

# German Nationalisms

GSD 361K (38560) / GOV 368T (39085) / EUS 346 (36890) / REE 335 (44085)

Fall 2021

MWF 11-12 in GEA 127

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**Office hours** by phone or Zoom: M 12-1:30; W 1:30-3; by appt.

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The term “nation” is ubiquitous, but not simple. There are different and at times conflicting definitions of that one word. 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 nation and nationalism in the modern era. We will study the case of Germany, in particular the diverse expressions and implications of national concepts and movements that have occurred in German-speaking regions of Europe in their respective historical contexts over the last two and a half centuries.

The fundamental questions for consideration are: What is the relationship between nationalist movements and the context of states? How and when are specific cultural and social traditions appropriated in the name of nationalism? How has the nation been defined at various points in German history and what different understandings of the terms: nation, the people, the *Volk* have existed and why? What roles have competing understandings of these terms played in German culture, society, and politics in the last 250 years? What theoretical conceptions of nationalism have scholars proposed and what are the relative strengths and weaknesses of each?

By examining various cultural expressions and critical definitions of “Germany” and “Germanness,” 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. It encourages students to reflect on the possible validity as well as the dangers of nationalism in the present moment.

The course is also structured to help students to improve their critical thinking abilities, their research skills, their writing, and their ability to make formal oral presentations. It carries a writing (Wr) and global cultures (GC) 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
- create and support their own definitions of nation, nationalism, and related concepts
- locate relevant sources regarding recent views about nationalism
- compose a well-organized and clearly written research paper
- 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> edition).

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 edition)

### **Recommended Text:**

Hairston, Maxine, et al. *Scott Foresman Handbook for Writers*. There are many copies available in the 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 them. Once each week you will submit an insightful comment or question about the day's reading on Canvas at least one hour before class. Once during the semester, with a partner you will **introduce** the day's primary reading and begin the discussion. To prepare for the tests you should identify several passages in each reading that you consider representative. I recommend you do this with partners as well, Participation also includes commentaries on several films. Remember that **participation** is graded. 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 work consists of three **papers** and a **peer review** of another student's research paper. All assignments are posted on Canvas. In the first 3-page paper you will compare and contrast views regarding the German nation in at least two primary readings. The second 3-page paper requires you to present your own definition of nation, national identity, and nationalism in response to the theoretical readings. In the last paper (6 pages) you will investigate an aspect of the nation, nationalism, or national identity (from 1990 to the present). This will require locating relevant sources. Discuss your topic with me by the end of October and submit an annotated core bibliography, a thesis statement, and an outline in early November. You will submit a draft for peer review and comment on another student's draft. Due dates are listed on the syllabus. No late assignments are accepted without prior approval. I encourage you to make use of the University Writing Center resources:  
<https://uwc.utexas.edu/services/resources/>
- 3) You will make a **formal presentation** to the class (in the context of a panel during the last three weeks) on the topic of your research paper. Your presentation should have a thesis and a conclusion. It should be clearly organized, at most eight (8) 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 three presentations (on each day when they are not presenting) and provide **comments** (suggestions for improvement for the final paper) to the presenters and the instructor. For tips on public speaking visit: <https://ugs.utexas.edu/slcsupport/speaking-center>
- 4) There will be two **exams** (with short answer and quotation IDs) on material from readings and discussions. There are no make-up exams unless arranged in advance.

**Grading:**

Two 3-page essays (10% each): 20%

Preparation and participation (including film commentaries, short intro to a primary text): 20%

Research topic; bibliography; thesis statement; outline: 5%

Formal presentation on research topic and comments on other presentations: 10%

Peer-review of another student's research paper: 5%

Research paper: 20%

Two exams (10% each): 20%

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	Daily reading/writing assignment	history reading in Fulbrook = F
<b>Week 1 Definitions of Nationalism:</b> Problem of Nationalism in German History			
W 8/25	1	Introduction	
F 8/27	2	Lessing	F 1-13
<b>Week 2 Enlightenment; Classicism; Romanticism:</b> Tolerance; Cosmopolitanism; History; Folk Culture; National Culture			
M 8/30	3	Herder; Goethe	F 69-94
W 9/1	4	Fichte	F 94-103
F 9/3	5	No class – Joint assignment about film: <i>Nationalism: Blood and Belonging</i> [also discuss with partner: <i>Handbook for Writers – Thesis, outline, title</i> ]	
<b>Week 3 Liberation; Liberalism; Restoration:</b> Wars of Liberation; National Revival; Anti-national Restoration			
W 9/8	6	Körner; Jahn; Arndt [in class: <i>Handbook for Writers – Revise, edit, proofread</i> ]	
F 9/10	7	Schneckenburger; Hoffmann von Fallersleben; Heine	F 104-115
<b>Week 4 Internationalism; Revolution; Socialism; Racialism:</b> Pre-March period; 1848 Revolution; Liberalism vs Socialism; Anti-Semitism			
M 9/13	8	Heine [in class: <i>Strunk and White</i> ]	F 116-122
W 9/15	9	Marx/Engels	
F 9/17	10	<b><u>DUE: Essay #1: 3-page comparative paper</u></b>	

<b>Week 5 Theories of Nationalism:</b> “Ethnie;” “Ethnonationalism”			
M 9/20	11	<u>First Exam</u>	
W 9/22	12	Smith; Connor	
F 9/24	13	Gellner	
<b>Week 6 Theories of Nationalism:</b> “Imagined Communities;” “Invention of Tradition”			
M 9/27	14	Anderson	
W 9/29	15	Hobsbawm	
F 10/1	16	No class – Joint assignment about film: <i>The Germans: Portrait of a New Nation</i>	
<b>Week 7 Imperialism; Volk and Völkisch Ideologies of the Nation:</b> Wars of Unification; Wilhelminian Germany; Anti-semitism; Germany’s “Special path”			
M 10/4	17	Wagner; Bismarck and Imperial Documents	F 122-144
W 10/6	18	Treitschke	F 144-154
F 10/8	19	Nietzsche <u>DUE 10/3: Essay #2: 3-page paper on theory of nationalism</u>	
<b>Week 8 War, Heroes, and Homeland (<i>Heimat</i>):</b> World War I; Treaty of Versailles; Weimar Republic; “Stab in the Back”			
M 10/11	20	Lissauer; Remarque	
W 10/13	21	Remarque	F 155-179
F 10/15	22	Tucholsky <u>Begin searching for research topic</u>	
<b>Week 9 Nation as Race: National Socialism:</b> Jews and Germans; Nazi Racial Doctrine; World War II; Holocaust			
M 10/18	23	Hitler; Goebbels	F 179-204
W 10/20	24	No class – <u>Joint review of and discussion of sample research papers</u>	
F 10/22	25	Riefenstahl (view film before class)	
<b>Week 10 Division of the Nation; Two States vs One Nation:</b> The “good” and the “bad” Germany: Defeat, Occupation, Division			
M 10/25	26	Brecht; Mann	F 205-212
W 10/27	27	No class – <u>DUE by 10/30: discussion of research topic</u>	F 212-220
F 10/29	28	Sichrovsky	F 220-243

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

### Course policies and academic resources

#### **Syllabus and Assignments**

Read this detailed description of all requirements carefully and follow all instructions. It is your responsibility to follow the syllabus and to know what is due when. *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 your computer 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. You are, however, expected to submit your own work on all 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: <http://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 in the syllabus 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 or a positive Covid-19 test; an absence for a funeral requires documentation as well. In all cases, work must be completed within one week of the absence. A missed due date because of 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: <http://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://besafe.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/advocacysupport.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.*