**History 13X: Europe and its Others: From the Enlightenment to the European Union**  
**Spring 2019**  
**Wednesdays, 12-2 p.m.**

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Office Hours: TBD

**Course Description:**

Recent years have witnessed an upsurge of far-right populism across the European continent. From Britain, France, and Germany to Hungary and Poland, new parties and movements demand the closing of borders, the expulsion of migrants, and the reclaiming of a presumptively homogenous past—whether in the guise of the nation, Christendom, Europe, or the West. Commentators attempting to make sense of the "new populism" often point toward economic dislocations since the end of the Cold War, social tensions born of rising immigration, and national and regional disparities within the European Union. Such factors are surely significant, but the current discussion tends to lack historical perspective, and to assume (rather than inquire into the conditions for) a connection between migration and social conflict. In fact, the identity of "Europe," its relationship to Christianity and the "West," and the practices that determine its boundaries are hardly new questions. The premise of this course is that contemporary struggles to define Europe can be better understood against the background of a long historical canvas, extending back to the eighteenth and nineteenth centuries.

This seminar explores how Christian Europeans since the Enlightenment have constructed their identities in relationship to a series of "others," including Jews, Muslims, Africans, the "Orient," and colonized peoples. We aim to analyze not only the outcomes of particular prejudices but the discourses and practices by which populations were defined as "other," as well as the intertwining of religion, gender, and colonialism in the formation of ideas of Europe. Alongside canonical authors of European political thought, students will encounter exemplary works of historical scholarship and primary sources grappling with the experiences and politics of exclusion. We will pay particular attention to how our authors imagined three sets of relationships that proved ubiquitous in discussions of European identity, and ask why these perennially resurfaced as "problems": the relationships between Christianity, Judaism, and Islam; between science and faith; and between empire and knowledge. We will aim to answer, or at least develop new frameworks for debating: Was Enlightenment universalism anti-Semitic? Did nationalism supersede Christian constructions of European identity? Was scientific racism a secular theology? Is the "Muslim Question" the new "Jewish Question"?
**Course Books**

The following books are available for purchase from the COOP and are on reserve at Lamont Library:


Available online through the Hollis catalog and placed on reserve at Lamont Library:
- Andrew Zimmerman, *Anthropology and Antihumanism in Imperial Germany* (Chicago: University of Chicago Press, 2001)

**Course Requirements**

As a research seminar, this course aims to provide you with the tools to produce a paper based on original research in primary sources. No specific background in European history is expected; however, you should be aware that the craft of historical research and writing requires a significant investment of time. You will likely find yourself better prepared to complete the assignments if you have taken at least one prior course in the history department.

The breakdown for grading is as follows:
1. Discussion participation (including one week introducing the discussion): 30%
2. Three response papers: 10%
3. Primary source analysis (5 pp.): 10%
4. Research paper (15 pp.): 50%

Because this is a discussion-based seminar, your regular attendance and informed participation are crucial. You are expected to attend all meetings of the course. If you must miss class due to a documented medical or family emergency, please inform me as far in advance as possible. All readings should be completed prior to the date indicated on the syllabus. Please remember that the quality or your contributions to discussions is as important as the quantity, and that asking a well-informed question also counts as participation. Feel free to meet with me early in the semester if you would like to discuss strategies for reading and taking notes on large amounts of material, or for participating in class.

Each week, one student (or two in certain weeks, depending on the enrollment) will open the seminar with a presentation of no more than ten minutes introducing the week's readings and setting out questions for discussion. Presentations should not simply summarize the readings. Rather, they should introduce two or three overarching themes that bring the readings together, and set these themes in historical context and in relationship to previous weeks of the seminar. Questions to consider include: What assumptions about European identity are reflected in the
primary sources? How can we situate these assumptions historically? What sources do the authors of scholarly works rely on to advance their historical or theoretical claims? Are these claims convincing? What alternative narratives are suggested by the primary texts?

You are also expected to post response papers to the Canvas site prior to three meetings of the seminar. Response papers are due by 5 p.m. on the Tuesday before the relevant class meeting. At least one response paper is due by week four. Response papers need not be more than 500-600 words (approximately two pages double-spaced); like the presentation, they should not simply summarize the readings but offer a question, comment, or point of criticism to help motivate class discussion.

There are two larger writing assignments required for this course. A shorter essay of approximately 5 pages double-spaced is due on February 27. For this assignment, which is designed to help you practice skills for completing the longer research paper, you will be asked to offer a close analysis of one of the primary sources read during the first part of the course. More details will be distributed two weeks prior to the due date.

For the culminating project, each student will write an original research paper of approximately 14-15 (double-spaced) pages, related to some aspect of the course themes. You will have wide latitude in selecting a topic and methodology for your paper. We will talk about this assignment at greater length, and segments of certain class meetings will be devoted to strategies for developing a research question and locating sources. For now, please note that this assignment has two additional sub-components: a one-page description of your topic and a preliminary bibliography are due on March 13; and during the final class session on May 1, each student will speak informally for 5-10 minutes on their research topic. These assignments will not be graded per se, but they are a chance for you to receive feedback on your work before submitting the final paper. Ultimately, the work you put into preparing the earlier assignments will be reflected in the quality of your research paper. However, in borderline circumstances, failure to submit an abstract on time will affect your final grade.

If you are a junior history concentrator and would like to write a senior thesis next year, you will need to write at least one longer seminar paper this year (if you have not already done so). You are welcome to use this seminar as an opportunity to complete this requirement; in such a case, your final paper will need to be at least 20 pages. Please let me know in advance if you are interested in this option.

**Collaboration Policy:**

The exchange of ideas is essential to academic scholarship. You may find it useful to discuss your approach to assignments with your peers. *You must, however, ensure that any written work you submit for evaluation is the result of your own research and writing and that it reflects your own insights and interpretations.* You must also adhere to standard citation practices in the discipline of history and properly cite any books, articles, websites, lectures, and/or conversations with classmates (or anyone else) that have helped you with your work. If you received any help with your writing (feedback on drafts, etc), you must also acknowledge this assistance.
We will discuss expectations for citing sources in your written work before the first essay is due. If you have questions about how to properly cite a particular source, or whether a citation is required in a certain instance, please speak with me before the assignment is due. There is no penalty for checking in advance, and I will let you know if you need to adjust your writing or citation practices in order to avoid unacknowledged appropriation of a source.

Students enrolled in this course are expected to abide by the Harvard College Honor Code:

Members of the Harvard College community commit themselves to producing academic work of integrity – that is, work that adheres to the scholarly and intellectual standards of accurate attribution of sources, appropriate collection and use of data, and transparent acknowledgement of the contribution of others to their ideas, discoveries, interpretations, and conclusions. Cheating on exams or problem sets, plagiarizing or misrepresenting the ideas or language of someone else as one’s own, falsifying data, or any other instance of academic dishonesty violates the standards of our community, as well as the standards of the wider world of learning and affairs.

Further information about Harvard's policies on academic integrity is available in the Harvard College Handbook for Students. Any suspected case of plagiarism will be reported to the Harvard College Administrative Board.

Students with Disabilities:

Students needing academic adjustments or accommodations because of a documented disability should present their Faculty Letter from the Accessible Education Office (AEO) and speak with the instructor by the end of the second week of the term. Failure to do so may result in the Course Head's inability to respond in a timely manner. All discussions will remain confidential, although instructors are invited to contact AEO to discuss appropriate implementation.

Schedule of Readings:

January 30 (Week 1): Introduction

February 6 (Week 2): Enlightenment Universalisms and Particularisms
- Montesquieu, Persian Letters, selections
- Immanuel Kant, "Idea for a Universal History with Cosmopolitan Intent" [1784], in Basic Writings of Kant, ed. Allen W. Wood (Modern Library, 2001)

February 13 (Week 3): Dialectics of History
- G. W. F. Hegel, Introduction to the Philosophy of History [1822-30], trans. Leo Rauch (Hackett, 1988), chs. 4-6
February 20 (Week 4): Orientalism and Empire
- Said, *Orientalism*, introduction, chs. 1, 2:1, 2:II

February 27 (Week 5): Science, Religion, and the Colonial Gaze
- Zimmerman, *Anthropology and Antihumanism in Imperial Germany*, introduction, chs. 1-3, 8

*Primary source analysis due in class on Feb. 27*

March 6 (Week 6): The Jewish Question in Question
- Herzl, *The Jewish State*

March 13 (Week 7): Creating Fascist Modernities
- Arendt, *The Origins of Totalitarianism*, preface, ch. 10
- Carl Schmitt, *The Crisis of Parliamentary Democracy* [1923], trans. Ellen Kennedy (MIT, 1985), ch. 4

*One-page abstract and annotated bibliography for research paper due in class on March 13*

***Spring Break***

March 27 (Week 8): Race, Imperialism, and the Holocaust
- Arendt, *The Origins of Totalitarianism*, chs. 6-8, conclusion
April 3 (Week 9): Race and the Postwar Conjuncture
❖ Rita Chin, Heide Fehrenbach, Geoff Eley, and Atina Grossmann, *After the Nazi Racial State: Difference and Democracy in Germany and Europe* (Michigan, 2009), chs. 1, 5

April 10 (Week 10): Decolonization
❖ Frantz Fanon, "Algeria Unveiled" [1959], in *A Dying Colonialism*, trans. Haakon Chevalier (Grove Press, 1965)

April 17 (Week 11): Gendered Secularisms

April 24 (Week 12): Return of the Repressed?
❖ Norton, *On the Muslim Question*, introduction, chs. 1-5, 7-8

May 1 (Week 13): Student Research Presentations
*We may need to use the full period blocked for this class (12:00-2:45 p.m.) to allow all students the chance to present their work and receive feedback.

*Final paper due during finals week*