

**HIS 482CA: Topics in Modern European History:
Nationalism in France and Germany, 1789-Present
Spring 2016
T 9-11a / Th 12:45 – 2:45p**

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LAB 448

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Office Hours: By Appointment

Course Description: France and Germany define citizenship and nationality in very different ways. While the French pride themselves on their sense of civic belonging, membership in the German nation has traditionally been defined by blood. This course traces the history of these contrasting visions of the nation from the birth of modern nationalism in the eighteenth century to the current refugee crisis in order to comprehend the contemporary politics of immigration that students will witness first-hand while living in France. Readings will be drawn from both literature and history and the course will proceed chronologically through the major events of the nineteenth and twentieth centuries as we ask how nationalism shaped French and German history and how events reshaped national identity in turn. Topics covered will include the French Revolution and Napoleon's Empire, the Revolutions of 1848, German Unification, the World Wars and the Holocaust, and European unification. Visits to local museums, monuments, and other sights will emphasize the significant role Alsace itself has played in the nationalist imagination of both France and Germany.

Course Objectives: By the end of the semester, students will be able to:

- Define and distinguish between the concepts of nationalism, nation, citizenship, and other key terms
- Trace and describe the distinct histories of nationalism in France and Germany
- Historicize a contemporary controversy using primary source evidence
- Construct and original argument using secondary and primary sources
- Discuss and debate secondary sources in writing and orally

Required Texts:

- Schwartz, Vanessa R. *Modern France: A Very Short Introduction*. New York: Oxford University Press, 2011.

- Fritzsche, Peter. *Germans into Nazis*. Cambridge, Mass: Harvard University Press, 1998.
- Brubaker, Rogers. *Citizenship and Nationhood in France and Germany*. Cambridge, Mass: Harvard University Press, 1998.

Course Format: The course is divided in two parts:

- 1) January 19 – February 25: Class will take place using Blackboard
- 2) March 21 – May 2: Class will meet twice a week in combination lecture/discussion format, with an emphasis on the latter.

Course Requirements: Students are required to complete all assignments in order to pass this course. **Failure to complete any major assignment will result in automatically failing the course).**

- 1) **Attendance:** Attendance during the in-person half of the course is a requirement in order to pass. Roll will be taken every day and due to the short duration of the course, only one absence will be permitted. Failure to attend your classes threatens your good standing in the Château program more broadly.
- 2) **Participation:** You will receive two participation grades in this class:
 - a. **Discussion Board:** Throughout the course (e.g. during both the online and in-person halves of the course), you will participate in an online discussion board.

The class will be split into two groups. Group 1 will post initially on Tuesday's readings and Group 2 on Thursday's. Each member of the group will be responsible for responding to the readings assigned for that day's discussion using the "3-2-1" method: You will post three things you learned, two things you didn't understand, and one discussion question for the class. There is no word count limit for these responses, but I will inform you if they are too short.

During the online portion of the course: Each member of the other group will be responsible for addressing one thing a classmate did not understand. Responses should be at least 150 words; these are due the day after the initial post (either Wednesday or Friday, in other words).

Extra credit will be awarded at my discretion should you choose to respond further and continue the discussion, but extra credit cannot make up for a poor initial post.

Please refer to the class schedule for due dates.

During the in-class portion of the course: Discussion board responses will serve as the basis of in-class discussion.

- b. **In-Class Discussion:** You will be assessed on your oral participation while in Strasbourg. You will be assessed not simply on the quantity of your participation, but more importantly on the quality.
- 3) **Response Papers:** You will complete one short response paper each week. These papers will respond to one of your classmate's *discussion questions* from the previous week and must make direct reference to the readings. Papers should be about one page long (double-spaced)
- 4) **Research Proposal:** You will complete a research proposal laying out what you plan on working on while we are in Strasbourg. This proposal will establish an initial thesis statement, sources, and organization of the research paper you will complete while in France.
- 5) **Research Paper:** You will complete a research paper that historicizes a contemporary controversy in light of our discussions of French and German nationalism. Possible topics include European unification, immigration and/or refugees, language, Americanization, and globalization. Papers must make use of primary sources, whether in English, French, or German.
- 6) **Final Exam:** A final essay exam will be conducted on the final day of class.

Please refer to the handouts available on Blackboard for more information on individual assignments as they become available.

Grade Breakdown:

Online Discussion: 15%
 In-Class Discussion: 15%
 Response Papers: 15%
 Research Proposal: 15%
 Research Paper: 20%
 Final Exam: 20%

Grade Scale:

- A: 90 - 100%

- B: 80 - 89%
- C: 70 - 79%
- D: 60 - 69%
- F: 59% and below

Course Policies:

1. **Grade Concerns:** I am happy to discuss any concerns you have about your grade and how to improve your work.
2. **Late Assignments:** Late assignments will be deducted one grade for each day late. If I have not received an assignment after four days you will automatically fail the assignment.
3. **Contacting Me:** The best way to get in touch with me is through e-mail (andrew.ross@usm.edu). In order to guarantee a rapid response, e-mails should include a clear subject, your name, the course the message is regarding, and your question or message. Do not forget to include a salutation and closing. Further information on e-mail etiquette can be found at <http://www.usm.edu/arts-letters/now/student-resources/email-etiquette.html>.

Please allow 24 hours for a response to any e-mail. If you have not heard from me in that time, you may send me another note. Do not hesitate to contact me should you have any questions regarding the course material or any other concerns, but I will not respond to questions that can be answered by reading the syllabus.

I am also available by office phone (601-266-5858) and by Skype (by appointment) during our online portion of the class. My phone number while in France will be available upon my arrival.

4. **Office Hours:** Although the first half of our course will be completed online, I am still available for in-person office hours. Please simply make an appointment via e-mail. I am also happy to speak over the phone and via Skype. Office hours in France are currently TBD.
5. **Technology in the Physical Classroom:**
 - **Phones:** All phones must be on silent (not vibrate) or turned off during class.
 - **Recording Devices:** No recording of a class lecture is permitted without my explicit written permission.

- **Computers and Tablets:** Feel free to use your laptop or tablet to take notes and view the day's readings if that suits you, but refrain from using such devices for tasks unrelated to the class. *Note that research consistently demonstrates that students retain information more readily by taking notes by hand.*
 - **PowerPoint Slides:** All PowerPoint slides will be posted on Blackboard after class.
6. **Classroom Environment:** As in most college courses, this class encourages a high level of active engagement, sometimes with controversial and sensitive material. Some of this material may challenge received wisdom, contrast with your personal beliefs, or make you otherwise uncomfortable. Please help us foster an atmosphere that encourages critical reflection on and greater understanding of these issues by always remaining respectful to your peers, even when you disagree. I am always available to discuss course material or class discussion one-on-one during office hours or by appointment.

All student activities in the University, including this course, are governed by the University's "Policy on Classroom Responsibilities of Faculty and Students," as outlined in the Student Handbook and here: <http://www.usm.edu/provost/classroom-conduct-policy>. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

7. **Academic Honesty:** Scholastic dishonesty will not be condoned under any circumstance in this course. See the current Undergraduate Bulletin (<http://www.usm.edu/registrar/bulletins>) or the Student Handbook (http://www.usm.edu/sites/default/files/groups/division-student-affairs/pdf/67251_nobleed.pdf) for a definition of such behavior. Demonstrated plagiarism on a paper or cheating on an exam or quiz will automatically lead to a grade of "F" for the course and can result in dismissal from the university. The course will use the [Turnitin.com](http://www.turnitin.com) service to detect plagiarism. Please see me during office hours if you have any questions regarding this policy. Ignorance of this policy or of the definition of plagiarism will not excuse instances of academic dishonesty.

ADA Syllabus Statement: If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586

Hattiesburg, MS 39406-0001

Voice Telephone: 601.266.5024 or 228.214.3232 Fax: 601.266.6035

Individuals with hearing impairments can contact ODA using the *Mississippi Relay Service* at 1.800.582.2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu.

Web: <http://www.usm.edu/oda>

Course Schedule

Week	Day	Topic	Reading Assignments	Due Dates
Part 1: Defining the Nation in Early Nineteenth-Century France and Germany				
Week 1: What is a Nation?	Jan 19	What is a Nation? A Classic Statement	Ernest Renan, "What Is a Nation?"	Wed, Jan 20 by 5p: Group 1 Initial Post (Renan)
	Jan 21	What is a Nation? A Modern Definition	Benedict Anderson, <i>Imagined Communities</i> , Introduction and chs. 2 and 3 (Blackboard)	Thurs, Jan 21 by 5p: Group 2 Response Thurs, Jan 21 by 5p: Group 2 Initial Post (Anderson) Fri, Jan 22 by 5p: Group 1 Response
Week 2: Nationalism in France and Germany: Opposing Histories?	Jan 26	The Brubaker Thesis	Brubaker, Introduction and Chapter 1	Mon, Jan 25 by 5p: Response Paper 1
	Jan 28	Questioning the Brubaker Thesis	Weil, <i>How to Be French</i> , ch. 7	Tues, Jan 26 by 5p: Group 1 Initial Post Wed, Jan 27 by 5p: Group 2 Response Thurs, Jan 28 by 5p: Group 2 Initial Post Fri, Jan 29 by 5p: Group 1 Response

				By Fri, Jan. 29 at 5p: E-mail me initial research topic ideas
Week 3: Nation- Building During the French Revolution	Feb 2	The Question of Citizenship during the French Revolution	Schwartz, Introduction and Chapter 1; Documents on the French Revolution (Blackboard)	Mon, Feb 1 by 5p: Response Paper 2 Tues, Feb 2 by 5p: Group 1 Initial Post
	Feb 4	National Identity and Nationalism during the French Revolution	Brubaker, Ch.2; David A. Bell, <i>The Cult of the Nation in France</i> , ch. 6 (Blackboard)	Wed, Feb 3 by 5p: Group 2 Response Thurs, Feb 4 by 5p: Group 2 Initial Post Fri, Feb 5: Group 1 Response All week: Research topic discussions over Skype/phone/in office
Week 4: Romanticism and the Origins of German Nationalism	Feb 9	Mardi Gras		Wed, Feb 10 by 5:00p: Response Paper 3
	Feb 11	Nationalism in German-speaking Europe	Brubaker, Chapter 3; Hobsbawm, E.J. <i>Nations and Nationalism since 1780</i> , ch. 2 (Blackboard); Selections from Herder and Fichte (Blackboard)	Fri, Feb 12 by 5p: Research Proposal Due No Discussion Posts this week
Part 2: Nationalism, Citizenship, and Empire in the Nineteenth Century				
<i>Please Read Guy de Maupassant's Boule de Suif sometime before I arrive or be prepared to read it following the schedule</i>				

<i>below. We will discuss this novella during our first week together. Please use one of the versions linked to on Blackboard so that we all are reading the same edition.</i>				
Week 5: Constructing Nations in the Late Nineteenth Century	March 22	The Unification of Germany	Breuilly, John, "Revolution to Unification" (Blackboard); Documents of German Unification (Blackboard); Guy de Maupassant, <i>Boule de Suif</i> (first half) (Blackboard)	Mon, March 21 by 12p: Group 1 Post Wed, March 23 by 12:p: Group 2 Post Note: No follow up posts required (in-class discussion instead)
	March 24	Race and Nation	Harris, Ruth, <i>Dreyfus: Politics, Emotion, and the Scandal of the Century</i> , chs. 3-4 (Blackboard); Selections from <i>Der Stürmer</i> (Blackboard); Guy de Maupassant, <i>Boule de Suif</i> (finish) (Blackboard)	
Week 6: The Imperial Nation	March 29	The Civilizing Mission	Schwartz, ch. 2; Alice Conklin, <i>A Mission to Civilize</i> (excerpt) (Blackboard)	Mon, March 28 by 12p: Group 1 Post Mon, March 28 by 5:00p: Response Paper 4
	March 31	Defining the Citizen in the German Empire	Brubaker, ch. 6; Fritzsche, Introduction and Chapter 1.	Wed, March 30 by 12p: Group 2 Post
Week 7: The Nation at War: World War I	April 4	Homefront	Smith, Audoin, Rouzeau, Becker,	Sun, April 3 by 12p: Group 1 Post

			“Mobilizing the Nation and the Civilians’ war” (Blackboard); Rosa Luxemburg, “The War and the Workers” (Blackboard)	Mon, April 4 by 12p: Mon, April 4 by 5:00p: Response Paper 5
	April 5	Warfront	Remarque, <i>All Quiet on the Western Front</i> , ch. 6 (Blackboard); Other World War I Accounts (Blackboard)	<i>Bonnes vacances!</i>
Part 3: Race, Immigration, and Integration in the Twentieth and Twenty-First Centuries				
Week 8: Visions of the Nation in Interwar Europe	April 12	The Weimar Republic	Fritzsche (Finish); Versailles Treaty (excerpts) (Blackboard); Constitution of the German Republic (1919) (Blackboard); Goebbels, “Why Are We Enemies of the Jews?” (Blackboard); Thomas Mann, “An Appeal to Reason” (Blackboard)	Mon, April 11 by 12p: Group 1 Post Mon, April 11 by 5:00p: Response Paper 6 Wed, April 13 by 12p: Group 2 Post
	April 14	Class, Nation, and Race in Late Third Republic France	Stovall, Tyler, “National Identity and Shifting Imperial Frontiers: Whiteness and the Exclusion of Colonial Labor after World War I” (Blackboard);	

			Goodfellow, “Fascism as a Transnational Movement: The Case of Inter-War Alsace” (Blackboard)	
Week 9: Purifying the Nation: WWII and the Holocaust	April 19	The Fall of France and Hitler’s New World Order	Pollard, “Introduction” and ““We Are Beat”” (Blackboard); Mazower, “Hitler’s New Order, 1938-45” (138-158) (Blackboard)	Mon, April 18 by 12p: Group 1 Post Mon, April 18 by 5p: Response Paper 7 Due
	April 21	The Holocaust	Mazower, “Hitler’s New Order” (Finish); Browning, “Initiation to Mass Murder” (Blackboard); Klüger, <i>Still Alive</i> , pp. 63-69 (Blackboard)	Wed, April 20 by 12p: Group 2 Post
Week 10: Post-War Integration and Immigration	April 26	The Post-War Settlement and European Integration	TBD	Mon, April 25 by 12p: Group 1 Post
	April 28	Immigration and Contemporary Controversies	Schwartz, ch. 4; Mandel, <i>Cosmopolitan Anxieties</i> (excerpt) (Blackboard); Scott, <i>The Politics of the Veil</i> , Introduction and ch. 1 (Blackboard)	Mon, April 25 by 5p: Response Paper 8 Due Wed, April 27 by 12p: Group 2 Post Friday, April 29: Final Paper Due
	May 2	In-Class Final Exam		