It is assumed that students taking this course have taken a number of undergraduate courses in Modern European history. Without such a background, students will be unable to keep up with the readings and papers and will be unable to carry out analysis at a graduate level. Apart from class time, you probably need to set aside at least fifteen hours to twenty per week for coursework.

This course examines the origins, characteristics and consequences of nationalism in Europe since the late eighteenth century. The focus is on Western Europe. However, other areas will be discussed and read about in order to have a comparative context. The topic will be approached from a theoretical as well as from a historical point of view.

The questions we will be asking in relation to Western Europe since 1789 include:

What are the origins of nationalism?
What are the origins of the Nation State?
What is meant by the Nation, the State, and the Nation-State?
What are the characteristics of nationalism?
What theories have been put forward by different historians to explain the emergence of nationalism and its different varieties?
Does/did nationalism come from the top down, or the bottom up?
How can nationalism be divisive/unifying?
What is the relationship between industrialism and nationalism?
To what extent is nationalism an artificial construct?
What is colonial nationalism?
How does gender relate to nationalism?
What is the role of race and ethnicity in the nationalist debate?
Does extreme nationalism have the same fundamental characteristics?
What role has nationalism played in causing the world wars?
What is post-nationalism, and is it a reality? 
Is nationalism dead?

**Required books**


*(Extra readings (articles, book reviews) will be placed on the WebCT site for this course)*

Week 1  Monday, January 7
Introductory class. Sign up for leading discussion. View video “Revolution and Romantics.”

*Take detailed notes either in your books or in a notebook when preparing for class. This will make it a lot easier for you to contribute to discussion, and to remember details. Bring these notes to class.*

Week 2  Monday, January 14
View video “The Age of the Nation States”

**Reading:** Hutchinson, *Nationalism* (Text)

Read the articles on nationalism by Renan, Stalin, Geertz, Connor, Gellner, Hobsbawm, Anderson, Breuilly and Hutchinson.Seton-Watson, Armstrong,
Week 3 Monday, January 21  Holiday Campus closed: Martin Luther King Holiday

Week 4 Monday, January 28
Reading: Lawrence, *Nationalism* (chapters 2-4)
View video: *Making History*
**Paper 1 due in class and on turnitin.com by midnight**

Week 5 Monday, February 4
**Office appointments. Research paper proposal** due with preliminary bibliography

**Reading week, two books.**
Thompson, E. P. *The Making of the English Working Class.*

Week 6 Monday, February 11
**Reading:** Thompson, E. P. *The Making of the English Working Class*
**Paper 2 due in class and by midnight on turnitin.com**

Week 7 Monday, February 18
**Reading:** Confino, *Nationalism as a Local Metaphor*
**Paper 3 due February 21 midnight on turnitin.com** Hard copy to be turned into my office.

Week 8 Monday, February 25
Office appointments on Research Paper


Week 9 Monday, March 3
**Paper 4 due in class and on turnitin.com by midnight**

Week 10 Monday, March 10
Presentations

Paper 5 Research Paper due: March 13 on turnitin.com by midnight

Requirements

1. Participation: attendance, discussion (5%), leadership (5%), and presentation (5%). 15%

2. Papers.

Paper 1 An analysis of the theories put forward in Hutchinson and Lawrence which allows you to come up with a working definition/definitions on Nationalism. 10% (750-1000 words).

Paper 2. A critical comparative review paper on the books by Weber, and Thompson which examines views on identity and nationalism in these books, and discusses why these two books have been so influential in the historiography of nationalism. 20% (1,200-1,600 words).

Paper 3 How Confino’s book can be assessed against the theory (sources in Hutchinson, and Lawrence’s views), and practical examples (Thompson and Weber) we have seen so far in the course. 10% (500-750 words)

Paper 4 A critical comparative review paper on the books on nationalism by Hobsbawm and Wiebe, against the backdrop of the readings we have already discussed in the course. 20% (1,000 - 1,600 words)

Paper 5. The research paper will focus on a narrow aspect of scholarship (historiography) on nationalism in a particular area in a particular time period in Western Europe between the early 1800s and the 1960s. The paper will draw heavily on scholarly journal articles found in JSOR 25% (3,000-4,000 words). More details in class.

It is up to you to give an appropriate title for your papers. Include a cover page, a bibliography, number pages from first page of text, double space, font 12. From the first paper, you will be using the Chicago Manual of Style and you will be providing footnotes. Stick to required length. All papers should be turned into turnitin.com
There will be no incompletes or make ups in this course. Late papers will be graded down 10% for every day late.

Format
This course is run as a discussion seminar and will not be lecture based. In some classes we will watch (30 minute) videos from the Modern European History series narrated by French historian Eugen Weber. Other relevant videos will also be shown, time permitting. The point of viewing these videos is (1) to put our readings in a wider context, (2) to examine the origins of European nationalist sentiment, and (3) to serve as a conversation focus. Anticipate the discussion lasting 3 hours or more. There will be a 15 minute break in addition to this time.

Leading discussions Students will sign up on the first night of class to lead discussion (or part of a discussion where two books are involved) on a particular night. The student will give a 10 minute introduction (a mini lecture) to the reading, indicate to the class the main themes he or she sees arising out of the reading, and then will guide the class through an intelligent discussion by asking open-ended questions which will invite serious consideration of the topic by the class. Questions should be thoughtful, provocative and structured with the aim of stimulating the group into intelligent academic discourse. Questions (typed) should be turned into the instructor, and copies should be provided to fellow students.

Participation means being able to intelligently contribute to the discussion in an informed manner which indicates you have done the required reading. Bring your notes to class. Students speaking off the top of their head, no matter how confidently (!), are quickly spotted! Participation also means being there for the whole of the class period. Students are required to attend all classes.

Grade Assignment
Ultimately, the final grade I assign to you is based on my judgment of your performance (and only of your performance). It is not open to negotiation. Please do not tell me you need a certain grade in this class in order to stay in the program. My assessment will be based solely on your performance in this class, and will not be influenced by outside factors.