

# German Nationalisms

Spring 2024

GSD 361K (36970) / GOV 368T (37540) / EUS 346 (35400) / REE 335 (44460)  
11-12 MWF in GAR 1.126

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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 (3<sup>rd</sup> 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** includes discussing the readings and completing regular in-class activities, including short writing tasks: “reaction papers” or “minute papers.” Missing more than two of these activities will impact your grade for preparation and participation. If you miss a class meeting it is your job to contact a fellow student to find out what was covered and what deadlines, changes, or new information were announced.
- 2) Written homework consists of three **essays** and a **peer review** of another student’s research project. All assignments are posted on Canvas. In the first 3-page essay you will compare and contrast concepts and context 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 the last essay (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 March 24 and submit an annotated core bibliography, a thesis statement, and an outline in the first two weeks of April. Note that you may submit your project in an innovative or creative format. If you are interested in such an option, discuss it with me by March 24. You will submit a draft for peer review and comment on another student’s draft. All due dates are listed on the syllabus. You may use the University Writing Center resources:  
<https://uwc.utexas.edu/services/resources/>
- 3) In order both to share your research and to benefit from feed back you will make a **formal presentation** to the class (in the context of a panel during the last two weeks) on the topic of your final research project. Your presentation should have a thesis and a conclusion, be clearly organized, 5 minutes in length, and 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). Students will evaluate at least two presentations (on the days when they are not presenting) and provide **comments** (suggestions for improvement for the final version) to the presenters and the instructor. For tips on public speaking visit:  
<https://ugs.utexas.edu/slc/support/speaking-center>
- 4) There will be two **exams** on material from readings (including direct quotes), lectures, and discussions. Review sheets with key terms will be 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 <u>Fulbrook</u> = F
<b>Week 1 Definitions of Nationalism:</b> Problem of Nationalism in German History; <b>Enlightenment;</b> <b>Classicism:</b> Tolerance; Cosmopolitanism; History; Folk Culture; National Culture			
W 1/17	1	Introduction	
F 1/19	2	Lessing	F 1-13
<b>Week 2 Romanticism; Liberation; Liberalism; Restoration:</b> Wars of Liberation; National Revival; Anti-national Restoration			
M 1/22	3	Herder; Goethe	F 69-94
W 1/24	4	Fichte	F 94-103
F 1/26	5	Körner; Jahn; Arndt Joint assignment about one film: <i>A Nation Returns: Germany</i> (1993) or <i>The Germans: Portrait of a New Nation</i> (1995)	
<b>Week 3 Internationalism; Revolution; Socialism:</b> Pre-March period; 1848 Revolution; Liberalism vs Socialism			
M 1/29	6	Schneckenburger; Hoffmann von Fallersleben; Heine [discuss with partner: <i>Handbook for Writers – Thesis, outline, title</i> ]	F 104-115
W 1/31	7	Heine [in class: <i>Strunk and White</i> ]	F 116-122
F 2/2	8	Marx/Engels	
<b>Week 4 Theories of Nationalism:</b> “Ethnie,” “Ethnonationalism”			
M 2/5	9	<b><u>DUE: Essay #1: 3-page conceptual comparison</u></b>	

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

<b>Week 11 Con-Federation, Unification, or Colonization:</b> November 1989 - “National Revolution?”; October 3, 1990 – Day of Unification		
M 4/1	30	Film: <i>ABCNews Nightline: East Germany Opens its Borders</i> F 243-249 <b><u>DUE: TOPIC for research project</u></b>
W 4/3	31	Schneider
F 4/5	32	de Bruyn; Grass; Bohrer F 250-273
<b>Week 12 Memory and the Legacy of the Past in German Identity:</b> Constitutional Patriotism; Bitburg; “Historians’ Debate”; Legacy of Colonialism		
M 4/8	33	Sternberger; press reports on Bitburg visit; Kohl <b><u>DUE: annotated core BIBLIOGRAPHY for research project</u></b>
W 4/10	34	Nolte; Habermas; Leicht
F 4/12	35	<i>Guardian</i> editorial; <i>New York Times</i> articles (international reporting) <b><u>DUE: THESIS and OUTLINE for research project</u></b>
<b>Week 13 Citizenship and Migration:</b> Normalcy for Germany?		
M 4/15	36	<b><u>Second Exam</u></b>
W 4/17	37	<u>Panel presentations; comments due by 10 pm</u>
F 4/19	38	<u>Panel presentations; comments due by 10 pm</u>
<b>Week 14 Germany and Europe:</b> Regionalism and Internationalism		
M 4/22	39	<u>Panel presentations; comments due by 10 pm</u>
W 4/24	40	<u>Panel presentations; comments due by 10 pm</u>
F 4/26	41	<u>Panel presentations; comments due by 10 pm</u> <b><u>(Saturday) DUE: DRAFT of 6-page research project for peer review</u></b>
<b>Week 15 The Future of Nationalism</b>		
M 4/29	42	Conclusions <b><u>DUE: PEER REVIEW of another student’s 6-page research project</u></b>
F 5/3		<b><u>DUE: FINAL VERSION of 6-page research project</u></b>

## 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, I ask you to use any technology for course-related purposes only. During class do not surf the internet, text, or do anything that might prevent you from paying attention and/or 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)). This notice is a written reminder 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.*