

Teaching Philosophy

Teaching is my first passion. From tutoring as a teenager, to working full-time in a public elementary school classroom, to four years instructing Harvard undergraduates, I have worked with students at all levels for nearly 20 years. As a historian, my teaching is driven by two basic challenges. First, how do I make the turbulent times and topics at the center of my research – modern Central Europe, fascism, socialism, and mass violence – comprehensible and relatable to students today? Second, how do I awaken a passion for history in students and teach them to use historical reasoning to make themselves better thinkers and citizens?

My formula relies on multi-sensory and interactive instruction, and on extensive primary source readings to push students to make their own historical interpretations. Above all, I aim to create a vibrant, interactive *community* of learners in which I am but a guide on a journey of self-discovery. Before describing specific course content goals below, allow me to explain my broader teaching philosophy as a lecturer, discussion leader, and mentor.

Lectures can play a vital role in learning, but I believe the most effective ones must be interactive and visually engaging, and must teach students how to think like historians. Each of my lectures has an explicit argumentative structure, and begins with a set of interpretive questions. I then answer these questions over the course of the lecture not simply by conveying facts, but by modeling how historians move from fact to interpretation. I encourage all types of questions, often ask them myself, and make extensive use of visual, video, and aural sources. In my course on fascism, I began nearly every lecture with a relevant primary source video, such as Leni Riefenstahl's *Olympia* or a historical newsreel, and held a mini-discussion before segueing into the lecture's themes.

Student Voices

"Professor Karch was excellent. He was a good lecturer and I liked that he encouraged participation during the lectures. I really liked that he led a section one week and I also really liked that he learned everyone's name - it made me feel like he had a personal interest in me getting as much from the class as possible and that he wasn't just there to lecture and leave." (*Hist 1256*)

"Professor Karch is one of the best professors I have ever had at Harvard. He is very smart and generated really interesting discussion with just a few questions for us. He also was really good about guiding us through the enormous amount of reading we had by giving a brief rundown of what to focus on. I sincerely hope he receives tenure in due time because the History Department needs professors like this." (*Hist 72j*)

"Brendan was great, especially because he really took our midterm evaluations to heart and worked to make the material even more accessible to us based on our feedback. I also liked the blog post response format ... [!]It was a fun and easy format to make our thoughts known and see what other people were thinking at the same time about the same reading." (*SS 10a*)

In discussion and seminar settings, my goal is to give students the proper guidance and leeway to reach their own conclusions. I strive to build an environment where students talk to, and learn from, each other, leaving me as a navigator. Extensive use of role-playing, presentations, group work, debates, and field trips helps me achieve these goals. Technology can also facilitate peer-based learning. Most of my courses use a blog, intended as a safe forum for students to experiment with ideas and learn from each other. Technology also opens up long-distance dialogue. In a freshman seminar, after discussing a conservative journalist's take on modern-day American "liberal fascism," I set up a class debate with the author over videoconference. The debate challenged students to apply theories of fascism to current political rhetoric, and to compare rigorous historical inquiry to journalistic standards.

When it comes to assessment and mentoring, I aim to treat each student as if they are on an individual journey, and work to their needs. In addition to papers and exams, my courses also use ungraded writing assignments early in the semester, along with map quizzes, student presentations, and group projects. These provide students many chances to shine, and let me know where they need to improve. In grading papers I use a rubric, which is pre-distributed to students to set clear guidelines (see attached sample). My standards for grading and feedback are best summed up by a student evaluation from 2008: "Never have I received so many thorough comments on a final paper. Brendan paid great attention to detail, and expected the same from his students." I have mentored several theses, and with each student I am to give him or her the personal structure and guidance so they can best chart their own intellectual course.

High-quality teaching also means continually improving. I make use of anonymous mid-semester evaluations to tweak my teaching methods. I also revise syllabi substantially from year to year based on student feedback. Before I was a historian, I was an educator, and I will always treat teaching as a vocation demanding continual professional development and self-improvement. I hope to evolve in 20 years time into an even better teacher – and thus realize my goals of not only making the past relevant to students, but also using history to awaken their interest in the rights and obligations that bind them to larger communities.

Courses and Evaluations

A transnational approach to Central Europe in my research also imbues my teaching. For example, in teaching a modern Germany survey, my aim is to show how Germans helped to define the main themes of Europe's last one-and-a-half centuries: the rise, fall, and rebirth of parliamentary democracies; the threat of fascism; the Holocaust; the failed Marxist-Soviet experiment; and the precarious bargain of the social-welfare state. Upper-level courses which I have taught on fascism, European migration, and ethnic cleansing also take a comparative and transnational approach, while keeping a Central European focus. I relish the opportunity to make a difference in the lives of non-history majors as well. A General Education course on visions of a united Europe from Napoleon to the EU, or on Central European metropolises (comparing Berlin, Vienna, Prague, and Warsaw), would both provide ample primary sources – textual and audiovisual – to excite students and introduce them to historical interpretation.

No matter the course, I treat the writing of a syllabus as a task akin to constructing a publication-quality article. Every course has an overarching thesis or charge which I make explicit to students. I design each syllabus with a threefold purpose: it must convey an essential body of historical knowledge, it must challenge students to analyze the world through a historical lens, and it must develop students' general reasoning and writing skills. I incorporate ample primary source readings in order to stimulate students to learn historical modes of analysis. Students rightly want to relate history to current events, which is why I include stimulating non-academic readings whenever applicable.

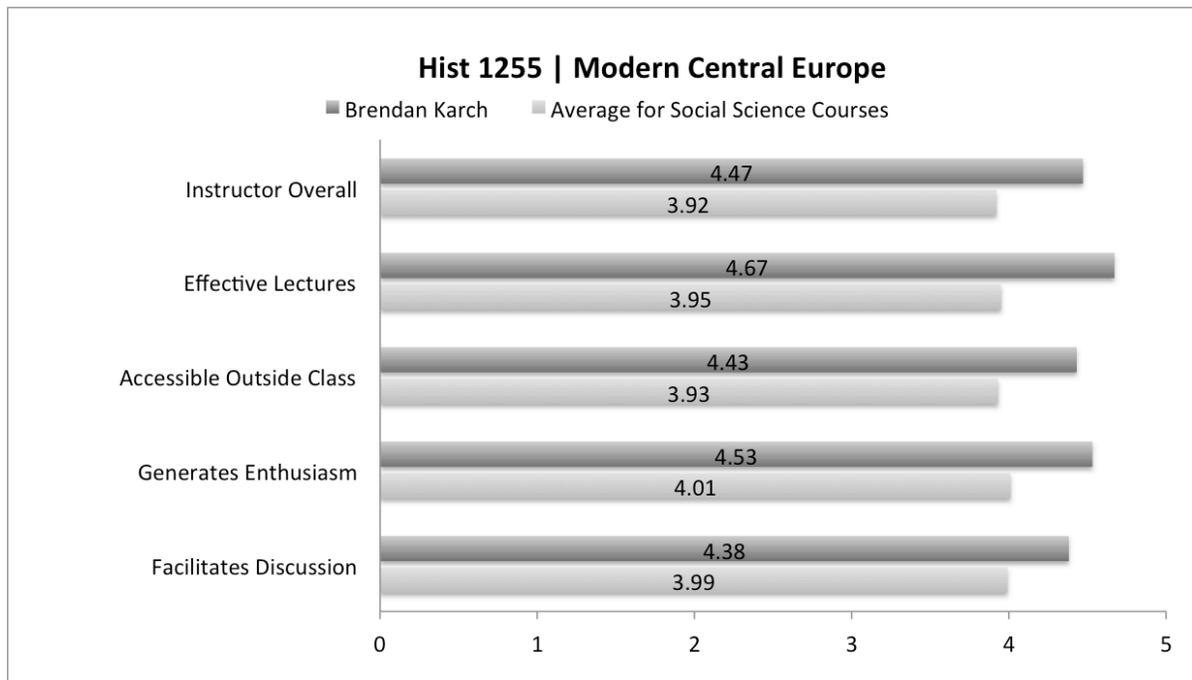
Students have been generous in rating my teaching and advising. In my first two years lecturing, my ratings as an instructor exceeded the average scores for Harvard social science courses in most categories. As a graduate student and lecturer I have earned three awards for distinguished teaching from Harvard's *Derek Bok Center for Teaching and Learning*.

Below are course summaries, evaluations, and syllabi for three courses I designed and taught at Harvard from 2010-2012. I have included constructive criticism as well as positive comments from students. Additional syllabi for other courses are available upon request.

Modern Central Europe, 1848-present

In this upper-level survey course I present an argument, informed by my research, that Central Europe comprises a distinct historical region. The course suggests that Central Europe cannot be defined geographically or politically, but is rather best understood thematically. Specifically, Central Europe forms a primary site to complicate our understanding of nationalism, of radical political movements on the left and right, of ethnic violence, and of Cold War divisions. These are also the main avenues through which I make Central Europe relevant to students' broader development. My course aims to have students question the simple, clear divides assumed to exist between the region's various nation-states, between fascism and socialism, and between 'Eastern' and 'Western' Europe. Rather than focus merely on high-political history, I also use primary sources to highlight the agency of everyday actors and the difficult choices they faced.

Course Instructor Evaluations



*Modern Central Europe, 1848-present**Student Comments*

"The course gave a wonderful overview of a pretty expansive piece of history. The course did a great job of distilling portions of history that could have justifiably served as grounds for a course dedicated to that subject. The readings were on the whole very strong and interesting and supplemented lecture well."

"A really great lecturer who always engages class and clearly has a deep understanding of the course material. Karch provides a fascinating narrative to the history of Central Europe, and truly allows students to see its importance. He made the course into one of the most enjoyable and informative courses I have taken at Harvard."

"I think this course was, at times, too ambitious in scope. Central Europe from 1848 to the present is an overwhelming amount of material, and I think the course suffered from that."

"Lectures were filled with fascinating facts in the context of a narrative which really engaged the class and always kept you interested. The discussion of the rise of nationalism, the interwar period in Central Europe, and the communist East constantly questioned and gave new explanations and character to historical arguments."

"Professor Karch was engaging, informative, and fun. He had realistic expectations for the students and tried to engage with them further than the typical professor does. It was nice to have a younger professor with some energy too. His lectures were always interesting. The only critique that I have is that he sometimes did not finish all of the material that he wanted to cover, but he would always finish up the material he missed in the next lecture."

"Dr. Karch is a great lecturer and an outstanding guy. I had little knowledge of Central Europe before taking this course, and in a short semester I have learned so much."

Syllabus

In the 19th century, the lands of Central Europe existed as the meeting place of three empires: the German, Austro-Hungarian, and Russian. Today, no fewer than 16 independent nation-states occupy the same European territories once controlled by these empires. The political transformation of Central (and Eastern) Europe since 1848 included six major revolutionary periods and experiments with almost every modern political ideology, most notably liberalism, nationalism, communism, and fascism. This course is predominantly concerned with how the map of Central Europe changed so radically in the post-1848 period, and what these changes meant to the inhabitants of the region. The focus will be on Germany, Austria, and the lands most impacted by German rule: Poland, the Czech Republic, Slovakia, Hungary, and to a lesser extent the former Yugoslavia.

With border shifts and regime changes, men and women were forced to make stark, life-altering decisions that often pitted their citizenship, national persuasions, religious beliefs, family

commitments, ideological affinities, or economic interests against one another. They were subject to increasing violence from aggressive states to achieve radical ideological goals, reaching a nadir in the murder and genocide of World War II – a cataclysm which destroyed centuries of Jewish life and remade the ethno-political fabric of an entire region. This course thus explores both the political forces and leaders who remade Central Europe, as well as the (often counter-intuitive) choices made by everyday citizens forced to navigate this turbulent history.

The requirements of the course are as follows:

- Attendance and participation – including group presentation (15%)
- Two map quizzes (10%)
- Three response papers and one research paper précis, *2-pages double-spaced* (20%)
- One research paper, *10-12 pages* (25%)
- Final exam (30%)

Attendance and participation are mandatory and unexcused absences will adversely affect your grade. The response papers are intended to gauge your comfort level with historical analysis, and address any issues in your writing *before* the final paper. Response papers may address a pre-distributed discussion question *for any week you choose*; however, all three response papers must be written **by Week 9**. These papers are due at the beginning of section. A group presentation during discussion sections, 8-10 minutes in length, will cover a city in Central Europe. You should trace the city's political history, ethnic and social makeup, and relevance to the course. You are encouraged to make use of multimedia aids (maps, YouTube clips, etc.) as warranted.

A research paper, due Dec. 7, may be on any topic germane to the course. You must pre-approve your topic with a 2-page précis due Nov. 10. You are expected to consult outside sources for your work. *Plagiarism is a serious offense and will result in referral to the Harvard Administrative Board.* All written work must be your own and submitted originally for this course (i.e. no double submissions.) A handout on citation guidelines will be distributed in class. The final exam will cover the entire course and will consist mainly of analytic essay prompts. There will also be three mandatory evening film screenings during the semester.

Books for purchase and on reserve at Lamont:

Marx & Engels, *Communist Manifesto*

M. Fulbrook, *Divided Nation* (any edition)

C. Miłosz, *Native Realm* (any edition)

Rothschild & Wingfield, *Return to Diversity* (any edition) Also available online:

<http://digital.library.upenn.edu/ebooks-public/pdfs/0195119924.pdf>

A. Spiegelman, *Maus Vol. 1*

H. Kovaly, *Under a Cruel Star*

Items marked with a (*) are available as PDF downloads on iSites, and items with a (§) can be found through the online links.

Weeks 1 & 2 – Locating Central Europe

9/1: Defining Central Europe

9/8: Pre-national Central Europe

- ‡ T. Garton Ash, “The Puzzle of Central Europe” *NY Review of Books*, 18 Mar 1999
<http://www.nybooks.com.ezp-prod1.hul.harvard.edu/articles/archives/1999/mar/18/the-puzzle-of-central-europe/>
- ‡ L. Wolff, “Introduction” in *Inventing Eastern Europe*, 1-16
<http://hdl.handle.net.ezp-prod1.hul.harvard.edu/2027/heb.05073>
- * M. Fulbrook, *A Concise History of Germany*, 104-115
- ‡ P. Wandycz, *Lands of Partioned Poland*, Ch. 1
<http://hdl.handle.net.ezp-prod1.hul.harvard.edu/2027/heb.05069>

Week 3 – Revolutions and Counter-Revolutions

- 9/13: 1848 in Central Europe
- 9/15: A Failure to Turn?

- * D. Blackbourn, “The Revolutions of 1848-49” in *Long 19th Century*, 138-174
- ‡ L. Namier, “1848: Seed-Plot of History?” in *Vanished Supremacies*, 21-30
<http://www.archive.org/details/vanishedsupremac002641mbp>
- * R. Nemes, “The Revolution in Symbols...” in *Constructing Nationalities in East Central Europe*, 37-46
- ‡ F. Palacky, *Letter to Frankfurt Parliament*, www.jstor.org/stable/4203947
- Marx & Engels, *Communist Manifesto*

Week 4 – Unifications and Responses

- 9/20: Unifications and the Liberal Era
- 9/22: Anti-Semitism and Jewish Life

- * D. Blackbourn, *Long 19th Century*, 243-269
- ‡ 1867 Austrian Constitution, <http://www.h-net.org/~habsweb/sourcetexts/auscon.htm>
- * T. Hamerow, *Age of Bismarck*, Selected Documents on German Unification
- * R. Wistrich, “The New Austrian Anti-Semitism” in *The Jews of Vienna in the Age of Franz Joseph*, 205-237
- ‡ G. Cohen, “Jews in German Society: Prague 1860-1914” CEH, March 1977
<http://www.jstor.org.ezp-prod1.hul.harvard.edu/stable/pdfplus/4545787.pdf>

Week 5 – Between Empires: Nations and Classes

- 9/27: Nationalism and National Indifference
- 9/29: The Social Question and Class Movements

- * B. Pauley, *The Habsburg Legacy*, 1-31
- C. Miłosz, “Introduction,” “Place of Birth” and “Ancestry” in *Native Realm*
- * J. King, “The Nationalization of East Central Europe,” in *Staging the Past*, 112-152
- * “Wenzel Holek,” in Kelly, *The German Worker*, 97-120

Week 6 – The First World War & Revolutions

- 10/4: Imperial Aims and ‘Mitteleuropa’

10/6: Home Front & Collapse; National and Social Revolutions

Map Quiz #1

‡ V. Liulevicius, "Introduction" and "The Mindscape of the East" in: *War Land on the Eastern Front*, 1-11, 151-75, http://nrs.harvard.edu/urn-3:hul.ebook:NLIB_77508

* R. Dmowski, *Problems of Central & Eastern Europe*, 76-89

* B. Davis, "Homefront: Food Politics, and Women's Everyday Life During the First World War" in *Home/Front*, 115-137

* I. Berend, "Class Revolutions and Counter-Revolutions," "Belated National Revolutions" in *Decades of Crisis*, 119-130, 145-73

Week 7 – The 1920s: Between Experimentation and Revision

10/13: Nation-states, Minorities, Democracies

- M. Fulbrook, *Divided Nation*, Ch. 2

- C. Miłosz, "Nationalities" and "Marxism," in *Native Realm*

* I. Berend, "Economic Nationalism..." in *Decades of Crisis*, 224-245

* J. Roth, *What I Saw: Reports from Berlin 1920-1933*, Excerpts

Film Screening: M, 1931

Week 8 – Fascism and New International Order

10/18: Nazism and the Decline of International Order

10/20: Toward a Partitioned Europe

- M. Fulbrook, *Divided Nation*, Chs. 3 & 4

* I. Berend, "Political Impact: The Dirty Torrent of Dictatorships" in *Decades of Crisis*, 300-18, 340-45

‡ "Molotov-Ribbentrop Pact," 22 Aug. 1939

<http://www.fordham.edu/halsall/mod/1939pact.html>

- C. Miłosz, "The Publican" and "The Peace Boundary" in *Native Realm*

Week 9 – The Holocaust and the Remaking of Nation-States

10/25: Nazi Genocide Between Planning and Chaos

10/27: The Violent Remaking of Central Europe

- M. Fulbrook, *Divided Nation*, Ch. 5

- A. Spiegelman, *Maus*, Vol. 1

‡ Chad Bryant, "Either German or Czech: Fixing Nationality in Bohemia and Moravia, 1939-1946" *Slavic Review*, 61.4, 2002, 683-706

<http://www.jstor.org.ezp-prod1.hul.harvard.edu/stable/3090386>

- C. Miłosz, "The G.G." and "Intermezzo" in *Native Realm*

* N. Naimark, "The Expulsion of Germans from Poland and Czechoslovakia" in *Fires of Hatred*, 108-138

Film Screening: Shop on Main Street, 1965

Week 10 – The Cold Peace

11/1: Germany: The Fulcrum of Europe

11/3: Stalinism in Central Europe

Map Quiz #2

- M. Fulbrook, *The Divided Nation*, Ch. 6 (Only read “Economic revival and transformation” and “The Cold War and the division of Germany”)

- Rothschild and Wingfield, “Communists Come to Power” (Sections 1-5 only) in *Return to Diversity*

- H. Kovaly, *Under a Cruel Star: A Life in Prague*, 67-153

Week 11 – Economies, Societies, Protests

11/8: Diverging Economies and Societies

11/10: Protest Eastern and Western Style

Final Paper Précis Due

- Fulbrook, *Divided Nation*, Chs. 9 & 10

- Rothschild and Wingfield, *Return to Diversity*, Ch. 5 (Sections 1-3, 5 only)

* S. Drakulić, *How We Survived Communism and Even Laughed*, 21-32, 55-65

* M. Djilas, “Dogmatism in the Economy” in *The New Class*, 103-23

‡ Documents from Prague Spring and invasion, May and Aug 1968:

<http://library.thinkquest.org/C001155/documents/doc17.htm>

<http://library.thinkquest.org/C001155/documents/doc44.htm>

<http://library.thinkquest.org/C001155/documents/doc50.htm>

Week 12 – Bridging the Iron Divide?

11/15: *Ostpolitik* and Converging Economic Crises

11/17: State & Society in East and West

- Fulbrook, *Divided Nation*, Ch. 11

* T. Garton Ash, “Ostpolitik” in idem, *In Europe’s Name*, 28-47

- Rothschild and Wingfield, *Return to Diversity*, Ch. 6

‡ Charter 77 Manifesto

http://libpro.cts.cuni.cz/charta/docs/declaration_of_charter_77.pdf

* V. Havel, *The Power of the Powerless*, Chs. 1-4, 10-14

‡ Kundera “Tragedy of Central Europe” *New York Review of Books*, 26 Apr 1984, 33-38.

http://www.euroculture.upol.cz/dokumenty/sylaby/Kundera_Tragedy_%2818%29.pdf

Film Screening: *The Lives of Others*, 2006

Week 13 – The Collapse of Communist Europe

11/22: Solidarity and New Civil Society

11/24: From Gorbachev to Germany Reunited

- Rothschild and Wingfield, *Return to Diversity*, Ch. 7 (Sections 1-5)

- Fulbrook, *Divided Nation*, Ch. 13

- ‡ P. Kenney, “As If in Europe...” in *Carnival of Revolution*, 91-120
<http://hdl.handle.net.ezp-prod1.hul.harvard.edu/2027/heb.05015>
- * Garton Ash, *The Magic Lantern*, 11-46
- ‡ V. Havel “New Year’s Address to the Nation” 1 Jan 1990
http://old.hrad.cz/president/Havel/speeches/1990/0101_uk.html

Week 14 – Central Europe’s New Place

11/29: Democracy, Nationalism, and Violence

12/1: Towards a Single Europe?

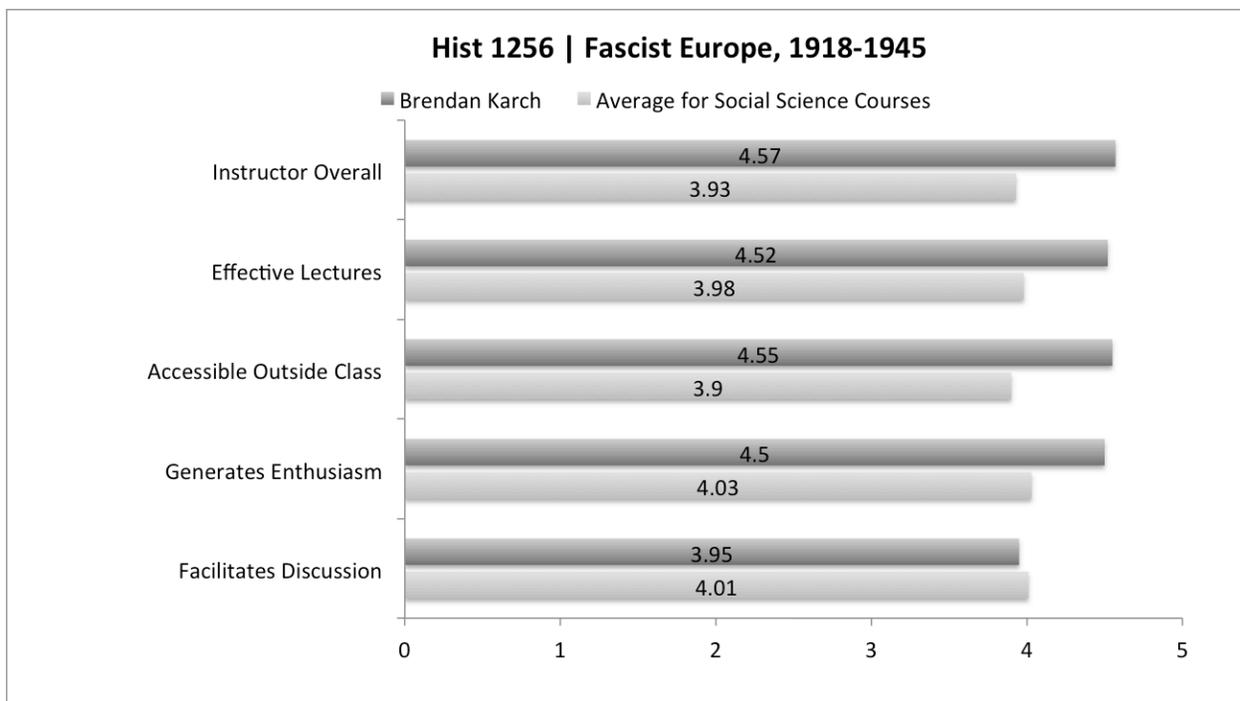
- * T. Judt, “The Reckoning” (Parts on Yugoslavia) in *Postwar*, 665-685
- * J. Heinen, “Clashes and Ordeals of Women’s Citizenship” in *Women and Citizenship in Central and Eastern Europe*, 81-100
- ‡ C. Ingrao, “Ten Untaught Lessons about Central Europe,” H-Net, 1996
<http://www.h-net.org/~habsweb/occasionalpapers/untaughtlessons.html>
- ‡ Garton Ash, “The Puzzle of Central Europe” 1999 (re-read from Week 1)

Papers Due by 5 p.m. Tuesday, Dec. 7

Fascist Europe, 1918-1945

This upper-level survey course tests the boundaries of the concept ‘fascism’ through a broad examination of radical right-wing politics from 1918-1945. As I argue, fascism in its narrow sense only captures a portion of the reactionary nationalism in interwar Europe, and in many ways poorly defines even Nazi Germany. In teaching this period, my primary aim is to have students reflect on the precariousness of democratic institutions in recent European history – and hence the preconditions for maintaining democracy. Primary source readings challenge students to disabuse the notion that fascism was atavistic or fundamentally ‘outside’ European civilization. Through memoirs, students face the question of where their own loyalties would lie had they lived through the crises of the 1910s-1940s. Pushing students to forgo judgment, and to empathize with or at least understand the worldview of historical actors they reflexively loathe, is one of my most difficult but valuable objectives in teaching this course, and in teaching modern Central Europe more broadly.

Course Instructor Evaluations



*Fascist Europe, 1918-1945**Student Comments*

"I loved this course from beginning to end. The material was absorbing and important; the readings diverse and illuminating; and Professor Karch was a masterful, inspiring lecturer. This was one of the absolute best history courses I've taken in four years at Harvard. I'm so pleased to have had the chance to study with Professor Karch during my final semester; I only wish I could do it again."

"Professor Karch was awesome. Efficient and informative. Covered 90% of the readings in each section. His interest in the topic was obvious and endearing, and he even stopped to ask if we had any questions, always taking the time to answer anything we threw at him. He was always well prepared. He even threw in a few nerdy jokes throughout. ... I definitely hope to take other course with him, even if only as an elective."

"Professor Karch is an excellent lecturer, who generates great enthusiasm for the material."

"The most difficult aspect of this class was the way small differences in terminology became very important in understanding the material. I think that if possible, beginning the course with a very established, clear ideas of terms (with the exception of "fascism") would be quite helpful."

"This course REALLY opened me to multiple, valid approaches to understanding fascism and the culture surrounding both world wars. It completely did away with many of my misinformed stereotypes. The readings were really great and helpful, too."

"The course could provide significantly more guidance on the final paper as well as requiring less reading per week."

"Prof. Karch was a very engaging lecturer and clearly quite knowledgeable. He effectively conveyed the information and provided great handouts to complement his lectures. He was also very accepting of comments from non-historians rather than dismissing them as I've seen other professors do."

"Professor Karch was an absolute star! ... Each lecture was like a perfectly formed little nugget of history that could have stood on its own. In total, all of his lectures formed a complete, comprehensible corpus on the origins and nature of European fascism. The fact that I could effectively prepare for our final exam simply by re-reading my lecture notes is a testament to Professor Karch's lucidity and attention to the 'big-picture' in his presentations. Professor Karch was a confident and capable lecturer--able to advance his argument and hold our attention while referencing maps, graphs, and images with aplomb. ... His deep knowledge of the material, his thorough preparation, and the thoughtful questions he posed made this course a satisfying intellectual experience and an all-around pleasure."

Syllabus

The term “fascism” has existed for less than a century, yet draws up innumerable and contradictory images. What was fascism, how did it operate, and does it belong in the dustbin of history? This course examines fascism in the time and place of its most crucial, and arguably its only, historical expression: interwar Europe. Much of this course is devoted to Mussolini’s Italy and Nazi Germany, the two most significant fascist states in history. Attention is also paid to other states and movements, largely as test cases for the boundaries between fascism and conservative authoritarianism.

A survey of domestic concerns including political mobilization, social engineering, racism/anti-Semitism, and gender policies will be combined with the study of foreign policy, Imperial aims, and mass violence. This course will be both *comparative* and *international*: fascist states and movements will be examined for their similarities and for their interactions with one another and with non-fascist states. Beyond mere comparison, this course also addresses the cumulative fascist challenge to European democracy which swept the continent and which nearly achieved victory in World War II.

The requirements for the course are:

- *Attendance & Participation* (15%): Regular attendance in lecture and participation in weekly discussion sections.
- *Blog entries* (15%): Nearly every week (you are allowed two exceptions) you must post your thoughts on the readings (1-2 paragraphs) to the course blog *ahead* of discussion section. You are also expected to keep up with reading the blog.
- *In-class midterm* (10%): Mar. 9. It will consist of identifications and one essay prompt.
- *Two papers*: A paper of 4-6 pp. is due Feb. 28 (10% of final grade) and a paper of 10-12 pp. (20% of final grade) on Apr. 20. The former will be an analytic essay from pre-distributed prompts, while the latter may cover any topic germane to the course. For your final paper, you will be required to submit an abstract of 1-2 pp. on Mar. 28.
- *Final exam* (30%): A 3-hour final exam of identifications and essay prompts.

The following books are available for purchase at the COOP, or on reserve at Lamont:

- DeGrand, *Italian Fascism*
- Falasca-Zamponi, *Fascist Spectacle*
- Caplan, ed., *Nazi Germany (The Short Oxford History of Germany)*
- Griffin, ed., *Fascism* (Primary Source Reader)
- Levi, *Survival in Auschwitz*

All other readings, marked with a (*) on the syllabus, will be available through the course website. There will also be two mandatory evening film screenings, which are listed on the syllabus.

Plagiarism is a serious offense and will result in referral to the Harvard Administrative Board.

All written work must be your own and submitted originally for this course (i.e. no double submissions.) A handout on paper guidelines will be distributed in class.

Week 1 – Defining Fascism and Its Origins

1/24: What is Fascism?

1/26: European Politics before World War I

- * Mazower, *Dark Continent*, Ch. 1
- * Paxton, *Anatomy of Fascism*, Introduction
- * Payne, *History of Fascism*, Chs. 1-2
- Griffin, *Fascism*, Docs. 46-48

Week 2 – The Great War and Its Aftermath

1/31: Total War and Imperial Ambitions

2/2: Revolutions and Defeated States

- DeGrand, *Italian Fascism*, Ch. 1
- * Liulevicius, *German Myth of East*, Ch. 6
- * Bessel, “Mobilization and Demobilization in Germany, 1916-1919” in Horne, *State, Society, and Mobilization...*
- * Hanebrink, “Transnational Culture War,” *Journal Modern History* 80 (Mar. 2008)
- Griffin, *Fascism*, Docs. 3, 4, 5, 7

Week 3 – Early Fascisms: Successes and Failures

2/7: The Social Basis of Early Fascism

2/9: Italian Fascism’s Rise to Power

- DeGrand, *Italian Fascism*, Chs. 2-3
- Caplan, *Nazi Germany*, Ch. 1
- * Lyttelton, *The Seizure of Power*, Ch. 3
- Griffin, *Fascism*, Docs. 9-15, 17-19, 54, 56, 58, 59, 126-129

Week 4 – Fascist Politics and Spectacle

2/14: Mussolini as Ruler and Myth

2/16: Style and Substance in Fascist Italy

- DeGrand, Chs. 4, 6
- Falasca-Zamponi, *Fascist Spectacle*, Introduction, Chs. 2-4
- Griffin, *Fascism*, 20, 22, 24, 28, 32

Week 5 – The Fateful Years, 1929-1933

2/21 – NO CLASS (Presidents’ Day)

2/23 – The Depression and the Rise of Nazism

- DeGrand, *Italian Fascism*, Ch. 5
- Fritzsche in Caplan, *Nazi Germany*, Ch. 2
- * Peukert, *Weimar Republic*, Chs. 13-14
- Griffin, *Fascism*, Docs. 60, 63, 131, 132, 135

* Hitler, *Mein Kampf*, Excerpts

Week 6 – The Nazi State and Economy

2/28: Working Towards the *Führer*

3/2: An Economy Tuned for War

- Caplan, *Nazi Germany*, Chs. 3, 4, 7

* Kershaw, “Working Towards the Führer” *Contemporary European History* 2:2 (1993)

- Griffin, *Fascism*, Docs. 68, 69, 72, 73

Paper 1 due 2/28 in class.

Week 7 – Nazi Society: Terror and Acceptance

3/7: Victims, Perpetrators, and the German Masses

3/9: **Midterm in Class**

- Caplan, *Nazi Germany*, Chs. 5-6

* Fritzsche, *Life and Death in the Third Reich*, Ch. 2

- Griffin, *Fascism*, Docs. 65, 66, 76, 77

SPRING BREAK

Week 8 – Gender and Social Policies in Comparison

3/21: Women, Production, and Reproduction

3/23: Youth, Leisure, and the Environment

* DeGrazia, *How Fascism Ruled Women*, Chs. 3-4 (Ebook)

* Herzog, *Sex After Fascism*, Ch. 1 (Ebook)

* Peukert, *Inside Nazi Germany*, Ch. 8

* Lekan, “It Shall Be the Whole Landscape!” in *How Green Were the Nazis?*

- Griffin, *Fascism*, Docs. 30, 33, 71, 75, 79

* *Der Giftpilz* (The Toadstool)

Film: Leni Riefenstahl, *Olympia* (excerpts)

Week 9 – Fascism: Europe’s Future?

3/28: Nazi Germany and Europe

3/30: Fascism’s Limits in 1930s Europe

- DeGrand, *Italian Fascism*, Ch. 6

- Caplan, *Nazi Germany*, Ch. 8

* Payne, *History of Fascism*, Chs. 8-9

- Griffin, *Fascism*, Docs. 29, 34, 78, 92, 102, 110, 115, 134, 142, 144

Paper abstract due 3/28 in class.

Week 10 – The Late 1930s and the Drive to War

4/4: The Spanish Civil War

4/6: Italian and German Imperial Visions

- DeGrand, *Italian Fascism*, Chs. 7-8
- Falasca-Zamponi, *Fascist Spectacle*, Ch. 5
- * Salvadó, *The Spanish Civil War*, Chs. 3, 7
- * Overy, “Germany, ‘Domestic Crisis’ and War in 1939” *Past & Present* Vol. 116, 1987
- Griffin, *Fascism*, Docs. 35, 36, 98-101

Week 11 – A Fascist Continent?

4/11 – Hitler’s Empire and the New Europe

4/13 – Vichy France

- * Mazower, *Hitler’s Empire*, Ch. 7
- * Harvey, *Women and the Nazi East*, Ch. 6
- * Paxton, *Vichy France*, Ch. II (pp. 136-168, 210-233)
- * Jackson, *France: The Dark Years*, Ch. 15

Film: *The Sorrow and the Pity* (excerpts)Week 12 – Destruction, Total War, and Genocide

4/18 – The Final Solution and Other Nazi Crimes

4/20 – Fascism, Collaboration, and the European Holocaust

- Caplan, *Nazi Germany*, Ch. 9
- DeGrand, *Italian Fascism*, Ch. 9
- * J. Lampe, *Yugoslavia as History*, Ch. 7
- * Case, “The Holocaust and the Transylvanian Question” in *Holocaust in Hungary*
- Levi, *Survival in Auschwitz*, Chs. 1-7, 15-17

Paper 2 due 4/20 in class.Week 13 – After Fascism

4/25 – Postwar Legacies of Fascism

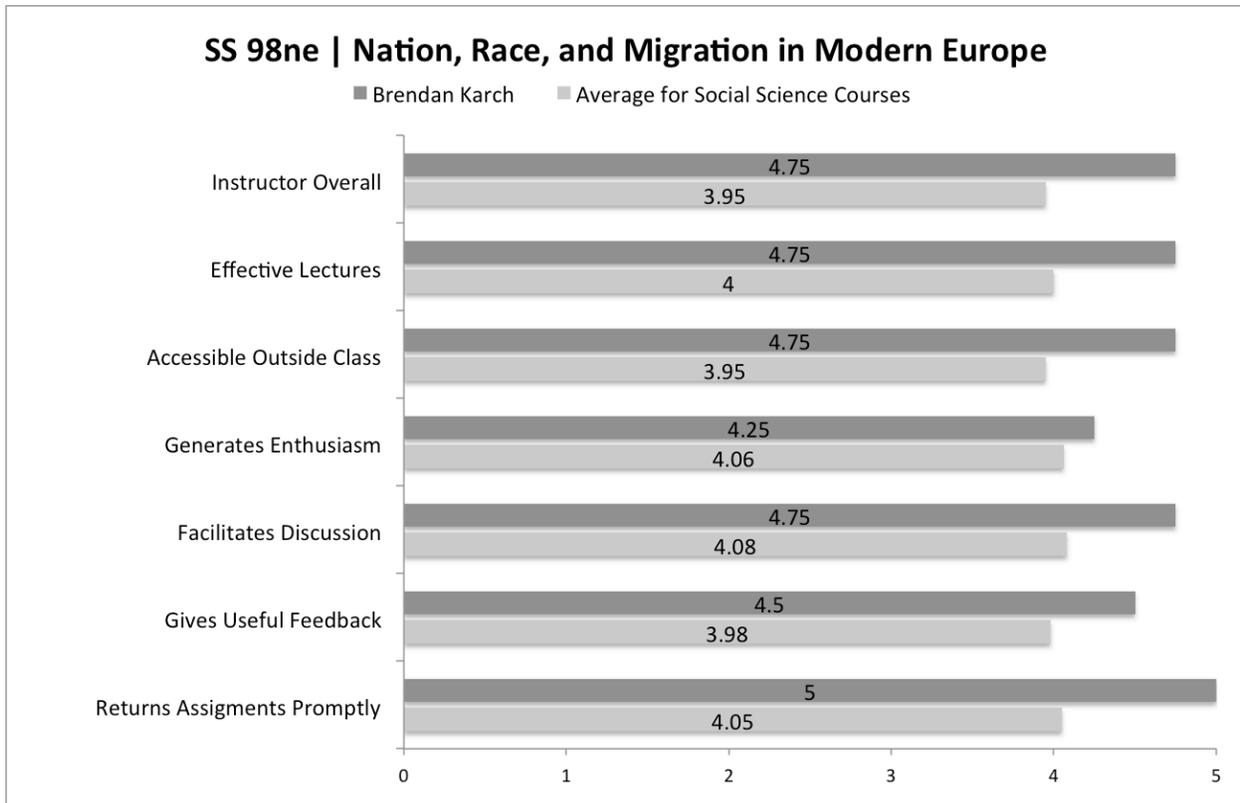
4/27 – Fascism’s Time and Place

- DeGrand, *Italian Fascism*, Ch. 11
- Caplan, *Nazi Germany*, Ch. 10
- * Mazower, *Dark Continent*, Chs. 6-7
- * Paxton, *Anatomy of Fascism*, Ch. 7
- Griffin, *Fascism*, 176, 181, 188, 189, 202, 205, 207, 209

Nation, Race, and Migration in Modern Europe

This Social Studies seminar for juniors is two courses in one. First, it provides an interdisciplinary study of migration in modern Europe, with a focus on nation-state formation, forced migration, decolonization, and EU integration. Readings are drawn in nearly equal parts from history, political science, and sociology. Students are pushed to apply theoretical texts to their own studies, culminating in a 25-page term paper. This leads to the second goal: to guide students individually through the process of constructing a complex argument. Writing assignments are geared to build a research paper from scratch, including multiple proposal revisions and an annotated bibliography. Students comment on their classmates' proposals, and thus learn the types of criticism that are most useful for their own work. Each student also meets with me several times a semester. This course has tested my own interdisciplinary horizons and forced me to confront, in my research, new ways of writing about migration, which will in turn inform my future teaching.

Course Instructor Evaluations



*Nation, Race, and Migration in Modern Europe**Student Comments*

"This is a terrific tutorial! It covers a wide range of specific topics about migration in Europe, so there is an interesting variety of readings. Brendan is a great discussion leader, and was very helpful when it came to writing my tutorial paper."

"Brendan is an expert in the field. The class was incredibly small (4 people), and he somehow managed to keep discussion flowing consistently. Readings were manageable and fun."

"The subject material was fascinating, readings were almost always interesting, and Brendan was a great discussion leader!"

"The weekly comments left for each reading were useful. I felt that even more specific guiding questions for each reading could have been used / helpful. For example, when reading a Joppke work, not only including a brief summary of the work and why it is useful to look at, but also specific questions about the work itself."

"Brendan was all-round a great tutorial leader. He is very knowledgeable, but also goes a step beyond to help students understand the relevance of materials (e.g. with additional data, maps, etc.)."

"Brendan was an awesome tutor. Our discussions were almost always interesting (especially given how few of us there were!), and all of the written assignments were relevant to the paper. Our readings were well chosen - both topically and methodologically."

Syllabus

This junior tutorial examines the role of migration in shaping European politics and societies from the late 19th century through the present, with a particular focus on issues of ethnicity, race, and national identity. As a phenomenon which inherently involves border crossing, migration problematizes conceptual boundaries of political or national membership. Moreover, migration is one of the most open-ended topics for study, both in terms of the disciplines which address it (sociology, political science, history, geography, etc.) and the range of methodologies employed (such as statistical demography, quantitative or qualitative sociology, as well as economic, social, cultural, or oral history). As a research seminar which self-reflects on various modes of inquiry across disciplines, this course is designed to help students develop a research problem and appropriate methodology. Written work will revolve around the design and completion of a 25-page research paper. *This course counts towards a secondary field in Ethnic Studies.*

Your grade will be based on the following:

- Participation (20%): You will be assessed on your ability to contribute positively to discussions. This entails not simply speaking up in class, but making comments or asking

questions that move discussion forward. Good participation also means listening carefully to your classmates and respecting their opinions. Attendance is mandatory, and absences should be excused ahead of time. If you miss a class, you must make up the material by coming to office hours.

- Discussion leader (10%): Each student will be responsible for leading the first 20 minutes of discussion one week. You will *not* give a presentation, but rather act as discussion facilitator. Creative activities (group work, debates, role playing) are encouraged, and ideas for these will be discussed early in the semester.
- Preliminary Paper Assignments: 30% (6 x 5% each)
- Final Paper of 25 pages (40%) – **Due Monday, May 7.**

You are allowed one “free pass” extension of 48 hours which you can apply to any of the preliminary paper assignments. This **cannot** be applied to the final paper deadline, which is firm. Otherwise extensions will only be granted for significant medical or personal emergencies and require a note from a doctor or resident dean. Failure to meet deadlines will result in 1/3 grade deduction for every 24 hours an assignment is overdue. All written and oral work must be completed on your own. Double submissions *may* be allowed depending on circumstances, in which case you will need written pre-approval of both course heads.

The following books are available for purchase at the COOP *or on reserve at Lamont*:

- Todd Shepard, *The Invention of Decolonization*
- Christian Joppke, *Veil: Mirror of Identity*

All other readings will be made available online as PDFs or E-books.

Week 1 | Feb. 1: Defining Terms

- Ernest Gellner, *Nations and Nationalism*, Ch. 1
- Charles Hirschman, “The Origins and Demise of the Concept of Race”
- Charles Tilly, “Migration in Modern European History”
- Brettell & Hollifield, *Migration Theory: Talking Across Disciplines*, Introduction

Week 2 | Feb. 8: Making Citizens, Making Boundaries before World War I

- Rogers Brubaker, *Citizenship and Nationhood in France and Germany*, Chs. 1, 5-6, Conclusion (E-book)
- John Torpey, *The Invention of the Passport*, Chs. 1, 4 (Skim non-European parts)

Week 3 | Feb. 15: Violence, Refugees, and the Making of Nation-States

- Saskia Sassen, *Guests and Aliens*, Ch. 5
- Renee Hirschon, ed., *Crossing the Aegean*, Chs. 1-3, 15, Appendix
- Norman Naimark, *Fires of Hatred*, Ch. 4
- Benjamin Frommer, “Expulsion or Integration: Unmixing Interethnic Marriage in Postwar Czechoslovakia” *EE Politics & Societies*, 2000

Paper Assignment #1: One-paragraph description of research interests

Week 4 | Feb. 22: Homeland Nationalism, Diasporas, and The Weight of History

- Rogers Brubaker, *Nationalism Reframed*, Ch. 5
- Christian Joppke, *Selecting by Origin*, Ch. 4
- Myra Waterbury, “Internal Exclusion, External Inclusion: Diaspora Politics and Party-Building Strategies in Post-Communist Hungary,” *EE Politics & Societies*, 2006

Week 5 | Feb. 29: Decolonization and the Politics of Race in the UK

- Kathleen Paul, “The Politics of Citizenship in Post-War Britain” *Contemporary Record*, 1992
- Jeannette Money, *Fences and Neighbors*, Chs. 3-4
- Paul Gilroy, “The Peculiarities of the Black English,” in idem., *Small Acts*

Paper Assignment #2: Prospectus Version 1.0 dueWeek 6 | Mar. 7: French Decolonization – The Case of Algeria

- Todd Shepard, *The Invention of Decolonization*, Intro, pp. 39-54, Chs. 5-6, 8-9
- Mouloud Feraoun, *Journal 1955-1962*, Selections

SPRING BREAK. Temporary migrations are encouraged.

Week 7 | Mar. 21: Guest Worker Programs

- Yasemin Soysal, *Limits of Citizenship*, Chs. 1-3, 8
- Rita CK Chin, “Imagining a German Multiculturalism” *Radical History Review*, 2002

Paper Assignment #3: Annotated Bibliography of 8-10 sourcesWeek 8 | Mar. 28: Theoretical Interlude: Free Borders, Liberal Societies?

- Joseph Carens, “Aliens and Citizens: The Case for Open Borders” *Review of Politics*, 1987
- Seyla Benhabib, *The Rights of Others*, Ch. 4 (E-book)
- Christian Joppke, *Selecting by Origin*, Ch. 5
- Will Kymlicka, *Multicultural Citizenship*, Ch. 8 “Toleration and its Limits”

Paper Assignment #4: Source analysis, 1-2 pp.Week 9 | Apr. 4: Families and Children

- Tricia Keaton, *Muslim Girls and the Other France*, Chs. 1, 3-4
- Elisabeth Beck-Gernsheim, “Transnational Lives, Transnational Marriages” *Global Networks*, 2007

Week 10 | Apr. 11: The Veil and Sharia Law

- Christian Joppke, *Veil: Mirror of Identity*, all
- Selection of online articles on recent debates in England over *sharia* law

Paper Assignment #5: Preliminary Thesis and Outline, 2-3 pp.Week 11 | Apr. 18: Extremism and Anti-Immigrant Policy

- Ian Buruma, *Murder in Amsterdam*. Chs. 1-2

- *Extreme Right Activists in Europe*. Ch. 9 (on Germany)
- Sohrab Ahmari, “Dancing over Catastrophes: The Far Right and Roma in Hungary” *Dissent*, Winter 2012
- Online articles on French deportation of Roma

Week 12 | Apr. 25: European Citizenship and the future of Europe

- Maastricht Treaty, Article 8
- Joppke, *Citizenship and Immigration*, Ch. 5 (152-172 only)
- Case Study: Turkey, the EU, and Migration (skim):
 - “Turks in Europe: Why are We Afraid?” 1-19
 - “Turkey and the European Union: possible incidence of the EU accession on migration flows”
 - Selected current-affairs article

Paper Assignment #6: 10-page (or more) draft due Friday, Apr. 27 by 5 p.m.

Final Paper (25 pages) due Monday, May 7 by 5 p.m.

Sample Grading Rubric

I make use of a rubric to grade all major writing assignments. Pre-distributing the rubric to students allows me to set out clear expectations about the qualities I expect in historical writing. It also encourages me to pinpoint specific strengths and weaknesses in student writing and offer more constructive feedback. In the following sample I provide actual feedback I gave to a student in the mandatory survey course *Western Civilizations since 1650*. For this 12-15 page term paper, students could choose to research any topic germane to the course. This student, a sophomore history major, evaluated Germany's role in causing World War I.

<p>Argumentation: The paper presents a clear, original and sophisticated thesis. The argument answers a well-defined historical problem and demonstrates consistently high-level analysis. All claims made in the paper contribute to the overall argument. The paper considers alternative interpretations with the aim of challenging or disproving them. <i>Max 40 pts</i></p>	35
<p>Evidence and Citation: The paper makes use of a wide range of historical evidence that supports the argument. Evidence is presented accurately, approached critically, and explained in its historical context. The conclusions drawn from evidence are reasonable and convincing. All evidence is properly cited using the 'Chicago Style.' <i>Max 30 pts</i></p>	26
<p>Organization: All claims are organized into a coherent overall argument. The paper contains a clear introduction, body of supporting evidence, and a conclusion that goes beyond merely restating the thesis. Ideas are well-organized into paragraphs and flow logically, without digressions or extraneous information. <i>Max 20 pts</i></p>	19
<p>Mechanics and Style: The paper avoids spelling and grammatical errors. The writing is clear, direct, and free of awkward or ambiguous language. The overall tone and style of the paper are suited to academic writing, and effortlessly support the argument. <i>Max 10 pts</i></p>	9

TOTAL: 89

Comments

This is, on the whole, a very thorough and highly analytical paper seeking to revise common interpretations of the causes of World War I. Your analysis was clearly focused on the geopolitical diplomacy-making that Germany engaged in leading up to World War I, and the narrowing options for such diplomacy that led ultimately to war as a viable outlet. You showed much attentiveness to the political landscape of continental Europe, recognizing how geographic factors alone were enough to make Germany paranoid, lodged as it was between Russia and France. I think you are very right that Germany felt snubbed at some level on the world stage, being a latecomer to the great powers, and having to take the table scraps of imperial expansion. Their desire to carve out new economic and political spheres of influence (although often *informal* spheres) was a major cause of their willingness to fight in WWI. Of course, their willingness to fight was not in itself the cause of the Great War, but perhaps just a necessary precondition.

I think that your argument could have come down some from the heights of high diplomacy to explain how German geopolitical interests manifested themselves concretely: What territories did they pursue and exploit, and how? How economically successful were their overseas colonies (answer: not very), and what kind of pressure did they exert on Eastern Europe? Better defining the precise Imperial/global interests of Germany would have given your argument added strength. You were right to point, though, to the importance of geopolitical thinking (geopolitics having just been invented as a field around 1900 in Germany) in motivating politicians.

There were, I thought, two other issues with the paper. First of all, I think you may have relied on other authors a little too much, sometimes using their extensive quotes to do the work of analysis for you. On the whole, your analysis showed much sophistication, but it also worked largely within the framework set up by Fritz Fischer's own pathbreaking study – and you did rely on his quotes at key moments, rather than your own words, to drive your argument forward. (I also had to deduct citation points for the missing bibliography.)

Secondly, despite the nice caveat on p. 10, I think you may have overstated your case. Germany was not actively seeking war, but rather saw it as one of many options on the table, and always as a bad one, although not perhaps as a last resort, which international norms say it should be. Only once Germany actually started the war did many of the new possibilities for European dominance really become tangible. Moreover, while it is easier to make the case that German *leaders* were invested in war to solve problems, it is much harder to argue, as you do, that *Germans* generally (implying all Germans) saw war as a viable, good option to further their power.

The fact that I am able to offer these substantive critiques is largely a testament to the overall quality of your paper: it put forth a very ambitious claim, and worked skillfully to prove that claim with high-level analysis of diplomacy and geopolitics. You have managed to engage in this very controversial historiography and make a nice contribution to the debate.

Grade: B+ (high B+)