

# HIEU 109 – Blood, Soil, Boundaries: Nationalism in Europe

## Synopsis

A short time ago, the death of the nation state was proclaimed by journalists and academics alike. Today the nation seems very much back in the game as far as politics and international relations are concerned. In this course we will look at the foundations and functions of nations and nationalism and consider how the idea of the nation has changed throughout history and why this has occurred.

Instructor:

James Stout, PhD.

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Course Meetings: Tuesday and Thursday 2:00- 4:50 HSS 2145

Office Hours: 30 mins before class Tuesday and Thursday, HSS Grad Student offices.

## Assigned texts and useful resources:

- 1) Nations and Nationalism: A reader, Philip Spencer and Howard Wollman.
- 2) Peasants into Frenchmen: Eugen Weber
- 3) Course website: <http://tritoned.ucsd.edu>  
The course website contains a copy of the syllabus, lecture outlines, assignments and grades. To set up a Tritoned account for the first time, go to: <http://iwdc.ucsd.edu/students.shtml>
- 4) The Teaching and Learning Commons is available for individual writing appointments: <http://commons.ucsd.edu/students/writing/index.html>
- 5) The Nationalism Project [www.nationalismproject.org](http://www.nationalismproject.org). This site is the leading Internet resource for information regarding nationalism studies. It is great for building bibliographies and looking for the resources available in a given subject area.
- 6) H-net H-Nationalism <https://networks.h-net.org/h-nationalism>. This is a great site for historical discussion and book reviews.

## Learning Outcomes:

The aims of this course fit within the larger framework of program outcomes adopted by the Department of History ([https://academicaffairs.ucsd.edu/files/ug-ed/asmnt/lo-programs/WASC\\_7.1\\_HIST\\_2015.pdf](https://academicaffairs.ucsd.edu/files/ug-ed/asmnt/lo-programs/WASC_7.1_HIST_2015.pdf)).

- 1) Historical narrative: You should be able to construct a historical narrative of the construction of nationalism and its emergence as a driving force of European twentieth century history.
- 2) Primary documents: you should be able to read primary documents written by contemporaries and understand how to use them to construct a historical narrative.
- 3) Critical reading: You will learn how to look at the assigned documents critically and ascertain their biases.

- 4) Interpretation: you should be able to analyse, synthesize and create an overall interpretation based on your understanding of complex situations for which there is no single right answer
- 5) Creativity: you will get to choose a subject of your choice that develops a theme of the course and write an essay
- 6) Empathy: learn how to put yourself in the place of actors in the past to understand their decisions, by class, nation, gender or other group
- 7) Expression through writing: perfecting your ability to frame essays with an argument and historical evidence.

**Grading:****Weekly discussion papers – 20% course grade**

Each Thursday (beginning on the 13<sup>th</sup> of July) you will be expected to submit, via Tritoned, a one page discussion of the assigned readings. In the class before these papers are due I will give you a set of questions designed to guide your thinking. The goal here is to have you put the perspectives of each author in conversation and to think about where you stand on various debates.

**Attendance and participation – 20% course grade**

This is a short course and we only meet twice a week. Every session will have an important learning objective and missing one will impact your understanding of course material. Participation in the discussions, assignments and attendance, will make up a significant portion of your grade.

**Signature Project – 20% course grade**

To show that you have learned from the course and how your understandings of nation or nationalism have changed this you will complete a signature project. This need not take the form of a written paper, but it may. It could also be a short video or even a piece of fictional writing from the point of view of one, or many, of the participants in the national movements we have studied. You will submit a short description (storyboard, outline, synopsis etc) halfway through the course but otherwise, this is entirely your own work.

**Final exam – 40% course grade**

The ability to express yourself in writing is one of the life skills you will take from university. In order to test your understanding, recall and ability to express yourself this exam will take place in class (via Tritoned) and makes up the largest part of the grade.

All late papers will be penalized 1/3 letter grade per day that they are late, a day is defined as beginning after midnight the day after the assignment is due (in this case 12:01 am Thursday, with penalties accruing beginning 12:01 am Friday).

Any student who has not submitted any of the assigned papers, or misses more than 3 classes, will be considered to have failed the class.

## **Policies:**

### **Computer/Notebook/Smart Phone Etiquette:**

Students can bring laptops or other electronic devices to class to take notes and/or consult readings. However, please be respectful of the other students by not using these devices for non-class applications that are distracting for everyone around you.

In the completing of all assignments, **plagiarism** will be taken seriously. Each student must do their own work and write in their own words, unless outside sources are directly cited. Plagiarism is not only copying exact text, but paraphrasing someone's idea without proper attribution. The University requires both faculty and students to honor the integrity of scholarship, and faculty are required to report any suspicion of cheating, collusion or plagiarism to the Academic Integrity Coordinator.

For University guidelines see: <http://www-senate.ucsd.edu/manual/appendices/app2.htm>: For History Dept guidelines, <http://historyweb.ucsd.edu/pages/undergraduate/Current/plagiarism.htm>

### **Disability Access**

Example: Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged.

Contact the OSD for further

information:

858.534.4382 (phone)

[osd@ucsd.edu](mailto:osd@ucsd.edu)(email)

<http://disabilities.ucsd.edu>(website)

**The Office for the Prevention of Harassment & Discrimination (OPHD)** provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. OPHD is the UC San Diego Title IX office. Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Students have the right to an educational environment that is free from harassment and discrimination. Students have options for reporting incidents of sexual violence and sexual harassment. Sexual violence includes sexual assault, dating violence, domestic violence, and stalking. Information about reporting options may be obtained at OPHD at (858) 534-8298, [ophd@ucsd.edu](mailto:ophd@ucsd.edu) or <http://ophd.ucsd.edu>. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center at (858) 534-5793, [sarc@ucsd.edu](mailto:sarc@ucsd.edu) or <http://care.ucsd.edu> or Counseling and Psychological Services (CAPS) at (858) 534-3755 or <http://caps.ucsd.edu>.

## Sessions

### **July 6<sup>th</sup> – Introduction to the course, assignments and readings, discussions on the understandings of nationalism that we bring to the table.**

Readings: (NB all of these will be in the reader unless otherwise stated)

Introduction p1

Key Questions? What are we studying? Why nations? Why nationalism? Why now?

### **July 11<sup>th</sup> – The Primordial straw man, revolution and the modern nation.**

Readings: Renan: What is a Nation? (posted online

[http://ucparis.fr/files/9313/6549/9943/What\\_is\\_a\\_Nation.pdf](http://ucparis.fr/files/9313/6549/9943/What_is_a_Nation.pdf) )

Smith "Ethno-Symbolism and the study of Nationalism" p23

Gellner: "Nationalism and Modernity." P40

Suggested: Breuilly "nationalism and the state" p61

Key Questions: What is an *ethnie*? Where do nations come from? Does a nation need a state?

### **July 13<sup>th</sup>—The nation and modernity** (Discussion set 1 due )

Readings: Anderson: "imagined communities" p 48

Weber "Peasants into Frenchmen" ch1 and 12

Key Questions: When and why do nations emerge?

### **July 18<sup>th</sup>— Ethnicity and nationalism** (proposals for signature project due)

Readings: Eriksen "ethnicity and nationalism" p135

Balibar "Racism and Nationalism" p163

Smith "Civic and Ethnic nationalism" p177

Rogers Brubaker "Ethnicity without nationalism" (online)

Key Questions: Where does the line between ethnicity and nationalism get drawn? Have they been redrawn?

### **July 20<sup>th</sup>— The uses and methods of the nation** (Discussion set 2 due)

Readings: Spencer "good and bad nationalisms" p 197

Weber chapter 17 & 18

Key Questions: Who does the nation serve? What does it allow us to do?

### **July 25<sup>th</sup>— The nation at war**

Readings: Paxton "The Five Stages of Fascism" (online

[http://theleder.com/docs/Misc/Paxton\\_Five Stages of Fascism.pdf](http://theleder.com/docs/Misc/Paxton_Five Stages of Fascism.pdf))

Vincent "liberal nationalism – an irresponsible compound?" p77

Benner "Really Existing Nationalisms" p101

Beissinger "how nationalisms spread" p258

Key Questions: What is the difference between Fascism and Nationalism? Does Nationalism lead to Fascism? How does the nation change in the post cold war era? What role does the nation play in the "end of ideology"?

### **July 27<sup>th</sup>— Micronationalism and the case study of Catalonia** (Discussion set 3 due)

Readings: Alvarez Junco "Spain: A Product of Incomplete Nation-building." (posted online or in the library as part of "European nations and nationalism: theoretical and historical perspectives" D424. E96 2000 )

Held "Culture and political community" p317

Moore "On national self-determination" p221

Key Questions: Where does the nation fit in the globalized world?

**August 1<sup>st</sup> – Discussion of nationalism in the 21<sup>st</sup> century**

Readings: Hastings "The Construction of Nationhood" p23

Gilroy "Between camps" p149

Key Questions: Where does the nation belong today? What did we learn about nationalism in 2016?

**August 3<sup>rd</sup> – In class final exam** (Discussion set 4 due)

- Anyone with a signature project which involves presentation may present it today.
- Key Questions: What is My Grade? Is this on the Final?

**August 5<sup>th</sup> – All signature projects due**

last day for submission of any late assignments