

Teaching Philosophy

Teaching is my first passion. From tutoring as a teenager, to working full-time in a public elementary school classroom, to eight-plus years as a university teacher, I have worked with students at all levels for over half my life. 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 Europe, fascism, socialism, and mass violence – comprehensible and relatable to students today? Second, how do I awaken a passion for history and teach students historical reasoning skills that can make them better thinkers and citizens?

My formula relies on multi-sensory and interactive instruction, and targeted assignments and readings that stress core skills. Above all, I aim to create a vibrant, interactive *community* of learners in which I work as a guide on a journey of self-discovery. Lectures can play a vital role in learning, but effective ones must be meticulously structured and paced. Each of my lectures begins with a set of interpretive questions, and then uses evidence to model how historians move from fact to interpretation. Multi-sensory learning is crucial. 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 hold a mini-discussion before segueing into the lecture's themes.

In discussion and seminar settings, I aim 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 learning beyond the classroom. I have made use of blogs, peer reviews, Wikipedia editing, and Skype interviews with authors we read in class.

Student Voices

"Dr. Karch is one the best professors I have had while as LSU. He is hilarious, knowledgeable about what he is teaching, respecting to this students, and overall, a successful teacher. I always love going to his class, because he makes the class interesting and appealing." (*Hist 2030*)

"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 ... [I]t 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*)

Promoting diversity is a key tenet of my teaching. I strive not only to engage diverse students, but to have all students benefit from diversity. It begins with course content. Students regularly read outside or excluded voices – those of London maidservants, Muslim French girls, or black Germans – to help decenter traditional narratives. It continues with creating a ‘safe space’ in the classroom: not a patrolled zone of comfort or consensus, but a place where all are challenged and unafraid to challenge others civilly. I regularly employ strategies such as small-group debates, pair-share, or blogging that nudge quieter students to share their ideas with confidence.

When it comes to assessment and mentoring, I aim to personalize and diversify student experiences. Course assignments have included writing fictional autobiographies, mining historical databases, conducting mock debates, or creating YouTube videos or websites. Each assignment is intended to highlight a specific skill, whether it be creative empathy, research in databases, primary source analysis, or applying new frames. My standards for grading and feedback are best summed up by a student evaluation: “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 many theses at the graduate and undergraduate level, and I aim to give all students 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. Only then can I realize my goals of making the past relevant to students, and using history to awaken their interest in the rights and obligations that bind them to larger communities.

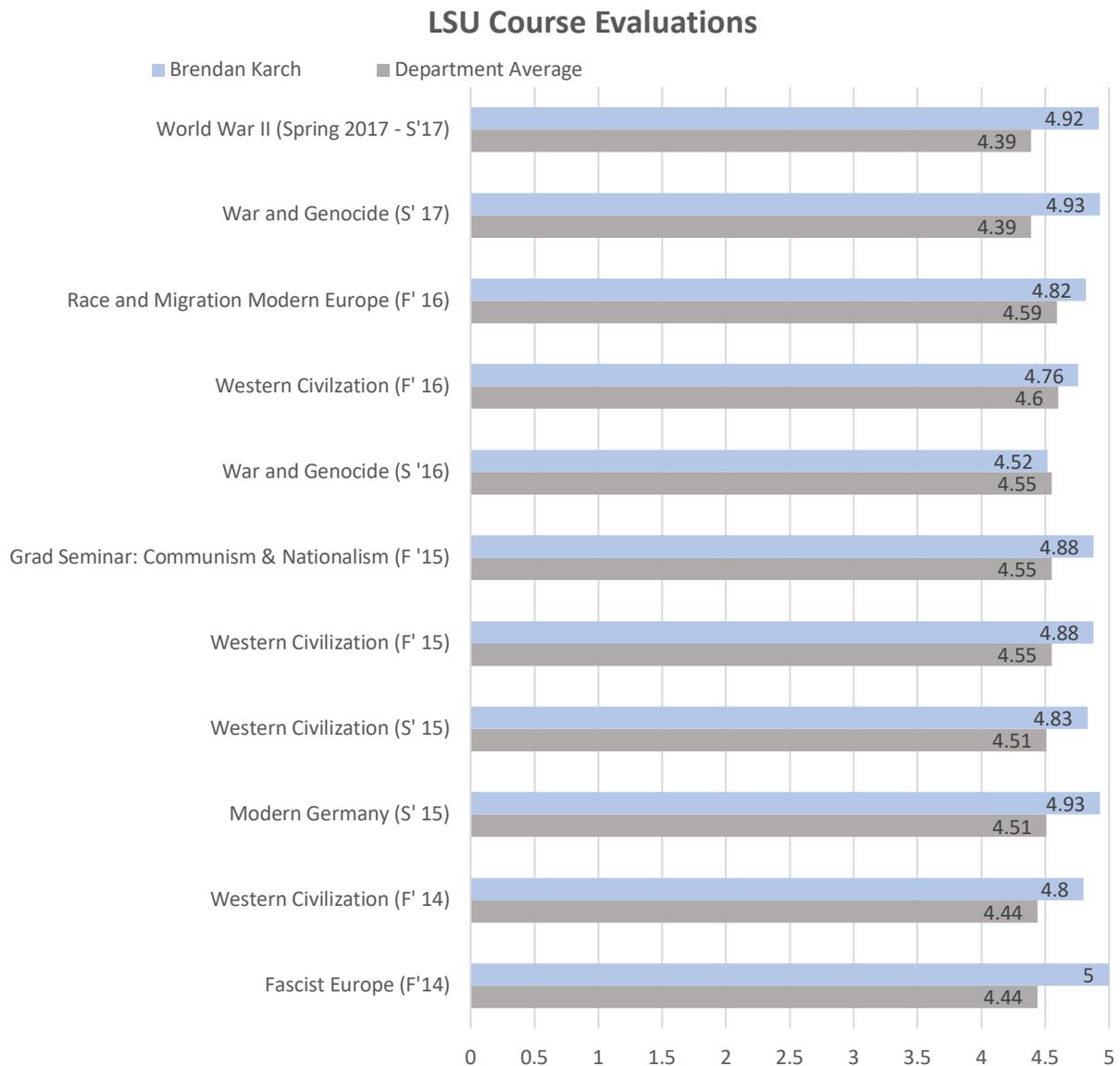
Courses and Evaluations

A transnational approach to Europe in my research imbues my teaching as well. For example, in teaching a modern Europe survey, one primary aim is to show how interactions with non-Europeans through exploration, colonialism, warfare, and decolonization affected the course of Europe’s history. Upper-level courses on fascism, European migration, and ethnic cleansing also take a comparative and global approach.

No matter the course, I treat the writing of a syllabus as a task akin to constructing a publication-quality article. Every course is an intellectual puzzle, with an overarching thesis or charge. Each syllabus has 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 historical analysis. Students rightly wish to relate history to current events, so I include stimulating non-academic readings whenever applicable.

Students have been generous in rating my teaching. Nearly all of my courses have exceeded departmental or college averages, and I have earned teaching awards from both Harvard’s *Derek Bok Center for Teaching and Learning* and LSU’s *Tiger Athletic Foundation*. Below are evaluations, course summaries, and syllabi for three courses I have designed and taught. I have also included anonymous student comments from evaluations. Additional syllabi are available upon request.



Lecture Course: War, Mass Violence, and Genocide

Goals: This course uses a case-study approach to develop key themes in the history of modern genocides and ethnic cleansings. It explores the links between extreme nationalism, settler colonialism, and communist-capitalist struggles as three main driving factors. It is also a course about how history is constructed, with ample attention paid to public memory, monuments, and denial. The content is global in scale, covering cases from Europe, Asia, Africa, and the Americas. As a course that attracts both history majors and those seeking general education credit, it is designed to stress historical logic and argumentative skills common to the humanities.

Targeted essay assignments are designed to hone these skills. In the first essay students search through the NY Times historical database for evidence on settler colonial atrocities, self-reflecting on the limits of newspaper accounts. For the second essay students confront Armenian genocide denialism and offer compelling counter-arguments. In a final essay, students re-engage any reading from the syllabus and read three sources that were referenced in its footnotes. They then write a paper that uses those additional sources to reinterpret the original author's claims. Combined, these exercises push students to locate evidence, examine biases, consider alternative frames, and construct convincing, evidence-based arguments.

<i>War, Mass Violence, and Genocide</i>	<i>Student Comments</i>
	<p>"Dr. Karch was exceptional in his approach to instructing the students on the sensitive and controversial subjects covered in this course... Additionally, I enjoyed the "essay and discussion" structure of the course, as it gave the student the ability to research and formulate their own opinions and then present those ideas in an academic forum. Lastly, Dr. Karch's feedback in grading the essay assignments was thorough, constructive and beneficial."</p>
	<p>"I came to this course just looking to get credit for another humanities class and was pleasantly surprised. This class is challenging, but doesn't exceed what is appropriate for a 2000 level course. I am not a history major, but Dr. Karch's lectures give the perfect amount of background explanation to give me a base to expand upon."</p>
	<p>"Dr. Karch was a great professor and very intelligent. The course was a lot of work and at times overwhelming with the amount of work given. The work was all very important and helpful for a full understanding of the course and its objectives. Overall, this class was great."</p>
	<p>"Dr. Karch is an amazing teacher. He not only guided us through and taught us so much about some of the lowest points of human history (not an easy feat, which he performed with grace and wisdom), but he also designed our assignments to teach us about historical research, bias, and led us to think critically about these things. A+ course, A+ professor. Also of note would be the diversified materials (readings, videos, and FILMS). Greatly appreciated."</p>

Syllabus – War, Mass Violence, and Genocide

This course examines the phenomena of mass violence against civilians in the context of warfare, postwar settlements, or fear of future war. These events have earned various names: ethnic cleansings, forced resettlements, famines, genocides, purges, the Holocaust, or massacres. What are the common causes and consequences linking these atrocities? What makes each case unique? This course will tackle the histories, politics, and legacies of several cases: the destruction of native populations through “settler colonialism,” the Armenian genocide, the Soviet famine in Ukraine, the Holocaust, postwar expulsion of Germans, the Indian Partition, anti-Communist massacres in Indonesia, and the Rwandan genocide.

Assignments and Grading:

- Attendance (10%): You are expected to attend class Mon, Wed, and Fri. I will take regular attendance. After two ‘free pass’ absences, for each *unexcused* absence, your attendance grade will drop 5%. (Ex: If you miss six classes, your attendance grade will be 80%.)
- Participation (10%): This will be based primarily on Friday discussions. Our course will be split into two, and the TA and professor will rotate each week to cover one half of the class. You will be expected to come prepared (having done *all* readings and assignments), and to contribute to discussion. Positive contributions mean being a good speaker and a good listener. Your contributions should be respectful, add to the discussion, and fit within its flow. You will be graded based on quality more than quantity.
- First Essay (15%): A short research project on settler genocides using the historical *NY Times* database. (3-5 pages.) **Due 9/17**
- Second Essay (15%): Analyze Armenian genocide denialist literature. (3-5 pages.) **Due 10/3**
- Take-Home Midterm (15%): A series of essay questions with choices (open book/note). Must be completed alone. **Due 10/17**
- Third Essay (15%): Follow the Footnotes: You will select a source from the syllabus and write an analytic essay based on reading several of its footnoted sources. (3-5 pages) **Due 11/12**
- Final Exam (20%): Take home final, a series of essay questions with choices (open book/note). Must be completed alone. **Due Wed, Dec. 5 @ noon.**

All assignments will be graded on a 100-point scale.

Books for purchase:

- # Grigoris Balakian, *Armenian Golgotha*
- # Art Spiegelman, *Maus, Vol. 1*
- # Jean Hatzfeld, *Machete Season: The Killers in Rwanda Speak*

Week 1: Genocide and the Long-Term View

8/20: Why study genocide and mass violence?

8/22: The Long View: Is violence declining?

8/24: *Discussion*

- * Steven Pinker, *Better Angels of Our Nature*, YouTube lecture
 - o <https://www.youtube.com/watch?v=DEgzoypQDNw> (7:00-28min)
- * Adam Jones, *Genocide: A Comprehensive Introduction*, Ch. 1

Week 2: Defining Genocide and Settler Colonialism

8/27: The History of the Term 'Genocide'

8/29: 1492 and After

8/31: *Discussion*

- * Lemkin, "Genocide" *The American Scholar*
- * Cocker, *Rivers of Blood, Rivers of Gold*, Chs. 1-5
- * De las Casas, *A Short Account of the Destruction of the Indies*, pp. 42-56

Week 3: Settler Colonialism Continued

9/3: **Labor Day | No Class**

9/5: Manifest Destiny

9/7: *Discussion*

- * Greenberg, *Manifest Destiny and American Territorial Expansion* (Documents 6-14)

Week 4: Settler Colonialism Pt 2 – The Herero and Nama Genocide

9/10: High Colonialism and Genocide

9/12: The Lessons of the Other German Genocide

9/14: *Discussion*

- * Zimmerer, "Annihilation in Africa"
- * Hull, "Military Culture and the Production of 'Final Solutions' in the Colonies"
- * Current Affairs Articles on German Responsibility for Genocide

Week 5: The Armenian Genocide

9/17: Armenians and Other Christians in the Ottoman Empire | **First Essay Due**

9/19: WWI and Genocide

9/21: *Discussion*

- * Jones, *Genocide*, Ch. 4
- # Balakian, *Armenian Golgotha*, Vol. I: Chs. 3-12

Week 6: The Armenian Genocide: Aftermath and Legacy

9/24: The Unmaking of Ottoman Diversity

9/26: Turkey and the Legacy of Genocide

9/28: *Discussion*.

- # Balakian, *Armenian Golgotha*, Vol I: Chs. 17, 22. Vol II: Chs. 25-27, 31-36
- * De Waal, "The G-Word" *Foreign Affairs*, Jan/Feb 2015

* FactCheckArmenia.com (browse website)

Week 7: The Soviet Famine in Ukraine

10/1: Ukrainian Nationality and Soviet Ideology

10/3: The Famine Among Other Stalinist Crimes | **Second Essay Due**

10/5: **Fall Break | No Class**

* *Centuries of Genocide, Ch. 5*

* Kuromiya, "The Soviet Famine of 1932-33 Reconsidered," *Europe-Asia Studies, 2008*

Week 8: The Holocaust – Anti-Semitic Origins and Causes

10/8: Nazi Ideology and German Crisis

10/10: The Twisted Road to Auschwitz

10/12: *Discussion*

* Burleigh & Wippermann, *The Racial State*, Ch. 4

Spiegelman, *Maus*, Chs. 1-3

Week 9: The Singularity of the Holocaust

10/15: From Racial Utopia to Genocide

10/17: The European Holocaust | **Mid-Term Due in Class**

10/19: *Discussion*

* Caplan, *Nazi Germany*, Ch. 9

* *Genocide Reader*, pp. 119-123, 133-134

Spiegelman, *Maus*, Chs. 4-6

Week 10: Postwar expulsion of Germans and Remembrance

10/22: Expelling Germans

10/24: Remembering the Holocaust

10/26: *Discussion*

* Naimark, *Fires of Hatred*, Ch. 4

* Judt, "From the House of the Dead," *NY Review of Books*, Oct. 6, 2005

* Articles on the planned 'Center for Expulsions' in Berlin

Week 11: The Partition of India

10/29: Communalism and Colonialism

10/31: Partition and Its Legacy

11/2: *Discussion*

* Pandey, *Remembering Partition*, Ch. 2

* Das, "National Honour and Practical Kinship" in *Critical Events*

* Talbot & Singh, *Partition of India*, Ch. 6

Week 12: Anti-Communist Massacres in Indonesia

11/5: The Cold War Context

11/7: The Failed Coup and Its Legacy

11/9: *Discussion*

* Cribb, "Genocide in Indonesia, 1965-1966," *Journal of Genocide Research*, 2001

* US Documents on Indonesia, *Foreign Relations of the US, 1964-68, Vol. XXVI*

* Film: *The Act of Killing*

Week 13: The Rwandan Genocide

11/12: Ancient Ethnic Hatreds or Colonial Legacy? | **Third Essay Due**

11/14: The Genocide and Its Aftermath

11/16: *Discussion*

* Jones, *Genocide*, Ch. 9

Machete Season, excerpts

Week 14: Other Cases

11/19: Common Links and Unique Circumstances

11/21 & 11/23: **No Class | Thanksgiving**

No Readings This Week

Week 15: Taking Stock

11/26: A Global Problem for the 21st Century?

11/28: Remembering and Preventing

11/30: *Discussion*

* Bloxham and Pendas, "Punishment as Prevention" in *Oxford Handbook of Genocide Studies*

* Totten and Bartrop, "The United Nations and Genocide," *Human Rights Review*, Jul 2004

* Current-affairs articles on the ICC

Take-home final exam due Wed. Dec 5 @ 12 noon.

Lecture Course: Fascist Europe, 1918-1945

Goals: This upper-level survey course tests the boundaries of the concept of fascism through a broad examination of radical right-wing politics from 1918-1945. In teaching this period, my primary aim is to have students reflect on the precariousness of democratic institutions in recent history – and hence the preconditions for maintaining liberal democracies. 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 understand the worldview of historical actors with radical and disturbing agendas, is one of the most challenging but valuable objectives in this course.

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.”

“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 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.”

“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 – Fascist Europe

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

Seminar: Nation, Race, and Migration in Modern Europe

Goals: 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 peer review their classmates' proposals, in order to learn the types of criticism 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.

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 – Nation, Race, and Migration in Modern Europe

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 two “free pass” extensions 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 due

Week 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 sources

Week 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.