



School of History, Philosophy, Political Science and International Relations - Te Hunga Aro Whakamuri

HISTORY
2008 TRIMESTER 2

History 329 – Special Topic: Nationalism in European History
CRN 7173

Convener: Dr Alexander Maxwell
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Office Hours: To be announced.

Lectures: 15:10-16:00 Thursday
Venue: Hugh Mackenzie LT002
Seminars: Friday 9:00-10:50, OK301; Friday 13:10-15:00 KK103
Seminars begin the second week of term.

COURSE AIMS AND CONTENT

This course examines nationalism as a theory of political legitimacy from its origins in the Enlightenment to the present. The course alternates between influential thinkers whose works shaped subsequent thinking on nationalism, political leaders who used nationalist rhetoric to promote their goals, and contemporary scholarship exploring nationalism. Students who complete the course should be able to take a critical and analytical approach to nationalism. Students taking this course will study a variety of national concepts, and learn to recognize recurring themes in nationalist rhetoric. They will understand the social origins of nationalist movements, and how those origins affect their political aims. They will also explore these theoretical questions in a self-selected case study on a specific national movement.

COURSE OBJECTIVES

Students passing this course should be able to:

- (1) Understand the social and intellectual developments that caused nationalism to emerge.
- (2) Understand the main schools of thought in nationalism studies.
- (3) Be able to write a research paper that analyses primary sources in light of nationalism theory.
- (4) Be able to present complex ideas in a short talk before a group of people.

REQUIRED TEXTS

- (1) HIST 329 Book of Readings.
- (2) The History Programme's guidebook *Writing History Essays*

Textbooks available at Vicbooks; Books of Reading available at Student Notes. Both are in the Student Union Building on Kelburn Campus. Order textbooks and student notes online at www.vicbooks.co.nz; email orders or enquiries to enquiries@vicbooks.co.nz; phone: 463-5515

MANDATORY COURSE REQUIREMENTS

To pass this course, students must

- (1) Submit all the written work by the specified dates (subject to provisions for late submission of work),
- (2) Attend 8/11 tutorials (in case of illness, this requirement may be waived if a medical certificate is provided), and
- (3) Sit the test.

A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for a course, will receive a K grade for that course. A course mark less than 50% will result in the appropriate fail grade (D or E).

SCHEDULE OF LECTURES

July 10 Class requirements. Defining Terms: Nation, Nationalism.

July 17 *Liberté, Egalité*: Contract theory and the French Revolution.

Declaration of the Rights of Man (1789).

Robespierre, "On the Enemies of the Nation," (1794).

John Locke, *Treatise on Civil Government*, (1690). Ch. VIII "Of the Beginning of Political Societies"
<http://oregonstate.edu/instruct/phl302/texts/locke/locke2/locke2nd-b.html#Sect.%2098>.

Jean-Jacques Rousseau, *On the Social Contract* (1762) books 1 and 3
<http://www.constitution.org/jjr/socon.htm>

July 24 *Fraternité*: the Nation as a "National Brotherhood"

CASE STUDIES MUST BE CHOSEN BY THIS WEEK'S DISCUSSION (JULY 25)!

Olympe De Gouges, "Declaration of the Rights of Women," (1791).

<http://www.library.csi.cuny.edu/dept/americanstudies/lavender/decwom2.html>

Carole Pateman, *The Sexual Contract* "Genesis, Fathers, and the Political Liberty of Sons," 77-115.

Jennifer Heuer, "Hats on for the Nation! Women, Servants, Soldiers and the 'Sign of the French'," *French History*, vol. 16, no. 1 (2002), 28-52. <http://fh.oxfordjournals.org/cgi/reprint/16/1/28>

July 31 Nationalizing the Masses, or, schematizing "Peasants into Frenchmen"

BIBLIOGRAPHIES DUE IN LECTURE THIS WEEK IN DISCUSSION (AUGUST 1) !

Ernest Renan, "What is a Nation?" (1882). <http://nationalismproject.org/what/renan.htm>

Eugen Weber, *Peasants into Frenchmen*, an e-book available on electronic reserve through VUW library.

Ch. 9 "Give us this day," 130-45

Ch. 17 "Migration of another sort: Military Service" 292-303

Miroslav Hroch, "National Self-Determination from a Historical Perspective," in Periwal, ed. *Notions of Nationalism* (Budapest: CEU Press, 1995), 65-82

August 7 Civic vs. ethnic nationalism? Herder and the Cultural/Linguistic/Non-civic Nation.

Johann von Herder, *Outlines of a Philosophy of the History of Man* (transl. 1803), e-book available at VUW library.

Book XI Chapter I "China"

Book XII Chapter VI "Further Hints toward a Philosophy of the History of Man"

Book XVI Chapters III-IV "German nations" and "Slavian Nations."

Hans Kohn, *The Idea of Nationalism: A Study in its Origins and Background*, 329-34.

Rogers Brubaker, "'Civic' and 'Ethnic' Nationalism," *Ethnicity Without Groups*, 132-146.

August 14 Creating National Languages

EIGHT PAGES OF NOTES DUE IN DISCUSSION SECTION THIS WEEK (AUGUST 15)!

Benedict Anderson, *Imagined Communities*, "Old Languages, New Models", 67-.

Jan Kollár, *Reciprocity Between the Tribes and Dialects of the Slavic Nation* (1837) sections 1-5, 16, 19.

Eric Hobsbawm, *Nations and Nationalism Since 1780* "Popular Proto-Nationalism" 46-79.

September 4 Invented Traditions and The Warwick Debate

Anthony Smith, "Nations and their Pasts" (Contribution to the Warwick debate) *Nations and Nationalism*, vol. 2, no. 3 (1996), 358-65.

Hugh Trevor-Roper, "The Invention of Tradition: The Highland Tradition of Scotland," in Ranger, Hobsbawm, *The Invention of Tradition*, 15-42.

Allan Hanson, "The Making of the Maori" *American Anthropologist*, vol. 91, no. 4 (December 1989), 890-902.

<http://www.jstor.org/stable/681587>

Levine, Comments on Hanson's piece <http://www.jstor.org/stable/681306>



September 11 The legacy of Linneaus: Nationalism and Race

RESEARCH ESSAYS DUE SEPTEMBER 12!

F.G. Parsons, "Anthropological Observations on German Prisoners of War," *Journal of the Royal Anthropological Institute*. vol. 49, January 1919, 20-35.

<http://www.jstor.org/stable/2843432>

Benedict Anderson, *Imagined Communities*, "Patriotism and Racism", 141-54.

Nira Yuval-Davis, "Women and the Biological Reproduction of the Nation", *Gender and Nation*, 26-38.

September 18 Religion and Nationalism in the Balkans

Henry Brailsford, *Macedonia: its Races and Peoples* (1906).

<http://www.promacedonia.org/en/hb/index.html>

Chapter I "Characteristics of Turkish Rule" (sections 3-4)

Chapter IV "The Races of Macedonia" (sections 12, 10-11)

Chapter VII "The Greeks" (sections 1-5)

Anthony Smith, "Peoples of the Covenant," *Chosen Peoples*, 66-94.

September 25 Military Masculinity and Wartime Nationalism

J.H. Morgan, *German Atrocities: An Official Investigation* (excerpt).

Klaus Theweleit, *Male Fantasies* "Men and Women" 3-53 (50 pages)

Daniel Boyarin, *Unheroic Conduct* "Goyim Naches" 33-80 (47 pages)

October 2 Soviet Communism and the National Question

Lenin, "Corrupting the workers with refined Nationalism," (1914).

<http://www.marxists.org/archive/lenin/works/1914/may/10.htm>

Josef Stalin, "Marxism and the National Question – The National Question in Russia."

<http://www.marxists.org/archive/stalin/works/1913/03.htm#s7>

Yuri Slezkine, "The USSR as a Communal Apartment, or How a Socialist State Promoted Ethnic Particularism", in: Eley and Suny, eds., *Becoming National*, 203-38.

October 9 **IN-CLASS FINAL TEST**

- Who is a Maliseet? “Sandra Lovelace vs. Canada” (1981 court case).
<http://www.javier-leon-diaz.com/minorities/Lovelace%20v.%20Canada.pdf>
- Annex IV – The Constitution of Bosnia-Herzegovina (Annex to the 1995 Dayton Peace Accord)

ASSESSMENT

10%	Class Presentation
40%	Final Test
50%	Research Paper

Each student will be responsible for one **class presentation** during the course of the semester. This should be around eight minutes long, but not longer than 10 minutes. Presentations should briefly introduce one of the course readings in its historic or historiographic context, highlighting one or two key themes or ideas. Each presentation should end with a question for class discussion. They are marked A-B-C-D (outstanding – good – perfunctory – unacceptable).

The **final test** will have two parts. The first part will ask students to define certain key concepts or ideas from nationalism theory. In the second part, students must respond to two brief samples of nationalist rhetoric, and analyse them in light of the ideas discussed in the course.

The **research paper**, with a 6,000 word limit, should discuss a self-selected topic about nationalism in any country except New Zealand. The paper should address a main school of nationalism studies: theories of “national awakening,” the Warwick debate, the civic-ethnic dichotomy, the nationalization of everyday life, the relationship between nationalism and racism, or the gender dimension of nationalism. Other themes are possible with instructor approval. The paper should briefly summarize a theoretical debate and then examine a specific case study examined through primary sources. Does your case study confirm or refute any theoretical claims? Students should select their topics in consultation with the instructor. For theoretical works on nationalism, start with the works listed in the Beginner’s bibliography (see p.6).

Milestones: Students must demonstrate progress on their research paper as the semester progresses. Students who fail to meet a milestone on time will have 4 points deducted from their final essay grade. The deadlines are: Case studies chosen by July 25, sample bibliography ready by August 1, eight pages of notes ready to present by August 15. The student has the responsibility to make sure that the instructor sees that the milestones are completed.

PENALTIES FOR LATE WORK

History Programme policy stipulates that Students will be penalized for late submission of essays—a deduction of: 5% for the first day late and, 2% thereafter for a maximum of 8 days; thereafter work can be accepted for mandatory course requirements but will not be marked. Penalties may be waived if there are valid grounds, e.g. illness or similar other contingencies. A medical certificate or other documentation will be necessary. Contact the course coordinator as soon as a potential problem emerges. Extension forms are available in the History Programme office. If granted an extension, students must agree to a new due date.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is about honesty – put simply it means no cheating. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines it as follows: “*The presentation of the work of another person or other persons as if it were ones own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*” It is still plagiarism even if you re-structure the material or present it in your own style or words. Using the work of others is acceptable if acknowledged by appropriate referencing. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct www.victoria.ac.nz/policy/studentconduct.

Consequences of being found guilty of plagiarism can include an oral or written warning, suspension from class or university, a cancelled mark for an assessment, or a fail grade for the course as a whole. You are strongly advised to check with the instructor if you are uncertain about how to use and cite material from other sources. Find out more about plagiarism and how to avoid it, on the University’s website:

www.victoria.ac.nz/home/studying/plagiarism.html.

WORKLOAD GUIDELINES

In accordance with FHSS Guidelines, this course assumes that students will devote 18 hours per week to HIST 329. This includes 1 x 50 minute lecture and 1 x two-hour seminar.

STATEMENT ON THE USE OF TURNITIN.COM

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <<http://www.turnitin.com>>. Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. At the discretion of the Head of School, handwritten work may be copy typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be available to any other party.

AEGROTATS

Please note that under the Assessment Statute (Sections 4.5) students may now apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day on which lectures cease. In the case of **second trimester** courses in 2008 the starting point for this period is **Monday 22 September 2008**. The following rules apply:

- (1) where a student is not able to sit a test falling within these last three weeks because of illness or injury etc., an alternative test will be arranged where possible. If the student has completed in the view of the course supervisor, sufficient marked assessment relevant to the objectives of the course, an average mark may be offered. Where a student has an essay or other piece of assessment due in the last three weeks, and has a medical certificate or other appropriate documentation, the student will be given an extension.
- (2) if none of the above is available to the student, e.g., if she/he has an ongoing illness, than an aegrotat will be considered. See Assessment Statute (Sections 4.5) for a full explanation of the rules governing the provision of aegrotats in these circumstances.

GENERAL UNIVERSITY STATUTES AND POLICIES

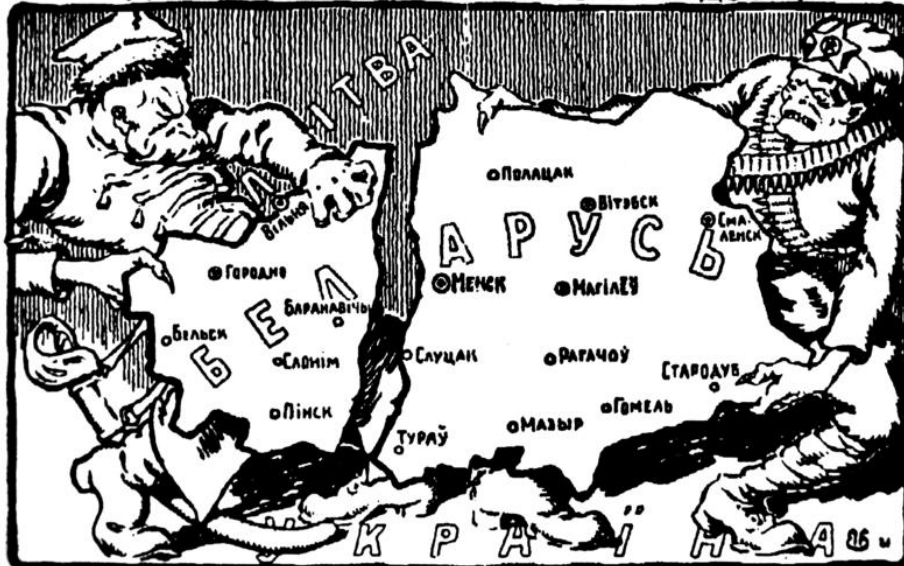
Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, Personal Courses of Study Statute, Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on Victoria homepage at:

http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically under "Course Outline General Information" at: <http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- (1) Academic Grievances
- (2) Student and Staff Conduct
- (3) Meeting the Needs of Students with Impairments
- (4) Student Support

ДАЛОЎ ГАНЕБНЫ РЫЖСКИ ПАДЗЕЛ!



НІХАЙ ЖЫВЕ ВОЛЬНАЯ НЕПАДЗЕЛЬНАЯ СЕЛЯНСКАЯ БЕЛАРУСЬ!

Beginner's Bibliography of Theoretical Works on Nationalism
Works of particular significance are marked with the following symbol: ►

Scholars studying nationalism as a historical problem

- Benedict Anderson *Imagined Communities*
Nichole Arnaud *Nationalism and the National Question*
Ronald Beiner *Theorizing Nationalism*
► Eric Hobsbawm *Nations and Nationalism since 1789*
► Rogers Brubaker *Nationalism reframed*
Ernst Gellner *Nations and Nationalism*
Adrian Hastings *The Construction of Nationhood: Ethnicity, Religion and Nationalism*
Miroslav Hroch *Social Conditions of National Revival in Europe*
Hans Kohn *Nationalism*
Umut Özkırımlı, *Theories of Nationalism*
Sukumar Periwal *Notions of Nationalism*
- Anthony Smith *Ethnic Origins of Nations*
National Identity
Nationalism and Modernism
Theories of Nationalism
Ethnic Origins of Nations
Nationalism: Theory ideology History
The Nation in History

Scholars studying nationalism as a political problem

- Michael Hechter *Containing Nationalism*
Elie Kedourie *Nationalism*
► Will Kymlicka *Politics in the Vernacular: Nationalism, Multiculturalism, Citizenship*
Tom Nairn *Faces of Nationalism – Janus Revisited*
S. Ranchod-Nilsson *Women, States and Nationalism: At Home in the Nation?*
Yael Tamir *Liberal Nationalism*
► Nira Yuval-Davis *Gender and Nation*