services website](#). You are also welcome to contact me [the faculty member] privately to discuss your academic needs. However, all disability-related accommodations must be arranged, in advance, through 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.

History Department Attendance and Communication Policy:

Students are required to attend all classes. Unexcused absences will result in a lower grade for the course. If you are having a medical or personal emergency, please contact the Dean's Office as well as the instructor. It is your responsibility to inform your instructor as soon as possible. It is essential that you check your email on a regular basis since History professors will contact you via email. We also expect you to use email to contact History professors.

Schedule:

THINKING ABOUT NATIONAL IDENTITY AND NATIONALISM

Week 1 (Sept. 3)

- Benedict Anderson, *Imagined Communities* (Intro).
- Stefan Berger, "The Role of National Archives in Constructing National Master Narratives in Europe," *Archival Science* 13, 1 (2013): 1-22.
- Ernest Gellner and Anthony Smith, "The Nation: Real or Imagined? The Warwick Debates on Nationalism," *Nations and Nationalism* 2, 3 (1996).

Week 2 (Sept. 10)

- David A. Bell, *The Cult of the Nation in France: Inventing Nationalism, 1680-1800* (Cambridge: Cambridge University Press, 2003).

LAND

Background texts:

- Dennis Showalter, "Franco-Prussian War."
- Frederick Cooper, "Colonialism."

Week 3 (Sept. 17)

- Meet at McCabe
- **Brief discussion of topic ideas** – come having given this some thought
- Jacques and Mona Ozouf, "Le Tour de la France par deux enfants: The Little Red Book of the Republic," in *Realms of Memory* (1997).
- Georges Vigarello, "The Tour de France," in *Realms of Memory* (1997).
- Hue-Tam Ho Tai, "Remembered Realms: Pierre Nora and French National Memory" (Review Essay), *The American Historical Review* 106, 3 (June 2001): 906-922.

Week 4 (Sept. 24)

- Meet with Professor Brown this week.
- Peter Blickle, *Heimat: A Critical Theory of the German Idea of Homeland*, Intro (2002).
- Barbara Knorpp, "Heimat Museums and Notions of Home," *Journal of Museum Ethnography* 22 (Dec. 2009): 9-21.

- Patricia M.E. Lorcin, "Rome and France in Africa: Recovering Colonial Algeria's Latin Past," *French Historical Studies* 25, 2 (Spring 2002): 295-329.
- **Sept. 27: Paper #1 due**

LANGUAGE

Background texts:

- Michael Hanagan, "Capitalism"
- Dirk Hoerder, "Immigration and Internal Migration"

Week 5 (Class will meet on _____)

No office hours this week.

- Eugen Weber, *Peasants into Frenchmen: The Modernization of Rural France 1870-1914* (Stanford: Stanford University Press, 1976). Chap 1 and 18.
- Miguel Cabo and Fernando Molina, "The Long and Winding Road of Nationalization: Eugen Weber's *Peasants into Frenchmen* in Modern European history (1976-2006)," *European History Quarterly* 39, 2 (2009): 264-286.
- Nancy Kwang Johnson, "Senegalese 'into Frenchmen'? The French Technology of Nationalism in Senegal," *Nationalism and Ethnic Politics* 10, 1 (2004): 135-158.
- **Oct. 4: Annotated bibliography of four scholarly sources due.**

Week 6 (Oct. 8)

Come to normal classroom; we will go together to the Friends Historical Library.

- Tara Zahra ('98), *Kidnapped Souls: National Indifference and the Battle for Children in the Bohemian Lands, 1900-1948* (Cornell UP, 2008), Intro and Chap. 1 ("Czech Schools for Czech Children!").
- Johann Gottfried Fichte, *To the German Nation* excerpt (1806).
- Carl Darling Buck, "Language and the Sentiment of Nationality," *The American Political Science Review* 10, 1 (Feb. 1916): 44-69.
- Jamie Coomarasamy, "Philly Landmark Goes English-Only," *BBC News* 2 July 2006.
- **Oct. 11: Paper #1 revise due**

Fall Break

SYMBOLS

Background texts:

- John Horne, "World War I"
- Gerhard L. Weinberg, "World War II"
- Todd Shepard, "Decolonization"

Week 7 (Oct. 22)

- John Hutchinson, "Warfare, Remembrance and National Identity," in *Nationalism and Ethnosymbolism: History, Culture, and Ethnicity in the Formation of Nations* (Leoussi & Grosby, 2006).
- K.S. Inglis, "Entombing Unknown Soldiers: From London and Paris to Baghdad," *History and Memory* 5, 2 (Fall-Winter 1993): 7-31.
- **Oct. 25: Paper #2 due**

Week 8 (Oct. 29)

- *Meet with Professor Brown this week.*
- Raymond Jonas, *France and the Cult of the Sacred Heart: An Epic Tale for Modern Times* (Berkeley: University of California Press, 2000), "The French Revolution, Catholic Anxieties, and the Sacred Heart."
- Eric Jennings, "'Reinventing Jeanne': The Iconology of Joan of Arc in Vichy Schoolbooks, 1940-44," *Journal of Contemporary History* 29, 4 (Oct., 1994): 711-734.
- Dimitri Almeida, "Exclusionary Secularism: The Front National and the Reinvention of *Laïcité*," *Modern & Contemporary France* 25, 3 (2017): 249-263.
- Alissa J. Rubin, "Fighting for the 'Soul of France,' More Towns Ban a Bathing Suit: The Burkini," *The New York Times*, 17 Aug. 2016.

Week 9 (Nov. 5)

- **Nov. 4: Tentative thesis and outline due**
- Igor Cusack, "Tiny Transmitters of Nationalist and Colonial Ideology: The Postage Stamps of Portugal and its Empire," *Nations and Nationalism* 11, 4 (2005): 591-612.
- Kolleen M. Guy "Culinary Connections and Colonial Memories in France and Algeria," *Food & History* 8, 1 (2010): 219-236.
- Wynne Wright and Alexis Annes, "Halal on the Menu? Contested Food Politics and French Identity in Fast-Food," *Journal of Rural Studies* 32 (Oct., 2013): 388-399.
- Sophie Taylor, "Banned Paris 'Sausage and Wine' Party Goes Ahead at Arc de Triomphe," *Reuters* 19 June 2010.

BLOOD

Background texts:

- Marnix Beyen, "Racial Theories"
- Jeffrey S. Reznick, "Eugenics"
- Mark Roseman, "Holocaust"

Week 10 (Nov. 12)

- Rowan Savage, "'Disease Incarnate': Biological Discourse and Genocidal Dehumanisation in the Age of Modernity," *Journal of Historical Sociology* 20, 3 (2007): 404-440.
- Fatima El-Tayeb, "'Blood Is a Very Special Juice': Racialized Bodies and Citizenship in Twentieth-Century Germany," *International Review of Social History* 44 (1999): 149-169.
- Ilp Helén, "Biological Citizenship across the Borders: Politics of DNA Profiling for Family Reunification," *Distinktion: Journal of Social Theory* 15, 3 (2014).
- Amy Harmon, "Why White Supremacists Are Chugging Milk (and Why Geneticists Are Alarmed)," *The New York Times*, 17 Oct. 2018.
- **Nov. 15: Paper #2 revise due**

Week 11 (Nov. 19)

- Michael Dietler, "'Our Ancestors the Gauls': Archaeology, Ethnic Nationalism, and the Manipulation of Celtic Identity in Modern Europe," *American Anthropologist* 96, 3 (1994).
- Pascal Lefèvre, "The Construction of National and Foreign Identities in French and Belgian Postwar Comics (1939-1970)," *Comicalités* (2012).
- Angela Saini, "Europeans Looked Down on Neanderthals – Until They Realized They Shared Their DNA" (*Superior* excerpt, 2019).
- *Optional*: Code Switch podcast (NPR), "Is 'Race Science' Making a Comeback?" 10 July 2019 (Saini is the guest).

Week 12 (Nov. 26)

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

- Selection of readings on editing and revising

Week 13 (Dec. 3)

- Peter Fritzsche, *Germans into Nazis* (Cambridge: Harvard University Press, 1999).

Dec. 20, 12:30pm: Final paper due via Moodle.