Description: The course traces the emergence of modern nationalism in nineteenth-century Central Europe and compares it to developments in other countries, including the U.S. It points out the decisive influence of Romanticism on the shaping of modern ideas of national and cultural identity and shows how the upsurge of nationalism gave birth to grand narratives of national history, and created sharp divides in multilingual and multiethnic societies. The outcome was a deep crisis culminating in the rise of Nazism, and affecting many representative works of Central European literatures.

The course is divided into two parts. The first part focuses on the origins and different forms of nationalism in Central European cultures (Czech, Slovak, and partially also Austrian, German, Polish, and Hungarian), and the influence of Romanticism (especially its organic models of community based on the affinities between nature, culture and language) on the rise of nationalism. It also discusses critical responses of Romantic writers to nationalist ideologies. The main objective understanding basic cultural notions and paradigms, such as multiculturalism, ethnocentrism, patriotism, nationalism, the invention of tradition, cultural translation, or imagined community and the explanation of difficult, culturally specific terms, namely antiquarianism, philology, national revival or Biedermeier. Central European notions of ethnocentric nationality are compared with the U.S. and British concepts of the nation and national identity.

The second part concentrates on some representative works of twentieth-century Central European literatures (see below under “Fiction, Poetry, and Drama”) reflecting chief Romantic themes or cultural paradigms, and responding to the questions and dilemmas of national identity. The main purpose is to understand the transformations and destructive effects of nationalism in context of major political and economic developments and events of the twentieth-century (World War II, the expansion of Communism, globalization and consumerism).

The presentation of individual topics combines the form of lecture (explaining selected topics in the course book or reference texts, or important features of social, historical or literary context of the discussed book), and the form of discussion. Discussions will be introduced by short talks (3-5 min.) given by all students in the class.

Literature:

Course book (compulsory):
Procházka, Martin, In Search of National Identity (included in the course reader and available from the CERGE server) 01 SEARCH.doc

Fiction, Poetry, Drama (compulsory):
Books by Čapek, Havel and Kundera are available from the CERGE Library. Kafka’s short stories can be downloaded from the web. Other texts are in the Course Reader and can be downloaded from the CERGE Server (the filename is given in bold letters after each reference).


Reference:
Recommended texts are marked with an asterisk, **unmarked texts are compulsory**. These are in the Course Reader and can be downloaded from the CERGE Server (the filename is given in bold letters after each reference).


Anderson, Benedict, *Imagined Communities. Reflections on the Origin and Spread of Nationalism* (London: Verso, 1983) (chapter 1-3) 02 Imagined Communities 1, 03 Imagined Communities 2, 04 Imagined Communities 3

*Bhabha, Homi K., *The Location of Culture* (London: Routledge, 1994)


Hrbata Zdeněk, Procházka, Martin, "European Romanticism and Czech National Revival", in Český romantismus v evropském kontextu (Prague: Ústav pro českou a světovou literaturu, 1993), 203-26 07 Czech Romanticism


Procházka, Martin, "Romantic Revivals: Cultural Translations, Universalism, and Nationalism", in Susan Bassnett and Martin Procházka (eds.), *Cultural Learning: Language Learning, Selected Papers from the Second International British Studies Conference* (Prague: The British Council and Charles University, 1997), 75-89. 10 Romantic Revivals


On Havel’s Prison Letters


Exam: The final exam will be cumulative and will have a form of an in-class essay (3 handwritten pages maximum). No re-sit will be allowed. Students will draw specific exam topics at the beginning of the exam. Exams are closed-book; consulting books, materials or notes will not be permitted.

Homework: For the in-class discussions students will prepare short introductory talks (3-5 min.). In addition, they will submit an essay of 2000-3000 words on a topic of their choice. The topic of this essay must be discussed with the instructor. The submission deadline for essays is the last but one class in the semester. One resubmission is allowed.

Grading: Class Participation, Short Talks 30%, Homework 30 %, Final 40%.

### Outline of the Course:

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<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<td>1.</td>
<td>Introduction</td>
<td>Coursebook, chapter 1</td>
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<td>2.</td>
<td>Central European Notions of Nation and Nationality</td>
<td>Coursebook, chapter 2 (intro); Anderson, <em>Imagined Communities</em> (chapters 1-3); Abrams, <em>The Mirror and the Lamp</em>, chapter 7, part 2 (extract); Smith, <em>The Nation in History</em>, chapter 1</td>
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<td>3.</td>
<td>Natural, Organic and Imagined Communities</td>
<td>Coursebook, chapter 2 to 5; Hrbata, Procházka, &quot;European Romanticism and Czech National Revival&quot;; Butler, &quot;Romanticism in England&quot;, in Porter, Teich, <em>Romanticism in a National Context</em></td>
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<td>5.</td>
<td>Invention of Tradition, Cultural Translation</td>
<td>Coursebook, chapters 3 to 5; Hobsbawm, Ranger (eds.), <em>The Invention of Tradition</em> (Introduction) <em>Queen's Court Manuscript</em> (selected poems); Procházka, &quot;Romantic Revivals&quot;</td>
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<td>6.</td>
<td>Romantic Individualism and National Revival</td>
<td>Coursebook, chapter 7; Procházka, &quot;Byron's Reputation in Bohemia&quot;, Mácha, <em>May</em></td>
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<td>9.</td>
<td>Čapek: Practical Humanism versus Ethnocentrism</td>
<td><em>War with the Newts</em></td>
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<td>11.</td>
<td>Kundera: Global Civilization, Consumerism, and the Decline of Romanticism</td>
<td><em>Immortality</em></td>
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<td><em>Final Exam</em></td>
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