
Political Science 379: Nations and Nationalism

Spring 2011

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Office Hours:
M/W 10:30-11:45
Or By Appointment

Course Website

<http://blackboard.richmond.edu/>

Course Definition

While scholars and policy-makers alike tend to agree that nationalism has been one of the most important political and cultural ideas of the past few centuries, there is hardly agreement over its definition, origins, impacts, and future. Some argue that nationalism has strengthened our understanding of citizenship and democracy; others suggest that the root causes of numerous interstate and intrastate conflicts, not to mention massacres and human rights violations, have to do with nationalism. Some believe that nations are “real” and nationalism simply implies an “awakening”; others concede that nations are “made” or “imagined”. Some would argue that nationalism implies “freedom” from foreign rule and independence; others suggest that it leads to discrimination and xenophobia. Some are convinced that nationalism is a thing of the past; others hold that nationalism is here to stay and will shape world politics for the foreseeable future. Accordingly, the *study* of nationalism involves being exposed to a number of different perspectives and requires an ability to think beyond one’s own assumptions.

This course is a rigorous introduction to the study of nations and nationalism. We will cover the main theories that deal with these concepts, evaluate their analytical purchase by a number of case studies, examine the relationship between nationalism and organized violence, and discuss whether nationalism is withering away in the face of globalization, the rise of transnational religious movements, or regionalism. The class will be most suitable for students who are interested in comparative politics and/or international studies.

Evaluation

The final grade will be determined by three factors: class participation (30%), 4 short response papers (30%), and a final take-home final exam (40%). For interested students, there is also the option of writing a research paper (40%) on a topic of their choosing (instead of final exam). Interested students should commit to a research paper in writing -- after consulting with the instructor -- no later than March 1, 2011.

1. Participation (30%)

There will be three indicators for participation: attendance, discussion, acting as the “discussant(s) of the week”.

Attendance: Regular attendance is mandatory. If you are absent or plan to be absent, please try to contact me within the same week. Serial and/or chronic absence – unless you provide a reasonable explanation (e.g., medical problems and family emergencies) – can significantly lower your participation grade. As a rule of thumb, more than 3 unexcused absences will work against your participation grade.

Discussion: This course is designed as a seminar, which implies that you are expected to actively participate in class discussion. A very important objective of this course is to facilitate your skills in at least three areas: i) engaging others’ opinions; ii) voicing your own ideas in a convincing manner before your peers; iii) developing an “open mind” where you can learn from the experiences and ideas of your peers. Accordingly, I expect you to contribute to the on-going discussions in class. If you have a question about the reading material or if some concept or a statement during the discussion sounds confusing, do not hesitate to ask questions. If you have an opinion about a subject or if you want to share your experiences or your knowledge about an issue with your classmates do not hold back. Needless to say, all class discussions should take place in a constructive environment; you should not hesitate to – intellectually - challenge your friends or your instructor, but it is of utmost importance that you do it within the borders of empathy and mutual respect.

Discussant(s) of the Week: Every student is required to act as the “discussant of the week” at least once, where you will be part of a student team (of 2 or 3 students) that will act as the discussion-leaders. Here’s how this works: In the first class of the second week, and we will form teams of 3 and assign the teams to select weeks. The teams will then coordinate among themselves and will kick-start the discussion during the classes of the week with a brief¹ presentation of the material, which will then be followed by the team’s ideas about how the material relate to the present day world politics and/or the past. This exercise will

¹ Brief: 5-10 minutes; please practice your presentation beforehand and try to keep it under 10 minutes.

prepare you for i) team work; ii) public speech, both of which are of essential importance for a professional or academic career in international relations.

Sites that may be helpful in your role as “the discussant(s) of the week”:

- The New York Times, www.nytimes.com
- BBC World News, www.bbc.co.uk
- The Financial Times, www.ft.com
- The Wall Street Journal, www.wsj.com
- The Washington Post, www.washingtonpost.com
- National Public Radio, www.npr.org

Extra Credit: During the course of semester, you are encouraged to be more “sensitive” towards what is happening in the news with regard to topics that relate to nations and nationalism - and contribute to the class-blog (I’ll send you the link by week 2) by posting articles/op-eds etc... on the blog. You may add a few sentences to highlight the relevance, but no “analysis/summary” is required.

2. Analytical Response Papers (30%)

You will be asked to write 4 short essays (3 pages each, double-spaced, standard font & borders) on 1 or more of the assigned readings for the week. I will send out the question on Wednesday(s) and the paper will be due by the next Monday(s), beginning of the class. Think of these assignments as sorts of “pop quizzes” with a very long fuse; I will announce them in class on select Wednesdays and they may involve i) the material we just covered that week; ii) material for the next week; iii) both – so make sure to stay on top of the readings.

No email submissions. Except for emergencies, I will accept only paper copies or pdf/word files through the “dropbox” option in Blackboard. Policy for unexcused late submissions is as follows: 1/3 of a letter grade will be reduced from the overall paper grade for each day (e.g., from A to A-, per each day).

3. Final Exam or Research Paper (40%)

Final exam will be take-home. You can think of it as an extended version of the analytical response papers, extended both in length (7-10 pages) and in scope (you will need to draw upon multiple topics/weeks).

If you choose to write a research paper instead of the final exam, you will be writing a research paper (15-20 pages, double-spaced, standard font) on a topic of your choosing. The topic should be related with the course material and the paper should focus on analysis, not description or speculation. Please contact to instructor for possible topics you may have in mind. This path will be challenging but very rewarding. Note that once you commit in writing -- or fail to commit to a

paper by March 1 -- there will be no exceptions; you will have to complete the course through the path you have chosen. In addition, if you choose the Research Paper path, I will give you the following option: write only 2 short essays for 15% of your grade and have your final paper count for 55% of your final grade.

I will specify the date for final exam and the deadline for the research paper later in the semester.

Grading Policy

There is no curve for this class. The grading will be based on the following format:

A+: 94.5% or greater
A: 92.5-94.4%
A-: 89.5-92.4%
B+: 84.5-89.4%
B: 82.5-84.4%
B-: 79.5-82.4%
C+: 74.5-79.4%
C: 72.5-74.4%
C-: 69.5-72.4%
D+: 64.5-69.4%
D: 62.5-64.4%
D-: 59.5-62.4%
F: Below 59.5%

I also reserve the right to make changes to the cut-points, depending on the general performance of the class.

Texts

The required books for the course are:

Geoff Eley & Ronald Suny, *Becoming National: A Reader*. ISBN: 0195096614

Samuel Huntington, *Who Are We?: The Challenges to America's National Identity*. ISBN: 0684870541

Ronald Suny, *The Revenge of the Past: Nationalism, Revolution, and the Collapse of the Soviet Union*. ISBN: 0804722471

Anthony Marx, *Faith in Nation: Exclusionary Origins of Nationalism*. ISBN: 0195182596

Ernest Gellner, *Nations and Nationalism*. ISBN: 0801475007

Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. ISBN: 1844670864

Books will be available for purchase in the University Bookstore.

All the other assigned chapters and articles will be available [electronically] from the **Blackboard** website.

Study Tips

In simple terms, check the course website (Blackboard) regularly. Every weekend I will post short tips on how to tackle the reading material of the week.

I will also keep a weekly “blog”, where you can ask me questions about the class material or anything that relates to the topics we cover. I will try to address them within 24 hours – unless I declare in advance that, due to travel or family-related business, I have to be off-line. It is very likely that at least some of your friends will have the same or similar questions; so, do not hesitate to place your questions on the blog. You are also welcome to address your classmates’ questions and concerns – I will intervene with the comments/response on a case-by-case basis.

During the course of the class, I will structure a separate page that for the research paper project, where I will post tips and overall suggestions as well as guidelines.

Research Paper: During class, as we cover more and more ground, I will pass more details on the nature and the format of the research paper. Since the paper will require active in-library research on your part, I also highly recommend that you make use of an excellent opportunity that the Boatwright Memorial Library offers: we, political scientists, have access to an amazing librarian -- Laura Horne-Popp -- whose expertise is on the very subject of political science and international relations! She will be available to address your questions and concerns with regard to your online or in-library research. You can reach her to make an appointment (or to ask questions via email) by contacting her through the following:

804-289-8851
lhorne@richmond.edu
AIM: lauramhorne
Gmail Talk: horne.laurahorne

She will be expecting you and is already aware of the research paper assignment. In order to facilitate your interaction with Ms. Horne-Popp, I have

invited her to attend one of our classes in October; she will be going over the basics of utilizing the library resources for your paper and will address your questions.

Academic Honesty

As members of the University of Richmond family, I expect you to abide by the campus honor code on issues such as plagiarism and any other serious academic violation. For details, see:

<http://library.richmond.edu/information/smguides/art/plagiarism.htm>

Special Accommodations

Students with special needs who require reasonable modifications, special assistance, or accommodations in this course should speak with me promptly. I pledge that all discussions will remain confidential.

Course Schedule

Week 1: Organizational Meeting and Overview

January 10-12

- Ernest Renan, "What is a Nation?" in Eley and Suny (pp. 42-55).
- Etienne Balibar, "The Nation Form: History and Ideology," in Eley and Suny (pp. 132-150).
- Yumul, Arus and Umut Özkirimli. 2000. "Reproducing the Nation: 'Banal Nationalism' in the Turkish press." *Media Culture Society* 22 787 (*blackboard*)

PART I: NATIONALISM AND MODERNITY

Week 2: Modernity, State, and Nationalism

January 17-19

- Gellner, *Nations and Nationalism* (read entire book)
- Hobsbawm, Eric J. 1992. *Nations and Nationalism since 1780*. pp. 1-45. (*blackboard*)

Week 3: Nations As 'Imagined Communities'

January 24-26

- Anderson, *Imagined Communities* (read entire book)
- Chatterjee, Partha. 1991. "Whose imagined community?" *Millenium: Journal of international studies* 20 (3): 395-406,
- Sahlins, Peter. 1989. *Boundaries: The Making of France and Spain in the Pyrenees*. pp. 133-167. **(blackboard)**

Week 4: Reflections on 'Modernity'

January 31 – February 2

- Greenfeld, Liah. 1996. "Nationalism and Modernity." *Social Research* 63 (1): 3-40.
- Armstrong, John. 1994. "A. Review of Liah Greenfeld, *Nationalism: Five Roads to Modernity*." *History and Theory* 33 (1): 79-95.
- Miroslav Hroch, "From National Movement to the Fully-Formed Nation: The Nation-Building Process in Europe," in Eley and Suny.
- Tom Nairn, "Scotland and Europe," in Eley and Suny.
- Prasenjit Duara, "Historicizing National Identity, or Who Imagines What or When," in Eley and Suny.

PART II: PRIMORDIAL & ETHNIC ROOTS OF NATIONALISM

Week 5: Primordialism and Ethnicity

February 7-9

- Connor, Walker. 1994. *Ethnonationalism: The Quest for Understanding*. (pp. 196-209) **(blackboard)**
- Isaacs, Harold. 1975. *Idols of the Tribe*. (selected chapters) **(blackboard)**
- Schöpflin, George. 1995. "Nationalism and Ethnicity in Europe, East and West," in Charles A. Kupchan (ed.) *Nationalism and Nationalities in the New Europe*. (pp. 37-65) **(blackboard)**

- Smith, Anthony D. (1986) *The ethnic origins of nations* (pp.6-21 & 129-152 & 174-209) (**blackboard**)
- Anthony Smith, “The Origins of Nations,” in Eley and Suny (pp.106-130).
- Hale, Henry. “Explaining Ethnicity.” *Comparative Political Studies*. 37 (4): (2004): 458-485. (**blackboard**)
- Stuart Hall, “Ethnicity: Identity and Difference,” in Eley and Suny

PART III: DEFINING SELF THROUGH THE “OTHERS”

Week 6: Exclusionary Logic of Nationalism

February 14-16

- Marx, *Faith in Nation: Exclusionary Origins of Nationalism* (read entire book)
- Hastings, Adrian. 1997. *The Construction of Nationhood: Ethnicity, Religion, and Nationalism*. (pp.1-45) (**blackboard**)

Week 7: Colonialism, Racism, and Nationalism

February 21-23

- Chatterjee, Partha. 1993. *The Nation and its Fragments: Colonial and Postcolonial Histories*. (selected chapters) (**blackboard**)
- Julie Skurski, “The Ambiguities of Authenticity in Latin America...” in Eley and Suny.
- Ann Stoler, “Sexual Affronts and Racial Frontiers...” in Eley and Suny.
- Paul Gilroy, “One Nation under a Groove...” in Eley and Suny.
- Mosse, George L. 1995. “Racism and nationalism.” *Nations and Nationalism* 1 (2): 163-73. (**blackboard**)

PART IV: CASE STUDIES

Week 8: American Nationalism

February 28 – March 2

- Huntington, *Who Are We?: The Challenges to America's National Identity* (read entire book)

Week 9: NO CLASS!

March 14-16

- I will be attending the Annual International Studies Association Meeting in Montreal, March 16-19
- Before the Spring Break, we – as a class – will pick one or more case studies that are not included in the syllabus and will hold 2 make-up sessions on those cases during days/times that will suit our schedules.

Week 10: The Curious Case of The Soviet Union

March 21-23

- Suny, *Revenge of the Past* (read entire book)
- Yuri Slezkine, “The USSR as a Communal Apartment, or How a Socialist State Promoted Ethnic Particularism,” in Eley and Suny.

Week 11: Arab Nationalism

March 28-30

- Khalidi, Rashid. 1997. *Palestinian Identity: The Construction of Modern National Consciousness*. (selected chapters) (**blackboard**)
- Owen, Roger. 2004. *State, Power and Politics in the Making of the Modern Middle East*. (Chapters 4 & 9) (**blackboard**)
- Baram, Amatzia. 1990. “Territorial Nationalism in the Middle East.” *Middle Eastern Studies* 26 (4): 425-448. (**blackboard**)
- Barnett, Michael N. 1995. “Sovereignty, Nationalism, and Regional Order in the Arab States System.” *International Organization* 49 (3): 479-510. (**blackboard**)

PART V: THE DARK SIDE: NATIONALISM AND VIOLENCE

Week 12: Of Nations and Wars I

April 4

- Koenigsberg, Richard A. 2009. *Nations Have the Right to Kill: Hitler, the Holocaust and War*. (chapters 1, 2, 7) (**blackboard**)

April 6

- Brubaker, Rogers and David D Laitin. 1998. “Ethnic and Nationalist Violence.” *Annual Review of Sociology* 24: 423-452.
- Ignatieff, Michael. 1993. *Blood and Belonging*. (pp. 19-56). (**blackboard**)

- Gagnon, Jr., V.P. 1994/1995. "Ethnic Nationalism and International Conflict, The Case of Serbia." *International Security* 19(3): 132-168. **(blackboard)**

Week 13: Of Nations and Wars II

April 11-13

- Kaufmann, Chaim. 1996. "Possible and Impossible Solutions to Ethnic Civil Wars." *International Security* 21 (2): 136-175. **(blackboard)**
- Fearon, James D. and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97 (1): 75-90. **(blackboard)**
- Mueller, John. 2000. "The Banality of Ethnic War." *International Security* 25 (1): 42-70. **(blackboard)**
- Gourevitch, Philip. 1999. *We Wish to Inform You That Tomorrow We Will be Killed With Our Families: Stories from Rwanda*. (selected chapters) **(blackboard)**

PART VI: IN CONCLUSION...

Week 14: Nationalism No More?

April 18

- Tønnesson, Stein. 2004. "Globalising National States." *Nations and Nationalism* 10 (1/2): 179–194. **(blackboard)**
- Eckersley, Robyn. 2007. "From Cosmopolitan Nationalism To Cosmopolitan Democracy." *Review of International Studies* 33: 675–692. **(blackboard)**
- David Held, "The Decline of the Nation-State," in Eley and Suny.
- Bennhold, Katrin. 2005. "Quietly sprouting: A European identity." *The New York Times*, Tuesday, April 26, 2005. **(blackboard)**

April 20

- Each student is expected to skim "the news of the world" and bring 3 newspaper/journal/news-channel articles or op-ed's that relate to the topics we have covered so far to class.