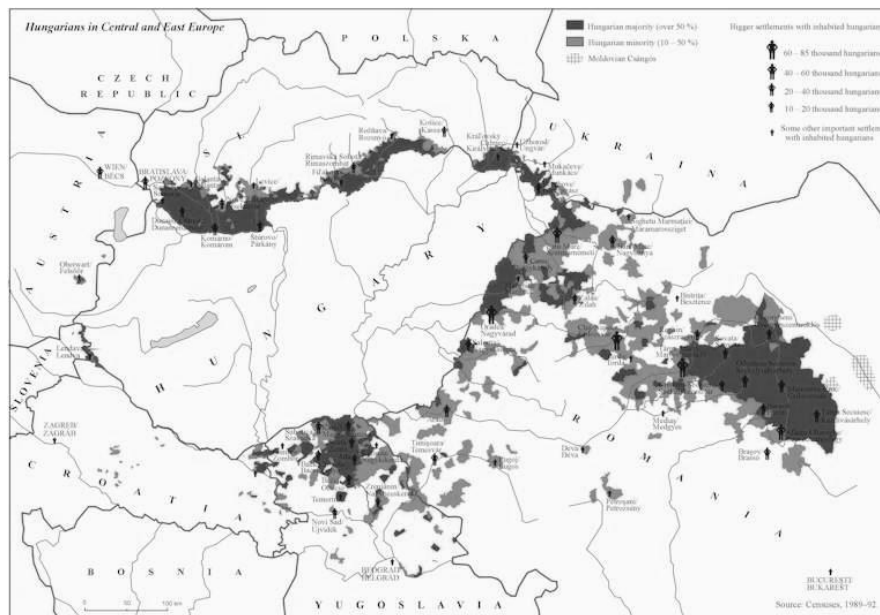


HIS 351, Nationalism and Ethnic Conflict in Europe
Department of History, Fall 2018



Course information:

Instructor: Dr. Marcus Pyka
mpyka@fus.edu

Office Hours: Mon/Thu 13.00-14.30, and by appointment

Class meeting times: Tue 16:00-18:45

Class meeting location: LAC Classroom 6

Course description:

This course undertakes an in-depth discussion of the origins and development of nationalism as an ideology, as a political movement, and as a source of internal and international conflict in Europe. Following an introduction to important approaches in the theory of nationalism, special attention is devoted to the period of the Napoleonic Wars, the First World War and its impact, and the period after the end of the Cold War in 1989.

Course Goals:

The goals for this course include the following:

- To develop critical thinking and analytical skills;
- To understand and value the importance of multi-perspectivity for the understanding of the course content;
- To practice the efficient use of the resources offered by the libraries of Franklin College and the Università della Svizzera Italiana (USI) with special reference to the study of Modern France and her history;
- To practice synthesizing information from classroom discussion, reading and individual research;
- To practice skills necessary for study, research, and oral and written presentation; and
- To demonstrate the ability to work collaboratively and use technology effectively.

Learning Objectives:

Learning in this course is directed at the objectives of the study of history as an academic discipline devoted to pursuing a deeper understanding of human affairs in the distant and recent past, and their impact for the present.

Upon completion of this class, students should

- Be acquainted with major trends and factors as well as with key events in the history and theory of nationalism and ethnic conflict, including some of their regional differences;
- Be familiar with some of the philosophical debates relating to the study of nationalism;
- Have developed abilities to assimilate, assess, and synthesize such information in a substantial and coherent way;
- Be familiar with some key primary sources for the understanding of the history of Nationalism in Modern Europe;
- Be able to discuss and explain the role of space, time, and culture as well as of concepts of identity such as gender, generation, religion, class and ethnicity for the understanding of this history in a differentiated way; and
- Be able to use library and university resources to complete papers and presentations.

Course Requirements:

Students will be assessed on the basis of a variety of assignments, with a particular emphasis on the acquisition and training of critical thinking and analytical skills. Thus oral participation and presentations make up for a large part of the overall grade. In addition, students will have to take one midterm exam, several shorter quizzes, submit a short rhetorical analysis, and by the end a research paper/research prospectus on one aspect the history of nationalism, derived from their analysis of a key primary document of their choice.

Fundamental to the course is a substantial reading component.

Attendance, class participation, and oral presentation	30%
Midterm Exam, Country Reports, and Quizzes	30%
Research Question/Thesis statement (due in early November) and Drafting Process	10%
Research proposal or research paper (approx. 10-14 pages), incl. annotated bibliography	30%

Note: Students must complete all assignments to pass the course!

The **midterm exam** consists of short definitions of main concepts dealing with nationalism, as well as an essay discussing a key question relating to the course. The **quizzes** will serve you to show your familiarity with key facts of European geography and history, as well as with some of the key readings for this class.

In the **country reports**, you are following one territory/state/country that you have chosen at the beginning of the course, and provide me at the four key moments that the course focuses on with a snapshot of the political situation and key issues in the development of national consciousness of that territory (approx. 800-1000 words, plus short bibliography). Keep in mind that you should give appropriate evidence for your arguments, including correct footnoting and bibliography (**Chicago style**).

Participation and oral presentations: Students should expect to spend an average of approximately 5-7 hours a week for their regular course preparation, in addition to time in class. You will be expected to make short presentations on the reading to facilitate discussion. Each student will be

expected not only to participate regularly in the discussion, but also to introduce some of the assigned sources during the term.

In addition to this regular participation, students will *give* a full **presentation** on one of the themes from those indicated in the syllabus (approx. 15 minutes) and to lead a related brief discussion afterwards. You will be asked to provide the class with a *handout* including a short *bibliography* on that subject. *I require you to come and see me with an elaborated first version of your handout one week before your presentation!*

For the final piece of research, you should demonstrate that you are capable of mastering the relevant course material, both theoretical and empirical. Thus, the final assignment is either a research prospectus or a research paper, incl. a bibliography.

For the **research proposal**, students are asked to identify a theme or event relevant for this class they think is under-researched, then construct an approx. **10 page proposal** that articulates your research question with a preliminary thesis statement, including the reasons the area is of interest to other scholars. Besides a preliminary outline, the proposal should summarize existing research, and discuss the methodologies and sources most appropriate to your argument. In addition, you will be asked to append a **2-3-page annotated bibliography** of primary and secondary sources relevant to the research project. In your annotations, you are supposed to indicate in each case a) a brief but concise summary of the text in question; b) what is its relevance for your project; and c) how you would use it specifically for your research. In each case, you need to make clear why you chose this text in specific (and not other ones that are thinkable)!

If you opt for a more text-based approach, you might want to choose a **classical research paper**, analysing a specific text (or set of texts), based on a relevant research question, and contextualize it both within its time and within the discourse on nation and nationalism. The formal elements (literature review, thesis statement, and discussion of significance) need to be included as well, of course.

In either case, the rules established above regarding evidence apply here as well – keep in mind that the difference for an A (as excellent) and F (as for plagiarism) might be found in a footnote...

A preliminary version of this bibliography, together with a thesis statement and a brief description of your intended project (aimed at making sure that you begin thinking about it early on, is due on **in the first week of November**.

Attendance Policy in this Course:

Regular attendance is required. Each student will be allowed one week's worth of absence during the course of the term. If you miss class more often, your participation grade will drop by one letter grade per "week". Being absent three times or more will lead to a failing grade here.

The roll is called at the beginning of each session, and late arrivals may be recorded as absences.

Please note:

The use of laptops, cell and smart phones and other entertainment or information devices (e.g. iPods, google watches, etc.) is strictly forbidden during class time.

Laptop use might be permitted for presentations. During such time, use of laptops for non-class purposes (e.g. Facebook, e-mail, chatting, etc.) will result in student dismissal from class.

Need help? No problem – Academic Support at Franklin:

- Help and support is what office hours are for! I am available during office hours to discuss your own work, any issues you have with the course and its content, and maybe even on concerns about Franklin. My office is in Lowerre Academic Center (LAC Office #12, 2nd floor). My regular office hours are on Mondays and Thursdays, 13.00-14.30, and I usually have a sign-up sheet at my door for additional availability. I am also available on an appointment basis; the best way for that is to email me, or approach me after class.

If you have never written a paper in History before, this might be a good starting point for the “know-how”: Patrick Rael, “Reading, Writing, and Researching for History: A Guide for College Students,” available at: <http://www.bowdoin.edu/writing-guides/>

- There is also Moriah Simonds, my “LLLS”, i.e. one designated student to help you with this course, and with me ☺ I will introduce her within the first days of the class.
- Writing and Learning Center: Fowler Learning Commons, Lowerre Academic Center, 1st floor. The Writing and Learning Center (WLC) can help you with papers, citing questions, and other writing issues in this class. It also offers tutoring for other subjects, particularly languages and math. To make an appointment, stop by or go to <https://wlc.setmore.com/>.
- Accessibility Services: if you have a documented learning disability, please contact Accessibility services at: accessibility.services@fus.edu. They can set up study skills appointments that may help you in this and other classes.
- Grace Library and Fowler Learning Commons: Grace Library has a number of resources available on ethics and the environment including reference works, books on the shelf, and appropriate databases. Fowler Learning Commons houses the science books (and books in foreign languages). You will need to use the library to research material for your final paper. Our information literacy specialist, Clélie Riat, (criat@fus.edu). Can help you find appropriate material.

Please note that any accommodation or assistance from these sources will never result in a lower grade, they are designed to make this course a success for you. Just make sure you are transparent about where quotes (direct and indirect ones) and ideas are coming from – academic work is essentially collaborative, but transparency and honesty are key! ☺

Grading Policy

Examinations are given letter grades according to the following numerical scale:

<u>Excellent:</u>	<u>Good:</u>	<u>Satisfactory:</u>	<u>Unsatisfactory:</u>	<u>Failure:</u>
A: 94-100	B+: 88-89	C+: 78-79	D+: 68-69	F: 0-59
A-: 90-93	B: 84-87	C: 74-77	D: 64-67	
	B-: 80-83	C-: 70-73	D-: 60-63	

The course grade is an average of examination letter grades according to the following grade points:

A: 4.0	B+: 3.3	C+: 2.3	D+: 1.3	F: 0.0
A-: 3.7	B: 3.0	C: 2.0	D: 1.0	
	B-: 2.7	C-: 1.7	D-: 0.7	

Grade Descriptions

‘A’ grade material will demonstrate a comprehensive, highly-structured, focused and concise response to the task. It will consistently demonstrate an extensive and detailed knowledge of the subject matter and its context, be based on extensive background reading and display a highly-developed ability to apply this knowledge to the task set. It should be based on critical insight and be written in an original, creative, and logical way, amply supported by evidence, citation or quotation; and be clear, fluent, and in an excellent presentation (spelling, grammar etc.).

‘B’ grade material will demonstrate a competent and well-organized response to the task, demonstrating a broad knowledge of the subject matter as well as a reasonable familiarity with the relevant background literature and its framework. It should also demonstrate a well-developed capacity to analyze issues, organize material, present arguments clearly and cogently well supported by evidence, citation or quotation. It should be written in a clear and fluent style.

‘C’ grade material will be an acceptable response to the task showing a basic grasp of the subject matter and some familiarity with the relevant literature and context but somewhat lacking in focus and structure. Some effort to apply knowledge to the task, but only limited development of an argument and limited originality, with only some evidence, citation or quotation. Satisfactory presentation with an acceptable level of minor presentation errors.

‘D’ grade material will be a somewhat adequate but unsatisfactory answer which shows a weak to fair understanding of the main issues, makes arguments that are weak and has a low level of written expression, and poor use of citations and/or incorrect use of the citation style.

An ‘F’ will be given to work which is unacceptable; which fails to address the question resulting in a largely irrelevant answer or material of marginal relevance predominating; has no developed or structured argument, no use of evidence or citation (and/or incorrect use of the correct citation style) and includes serious omissions / errors and/or major inaccuracies; has unacceptable levels of presentation (grammar, spelling etc.).

Academic Integrity: Statement On Cheating And Plagiarism

A student whose actions are deemed by the University to be out of sympathy with the ideals, objectives or the spirit of good conduct as fostered by the University and Swiss community, may be placed on Disciplinary Probation or become subject to dismissal from the University. Cheating is a dishonest action out of sympathy with the ideals, objectives and spirit of the University. Furthermore, cheating reflects negatively on one’s personal integrity and is unjust to those students who have studied.

See the Academic Catalog for full statement (page 199):

<https://www.fus.edu/files/FUS-academic-catalog-2018-2020.pdf>

Required Readings:

- Ernest Gellner, *Nations and Nationalism* (1983, Second Edition with an Introduction by John Breuilly 2006)
- Eric Hobsbawm, *Nations and Nationalism since 1780. Programme, Myth, Reality* (1990)
- Aviel Roshwald, *Ethnic Nationalism and the Fall of Empires. Central Europe, Russia, and the Middle East, 1914-1923* (2001)
- Hermann Kinder and Werner Hilgemann, *The Penguin Atlas of World History. Vol. II: From the French Revolution to the Present*

Supplementary Documents* (available via the virtual course folder <https://web.fus.edu/faculty/mpyka/HIS351/>)

Highly recommended (also available at the College Book Store):

- Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations. Chicago Style for Students and Researchers*. 8th ed. (2013)

Course Schedule

Introduction

28. Aug (Tu)

Introduction

Please pick a territory/state/country

- | | | | |
|---------------------------|------------------------------|---------------------|-------------------------------------------------------|
| • Arab World
[Camilla] | • Geneva | • Portugal | • Sweden, |
| • Austria | • Greece | • Prussia | • Switzerland [Simon] |
| • Bavaria [James] | • Hungary | • Rhineland | • Ticino, |
| • Belgium | • Ireland (cath)
[Andrea] | • Rome | • Turkey/Turkish parts
of Ottoman Empire
[Fred] |
| • Bohemia [Siri] | • Ireland (prot.) | • Russia [Joe] | • Tyrolia/Alto Adige
[Eric] |
| • Croatia [Natalia] | • Italy | • Scotland | • United States of
America |
| • Denmark | • Naples / Southern
Italy | • Serbia | • Venice [Moriah] |
| • Egypt | • Netherlands, | • Spain [Stephanie] | • Westphalia/Kassel |
| • England | • Poland | | |
| • France | | | |

Week 2:

4 Sep (Tu)

The Study of Nationalism: Definitions, Concepts, Approaches

- Umut Özkirimli “Contemporary Debates on Nationalism” (2005, Intro)
- Ross Poole s.v. “Nationalism,” in *Berkshire Encyclopedia of World History*
- Prasjenit Duara s.v. “Nation State,” in *ibid.*

- Giuseppe Mazzini, “Europe: Its Condition and Prospects [On Nationality]”
- **Ernest Renan, « Qu’est-ce qu’une Nation? » (“What is a Nation?”) (1882)**
- Anthony Giddens, “The State as Power-Container”
- Frederic Barth, “Ethnic Groups and Boundaries”
- Thomas Eriksen, “Ethnicity and Nationalism”

Map Quiz

06 Sep (Thu)

19.00 “More than Just Mountains. A Brief History of Switzerland” (Lecture, Falcon’s Nest)

Week 3:

Perennialism and the Question of Premodern National Identities

11 Sep (Tu)

Social Cohesion and Group Identity in a Pre-Modern World

- The Bible (excerpts – few ☺)
- Thucydides, *The Peloponnesian War* (Perikles’ “Funeral Oration”)
- Tacitus, *Germania* (excerpt)
- Peace Settlement of Augsburg 1555
- Source on *nationes* at the university of Bologna in the late middle ages

- *Anthony D. Smith, “The Origin of Nations”* (excerpt)
- *Walker Conner, “When is a Nation?”* *Ethnic and Racial Studies* 13.1 (1990), 92-103.

- **Philip S. Gorski, “The Mosaic Moment: An Early Modernist Critique of Modernist Theories of Nationalism,”** in *American Journal of Sociology* 105 (2000), pp. 1428-1468 [JSTOR]

Presentation: “Chosen.” The Religious Foundation of nations, and the the Question of Perennialism/Primordialism

Country report 1 (for the year 1780) due

Weeks 4&5: Agencies of National Identity: Imagination, Culture, and Intellectuals in the Age of Revolutions

- 18 Sept (Tu)
- Benedict Anderson, *Imagined Communities*, 1-46
 - Eric Hobsbawm, “Introduction: Inventing Traditions,” to *The Invention of Tradition*, ed. by idem and Terence O. Ranger (1983)
 - Miroslav Hroch, *Social Preconditions of National Revival in Europe* (1985, brief excerpt)
 - Jean-Jacques Rousseau, selected writings on the people and on social cohesion
 - Emmanuel Joseph Sieyès, *What is the Third Estate?* (excerpt)
 - [Primary source on 18th century “national revival” (tbd)]

Presentation: The Rhetoric and Imagery of the Nation in the French Revolution [Joe]

- 25 Sept (Tu)
- Hobsbawm, *Nations and Nationalism since 1780*, 46-100
 - David A. Bell, *The First Total War*, 252-256
 - *La Marseillaise*, and *Die Wacht am Rhein* (“The Watch on the Rhine”)
 - Napoleon’s letter to his brother Jérôme, King of Westphalia (15 Nov 1807)
 - Johann Gottfried von Herder, *Reflections on the History of Mankind**
 - Johann Gottlieb Fichte, *Addresses to the German Nation*

Presentation: Napoleon, Europe, Resistance – Propaganda and Rhetoric [Fred]

Country Report 2 (for the year 1812) due

Weeks 6&7: Modernity, the Nation, the State, and Nationalism: Ernest Gellner’s Contribution

- 02 Oct (Tu)
- Eric Hobsbawm, *Nations and Nationalism since 1780*, 1-45 [skimming]
 - John Breuilly, “Introduction” in Gellner, XIII-XX
 - **Ernest Gellner, *Nations and Nationalism***, 1-50 [please pay particular attention to the introduction!]
- 09 Oct (Tu)
- Ernest Gellner, *Nations and Nationalisms* (complete)
 - John Breuilly, “Introduction” in Gellner
 - Adrian Hastings, “The Construction of Nationhood” (excerpt)

Quiz 2 (on Gellner and his critics)

Week 8: Enlightenment, French Revolution, and the ‘Long’ 19th Century

16 Oct (Tu) Midterm Exam

Readings for revision purposes and for the subsequent class discussion:

- Aviel Roshwald, *Ethnic Nationalism and the Fall of Empires*, 1-33

For subsequent debate in the second half of the class:

- Giuseppe Mazzini, “The Duties of Man”
- Jules Michelet, “Our Native Land. Are Nationalities about to Disappear?”
- Excerpts from French Third Republic Schoolbooks

Academic Travel

Week 9: National Movements, Daily Lives, and Government Perspectives, 1856-1918

06 Nov (Tu)

- Hobsbawm, *Nations and Nationalism since 1780*, 101-130
- Roshwald, *Ethnic Nationalism*, 34-69
- Michael Billig, *Banal Nationalism* (excerpts)
- Frithjof Benjamin Schenk, “Mental Maps” <http://ieg-ego.eu/en/threads/theories-and-methods/mental-maps/frithjof-benjamin-schenk-mental-maps-the-cognitive-mapping-of-the-continent-as-an-object-of-research-of-european-history>
- Max Weber “Structures of Power: The Nation” (1910/1921) (excerpt)

Presentation I: “Mitteleuropa,” or Mental Mapping in Action: The Question of what is Germany [Siri]

Presentation II: The Discovery of a National Landscape. Nature, Tourism, and the Environment in the Late 19th Century [Moriah]

Country report 3 due for mid-19th century (1850s-1870s – pick a meaningful moment and in time for your area, and be transparent about your reasoning)

Weeks 10-12: The Seminal Catastrophe of the 20th Century: The First World War and its Impact

13. Nov (Tu) **Straining the Imperial Molds, 1914-1918**

- Roshwald, *Ethnic Nationalism*, 70-155
- Pieter M. Judson, *The Habsburg Empire. A New History* (2016, excerpt)
- ”The Oath of the Black Hand” (1911)
- Pyka, “Treason” (draft [tbc])
- Primary sources on the Armenians in the Ottoman Empire

Presentation I: The Enemy Inside and the Quest for Purity: Ethnic Cleansing and Genocide as Means of Politics and Nation Building [Andrea]

Presentation II: The Enemy at the Gates: The Mechanisms to Forge a National Community in the First World War [Eric]

**13-16 Nov
(Tu-Fri)**

Preliminary Research Proposal with Bibliography due
Please schedule individual meetings with me

20 Nov (Tu) **Defining the Boundaries of the Nation, 1918-1923**

- Roshwald, *Ethnic Nationalism*, 156-197
- Erez Manela, *The Wilsonian Moment. Self-Determination and the International Origins of Anticolonial Nationalism*, 215-225
- H. Brailsford, *Macedonia Its Races and Their Future* (1908, excerpt)
- **Woodrow Wilson, The “Fourteen Points”** (8. January 1918), and Addendum in Congress Speech (11 February 1918)
- Program of the Polish Popular-National Union (May 1919)
- Treaty with Poland on the Protection of Minorities (1919)
- Treaty of Kars 1921 (the appendices on border drawing)

Presentation I: Beyond the Confines of States: Sati’ al-Husri and conceptions of an Arab Nation [Simon]

Presentation II: “Eastern” or “Western” Nationalism? The Case of Ireland [James]

Country Report 4 (for the years 1916-19) due

27 Nov (Tu) **Nationalism as “Matrix of Fascism”?**

- Hobsbawm, *Nations and Nationalisms Since 1780*, 131-162
- Roshwald, *Ethnic Nationalism*, 198-217
- Roger Griffin on “Palingenesis” and the “Fascist Minimum”
- Primary source on Swiss Fascism
- Excerpts from Benito Mussolini and Adolf Hitler

Presentation I: The Effects of the Right of Self-Determination of the People Denied – 20th Century “irredentism” [Stephanie]

Presentation II: Economic Nationalism? Economic Self-Interest versus International Collaboration in the World Economic Crisis, 1929-1936 [Natalia]

Week 13 Empire and the Making and Un-Making of Nations

04 Dec (Tu)

- Joseph Stalin, “Marxism and the National-Colonial Question”
- Vladimir Ilyich Lenin, “The Rights of Nations to Self-Determination”
- Slobodan Milosevic, Speech on the Kosovo field (1989)
- Aleksandr Dugin, excerpts from his writings
- Hobsbawm, *Nations and Nationalism Since 1780*, 163-192 [skimming!]
- Anthony D. Smith, on “Ethno-Symbolism”

Presentation I: Border Drawing as Solution? Theories of Partitioning [Nitish]

Presentation II: Suffering and the Nation. Perceived Victimhood as Incubator for Nationalism [Camilla]

Quiz 3

Week 14: Class Wrap-up: Nationalism and Ethnic Conflict in Past, Present – and in the Future?

**11 Dec (Tu),
16-18.00**

- Roshwald, *Ethnic Nationalism*, Conclusion
- David Laitin, *Nations, States, and Violence* (2007)(excerpts)
 - Recommended: E. Green/M. Banton/M. Guibernau/D. Laitin, “Debate on David Laitin’s *_Nations, States, and Violence_*,” in *Nations and Nationalism* 15 (2009), 557-574 [EBSCO]
- Aviel Roshwald, “The Post-1989 Era as Heyday of the Nation-State?” in *International Journal of Politics, Culture, and Society* 24, 1-2 (2011), 11-19.

Polished final version of the research proposal/final paper due

Please schedule a final meeting with me for discussion of your paper!