

German Nationalisms

Fall 2024

GSD 361K (36910) / GOV 368T (37385) / EUS 346 (35475) / REE 335 (42425)

11-12 MWF in GAR 0.120

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The terms “nation” and “nationalism” are ubiquitous, but not simple. There have been many different and even conflicting definitions of both. We may have a pre-conception of what nationalism means for one society and political system, but not all national movements are the same. This course is devoted to investigating the complex and influential phenomena of the nation, national identity, and nationalism in the modern era. To do so we will study the case of Germany, in particular the diverse expressions and implications of national concepts and movements that have emerged in German-speaking regions of Europe over the last two and a half centuries.

Questions that will help us to explore these issues include: What is the relationship between nationalist movements and state structures? What prompts shifts in the definition and use of key terms such as the nation, the people, the *Volk*? How and when are cultural and social traditions appropriated in the name of nationalism? And what theoretical approaches to the phenomenon of nationalism best explain its variation and history?

By examining various cultural expressions and critical definitions of “Germany” and “Germanness” in the modern era, this course challenges a simplistic understanding of the history of German nationalism as an inevitable progression towards totalitarianism. It also provides numerous points of comparison for other national cases and histories and encourages students to reflect on the possible validity as well as the dangers of nationalism in the present moment.

This course is also structured to help students to improve their critical thinking abilities, their research skills, their writing, and their facility with oral presentations. It carries a writing (Wr), a global cultures (GC), and an independent inquiry (II) flag.

Learning Outcomes

Students will be able to:

- describe major events and trends in the history of German nationalism,
- compare and contrast differing views of the German nation,
- analyze the rhetorical and stylistic elements authors use to talk about political identity,
- locate relevant sources regarding recent views or debates about national identity,
- compose a well-organized and clearly written research project,
- present their research findings orally to others and respond to questions,
- critique the ideas and views of others in a constructive and professional manner.

Required Texts

- A course reader with primary texts (available at Jenn's Copies, 2518 Guadalupe St.)
- Fulbrook, Mary. *A Concise History of Germany*. Cambridge University Press, 2019 (3rd ed.).
- Remarque, Erich Maria. *All Quiet on the Western Front*. Random House, 1987. (or reprint)
- Strunk, William and E. B. White. *Elements of Style*. Pearson/Longman, 1999. (any ed.)

Recommended Text

Hairston, Maxine, et al. *Scott Foresman Handbook for Writers*. Many editions available in PCL.

Assignments

- 1) **Preparation** consists of completing **assigned readings** (in books, in the reading packet, or on Canvas) *before class* on the day listed on the syllabus. Come to class prepared to discuss the material and/or pose questions about it. Careful reading is also the best preparation for the essays and tests. Preparation also includes collaborative commentaries about several films. **Participation** presumes **regular attendance**. It includes discussing the readings in groups and sharing ideas. It also includes completing regular in-class activities, such as short writing tasks: “reaction papers” or “minute papers.” Missing more than three class periods and more than one of these activities will impact your grade for preparation and participation. If you miss a class period it is your job to contact a fellow student (not me) to find out what was covered and what deadlines, changes, or new information were announced.
- 2) Written homework consists of two short **essays**, **preparatory assignments** related to the research project, a **peer review** of another student’s research project, and your **research project** itself. All assignments are posted on Canvas. In the first 3-page essay you will compare and contrast concepts and contexts regarding views about the German nation in at least two primary readings. In the second 3-page essay you will compare stylistic, rhetorical, and other formal elements in two works. In your research project (6 pages) you will investigate a recent aspect of the nation, nationalism, or national identity in German society (from 1990 to the present). This will require locating relevant sources. Discuss your topic with me by October 25 and submit an annotated core bibliography, a thesis statement, and an outline in the first two weeks of November. You will submit a draft for peer review and comment on another student’s draft. All due dates are listed on the syllabus. I encourage you to use the University Writing Center resources: <https://uwc.utexas.edu/services/resources/>
- 3) In order to practice public speaking, to share your research, and to benefit from feedback, you will make a **formal presentation** to the class on the topic of your final research project. This will take place during the last two weeks of the semester in the context of a panel. Your presentation should have a thesis and a conclusion, be clearly organized, be between five and six minutes in length, and be accompanied by a 1-page handout that explains your key terms and main points. You are expected to speak freely (using only notes and/or your outline). All students will evaluate at least two presentations (on the days when they are not presenting) and send **comments** (suggestions for improvement for the final version) to the presenters and to the instructor. I encourage you to visit: <https://ugs.utexas.edu/slcsupport/speaking-center> for tips on public speaking well before you begin planning your presentation.
- 4) There will be two **exams** on material from readings (including direct quotes), lectures, and discussions. Review sheets with key terms are posted on Canvas.

Grading

- Preparation and participation (discussion, group work, in-class assignments): 10%
- Two 3-page essays (10% each): 20%
- Research topic; bibliography; thesis statement; outline: 5%
- Presentation of research project (and commentaries on others): 10%
- Peer-review of another student's research project: 5%
- Research project: 20%
- Two exams (15% each): 30%

Grades are assigned according to the following scales:

93.0-100	A	83.0-86.9	B	73.0-76.9	C	63.0-66.9	D
90.0-92.9	A-	80.0-82.9	B-	70.0-72.9	C-	60.0-62.9	D-
87.0-89.9	B+	77.0-79.9	C+	67.0-69.9	D+	0-59.9	F

Questions? Talk to me if you have questions about any aspect of the course. I'm here to help!

Syllabus

Date	Period	Reading and/or writing assignment	history reading in Fulbrook = F
Week 1 Definitions of Nationalism: Problem of Nationalism in German History; Enlightenment; Classicism: Tolerance; Cosmopolitanism; History; Folk Culture; National Culture			
M 8/26	1	Introduction	
W 8/28	2	Lessing	F 1-13
F 8/30	3	Herder; Goethe	F 69-94
Week 2 Romanticism; Liberation; Liberalism; Restoration: Wars of Liberation; National Revival; Anti-national Restoration			
W 9/4	4	Fichte	F 94-103
F 9/6	5	Körner; Jahn; Arndt Joint assignment about one film: <i>A Nation Returns: Germany</i> (1993) <u>or</u> <i>The Germans: Portrait of a New Nation</i> (1995)	
Week 3 Internationalism; Revolution; Socialism: Pre-March period; 1848 Revolution; Liberalism vs Socialism			
M 9/9	6	Schneckenburger; Hoffmann von Fallersleben; Heine [discuss with partner: <i>Handbook for Writers – Thesis, outline, title</i>]	F 104-115
W 9/11	7	Heine [preview and think about: <i>Strunk and White</i>]	F 116-122
F 9/13	8	Marx/Engels	
Week 4 Theories of Nationalism: “Ethnie;” “Ethnonationalism”			
M 9/16	9	DUE: Essay 1: 3-page conceptual comparison	

W 9/18	10	Smith; Connor	
F 9/20	11	Gellner	
Week 5 Theories of Nationalism: “Imagined Communities;” “Invention of Tradition”			
M 9/23	12	Anderson	
W 9/25	13	Hobsbawm	
F 9/27	14	<u>First Exam</u>	
Week 6 Imperialism; Volk and Völkisch Ideologies of the Nation: Wars of Unification; Wilhelminine Germany; Anti-Semitism; Germany’s “Special path”			
M 9/30	15	Wagner; Bismarck and Imperial Documents	F 122-144
W 10/2	16	Treitschke	F 144-154
F 10/4	17	Joint assignment about film: <i>Back to the Future: Weimar Today</i> (2019) <u>Begin thinking about research topic</u>	
Week 7 War, Heroes, and Homeland (<i>Heimat</i>): World War I; Treaty of Versailles; Weimar Republic; “Stab in the Back”			
M 10/7	18	Nietzsche [in class: <i>Handbook for Writers – Revise, edit, proofread</i>]	
W 10/9	19	Lissauer; Remarque	F 155-179
F 10/11	20	Remarque	
Week 8			
M 10/14	21	Tucholsky	
W 10/16	22	<u>Review and discussion of sample research projects</u>	
F 10/18	23	<u>DUE: Essay 2: 3-page rhetorical/stylistic comparison</u>	
Week 9 Nation as Race: National Socialism: Nazi Racial Doctrine; World War II; Holocaust			
M 10/21	24	Hitler; Goebbels	F 179-204
W 10/23	25	Riefenstahl (view film before class)	
F 10/25	26	<u>DUE: discussion of research topic</u>	F 212-220
Week 10 Division of the Nation; Two States vs One Nation: The “good” and the “bad” Germany: Defeat, Occupation, Division			
M 10/28	27	Brecht	F 205-212
W 10/30	28	Mann	
F 11/1	29	Sichrovsky	F 220-243

Week 11 Con-Federation, Unification, or Colonization: November 1989 - “National Revolution?”; October 3, 1990 – Day of Unification			
M 11/4	30	Film: <i>ABCNews Nightline: East Germany Opens its Borders</i>	F 243-249
		<u>DUE: TOPIC for research project</u>	
W 11/6	31	Schneider	
F 11/8	32	de Bruyn; Grass; Bohrer	F 250-273
Week 12 Memory and the Legacy of the Past in German Identity: Constitutional Patriotism; Bitburg; “Historians’ Debate”; Legacy of Colonialism			
M 11/11	33	Sternberger; press reports on Bitburg visit; Kohl	
		<u>DUE: annotated core BIBLIOGRAPHY for research project</u>	
W 11/13	34	Nolte; Habermas; Leicht	
F 11/15	35	<i>Guardian</i> editorial; <i>New York Times</i> articles (international reporting)	
		<u>DUE: THESIS and OUTLINE for research project</u>	
Week 13 Citizenship, Migration, Normalcy for Germany?			
M 11/18	36	<u>Second Exam</u>	
W 11/20	37	<u>Panel presentations; comments due by 10 pm</u>	
F 11/22	38	<u>Panel presentations; comments due by 10 pm</u>	
THANKSGIVING BREAK			
Week 14 Regionalism and Internationalism			
M 12/2	39	<u>Panel presentations; comments due by 10 pm</u>	
W 12/4	40	<u>Panel presentations; comments due by 10 pm</u>	
F 12/6	41	<u>Panel presentations; comments due by 10 pm</u>	
		<u>DUE Sunday 12/8 at noon: DRAFT of 6-page research project for peer review</u>	
Week 15 The Future of Nationalism			
M 12/9	42	Conclusions	
		<u>DUE: PEER REVIEW of another student’s 6-page research project</u>	
F 12/13		<u>DUE: FINAL VERSION of 6-page research project</u>	

Course policies and academic resources

Syllabus and Assignments

It is your responsibility to read and keep this syllabus so that you understand all course requirements and know when all assignments are due. I will not be sending you reminders about due dates. *Nota bene: late work is not accepted*, except in the case of excused absences listed below (“Religious Holidays and other Absences”).

Classroom policy

Respecting your classmates includes listening closely when they are speaking. To that end, technology may only be used for course-related purposes during class. Do not surf the internet, text, or do anything else that might prevent you from paying attention and/or might distract your fellow students.

Academic Integrity

Learning is a complex process that, of course, includes working together with fellow students. I strongly encourage you to study together. There will also be a few group activities assigned. You are, however, expected to submit your own work on individual assignments, essays, quizzes, and exams.

Because dishonesty harms the individual, other students in the course, and the integrity of the University, UT's policies on scholastic dishonesty will be strictly enforced. The website of the Office of the Dean of Students explains the standards of conduct and academic integrity expected of all UT students: <https://deanofstudents.utexas.edu/conduct/>. Students who do not comply with University rules on scholastic integrity are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University.

S.B. 11

You received oral notice during the first week of class in accordance with official university policy (UT-Austin policy (HOP 8-1060, VII-C)) that ***Prof. Belgum's office, BUR 324, is a gun-free zone.***

Religious Holidays and other Absences

If you will miss a due date because of a religious holiday, notify me by email at least one week before the absence. The same applies to obligations such as performances or competitions. A medical absence requires written documentation from a physician; an absence for a funeral requires documentation as well. In all cases, work must be completed within one week of the absence. A conflict due to family or work-related events must be arranged by email two weeks in advance and assignments must be turned in on or before their regular due dates.

Students with Disabilities

The University of Austin provides upon request appropriate academic accommodations for students with disabilities. Any student with a documented disability who requires academic accommodations should contact the Service for Students with Disabilities to request an official letter which you must give to instructors: <https://diversity.utexas.edu/disability/accommodations-and-services/>. For more information, contact the Office of the Dean of Students at 512-471-6259, video phone: 512-410-6644.

Behavior Concerns Advice Line (BCAL)

If you have concerns about the safety or behavior of fellow students, TAs, professors, or staff, you can call the Behavior Concerns Advice Line to discuss your concerns: 512-232-5050 or visit: <https://safety.utexas.edu/behavior-concerns-advice-line/>. Trust your instincts and share your concerns.

Confidential Advocates

UT Austin provides two private support programs for students who have been impacted by interpersonal violence that are not mandated to report to Title IX. To find a confidential advocate please visit: <https://deanofstudents.utexas.edu/emergency/confidentialadvocates.php/>.

Wellness

Your physical and emotional health are very important. Wellness workshops and other resources are available to all UT students. To find out more, visit: <https://cmhc.utexas.edu/index.html/>.

Please also review the document "Additional Notices to Students" posted on Canvas.