"I have to admit that, as with many of my friends, being a Croat didn’t mean much to me ... I can only regret that awareness of my nationality came to me in such a painful way, through death, destruction, and the suffering of people, and through reduction, accusations, suspicions, and extreme homogenization. Being a Croat in this war makes me an orphan too, because it robbed me of the only possession I acquired in my life—my individuality. National consciousness, perhaps even nationalism, has been forced on people like an ill-fitting shirt. You may feel that the sleeves are too short and the collar too tight. You may not like the color and the cloth may itch. But you wear it because there is no other. In fact it would be an injustice to tear this shirt off, because of the people who are being slaughtered just because of their Croatian nationality. So no one is allowed not to be Croatian, and our attackers are to blame, for removing our freedoms to be firstly persons and citizens and then Croats.”


Introduction: In this course, we will examine one of the most important topics in the world today: nationalism. The course begins with an overview of nationalism, including topics such as definitions of nation and nationalism, different types of nationalism, and the reasons for nationalism’s development as a leading political principle. From there, we will spend several weeks examining the intersection between nationalism and other important topics in political science and the study of identity, including religion, multiculturalism, and institutional approaches to identity diversity. An important theme that we will revisit throughout the semester is American national identity: What makes us Americans?; is “multiculturalism” compatible with American national identity?; is American nationalism good or bad?; etc.

Readings:
(1) Anthony D. Smith, The Nation in History: Historiographical Debates about Ethnicity and Nationalism (Polity Press, 2000; 9781584650409).

You may also want to purchase the nationalism reader edited by John Hutchinson and Anthony Smith (Nationalism, Oxford: Oxford University Press, 1994) to have on hand as a resource. There are also numerous other required readings on reserve (available electronically through the library’s electronic subscriptions to the journals and/or on the course D2L webpage).

The Gellner and Smith books are fairly short, but they capture well the major positions of these scholars. Smith and Gellner were two of the most influential scholars on the topic of nationalism in the second half of the twentieth century. More important for us, they represent fairly well the modernist and constructivist (Gellner) positions versus the perennialist and priomordialist (Smith) positions.
Requirements and grades: You will be expected to attend each seminar and to have completed the week’s readings prior to class. Two students will act as discussion facilitators each week (except Week 1). After my introduction on the week’s topic, these individuals will make brief presentations on the readings. This will begin with an overview of the recommended reading(s) for that week, along with any questions the facilitators believe these readings raise worthy of discussion in class. The facilitators will then help organize subsequent discussion by focusing on things that they liked and disliked about the week’s required readings, questions that the readings did not answer, etc. They will not be giving summaries of the required readings, and they will not be doing the majority of the talking during that particular session. The existence of the facilitator does not remove responsibility from the rest of the class for having read the required readings, and you are encouraged to have read the recommended readings as well.

Your major project will be a research paper on some aspect of nationalism. This paper will be 20-25 pages in length. The paper must focus on at least one specific country or nationalist movement and must add to our understanding of nationalism. If you cannot say in one sentence what your paper will add to the existing works on nationalism, pick another topic. You must show evidence of progress on your research project throughout the course, including a presentation on your research findings during last week of class. There is also a short assignment to be turned in at the beginning of the Week 3 session.

Your grade in this class will come from your short assignment (5%), your preliminary research topic presentation and written literature review (15%), the research paper itself (40%), your time as discussion facilitator (10%), and your overall participation (30%). Participation will also be used to determine final grades in cases where you end the semester in a “gray area” between two grades. In addition to participating in class discussions, I expect you to participate considerably in the post-class session D2L discussions. On the D2L website for this class, there will be a forum for discussion threads that will run from the end of each class session until the following class session. Part of your class participation grade will come from these D2L discussions. We will talk about the D2L requirement in more detail at the first class session.

SEMINAR AND READING SCHEDULE

* = Reading on reserve (or via library’s electronic subscription to the journal)
** = Reading available at the listed website

Part I: Definitions and Typologies

WEEK 1 (January 15): Introductory session.

WEEK 2 (January 22): Definition(s) of “Nation” and “Nationalism.”

Required Readings:
Ernest Gellner, Nations and Nationalism, ch. 1 (pp. 1-7 only) and ch. 5 (pp. 53-62 only).
Anthony Smith, The Nation in History, Introduction (pp. 1-4).
Samuel Huntington, Who Are We?, ch. 2 (pp. 21-33).

Recommended Readings:
*Walker Connor, “A Nation is a Nation, is a State, is an Ethnic Group, is a ...,” Nationalism, pp. 36-43 only.
WEEK 3 (January 29): Civic, Ethnic, and Other “‘Something’ Nationalisms.”

SHORT ASSIGNMENT DUE, January 29, in class. See description at end of syllabus.

Required Readings:
Ernest Gellner, Nations and Nationalism, ch. 7.
Anthony Marx, Faith in Nation, ch. 4.

Recommended and Discussion Facilitator Reading:
*Gerard Delanty and Patrick O’Mahony, Nationalism and Social Theory: Modernity and the Recalcitrance of the Nation (London: Sage, 2002), ch. 6 (“Towards a Typology of Forms of Nationalism”), pp. 120-141.

Part II: Theoretical Frameworks Explaining the Emergence of Nationalism


Required Readings:
*Anthony Smith, Nationalism: Theory, Ideology, History, ch. 3 (pp. 43-45, 49-57 only), ch. 5 (pp. 87-107 only).

Recommended and Discussion Facilitator Reading:

WEEK 5 (February 12): Explanations for When and How Nationalism Emerges, Part II: Modernism and Constructivism.

Required Readings:
*Anthony Smith, Nationalism: Theory, Ideology, History, ch. 3 (pp. 45-49 only), ch. 4

Recommended and Discussion Facilitator Reading:

**Required Readings:**
Anthony Smith, *The Nation in History*, ch. 1 (pp. 5-15 and 20-26 only), chs. 2-3.
Anthony Smith, *Nationalism: Theory, Ideology, History*, ch. 3 (pp. 57-61 only).

**Recommended and Discussion Facilitator Reading:**

**Part III: National Identity and ...**


**Required Readings:**
**Dimostenis Yagcioglu, “Nation-States vis-a-vis Ethnocultural Minorities: Oppression and Assimilation versus Integration and Accommodation.” Available at: http://www.geocities.com/Athens/8945/minor.html.**

**Recommended and Discussion Facilitator Readings:**

WEEK 8 (March 5): Citizenship: Its Complex Relationship with National Identity.

**Required Readings:**
Samuel Huntington, *Who Are We?,* ch. 8 (pp. 178-220).

**Recommended and Discussion Facilitator Readings:**
March 12: No Class, Spring Break.

Spring Break Assignment: Work on your papers.


**Required Readings:**
Anthony Marx, *Faith in Nation*, chs. 1, 3, 5, 6, and 7.
Samuel Huntington, *Who Are We?*, chs. 4-5 (pp. 59-106), 12 (pp. 336-366).

**Recommended and Discussion Facilitator Reading:**

**Part III: National Identity and Nationalism in ...**

WEEK 10 (March 26): The U.S.: American National Identity ... Right

**Required Readings:**
Samuel Huntington, *Who Are We?*, ch. 3 (pp. 37-58), ch. 6 (pp. 107-138), ch. 11 (pp. 295-335).

**Recommended and Discussion Facilitator Readings:**
*John H. McElroy, American Beliefs: What Keeps a Big Country and a Diverse People United* (Chicago: Ivan R Dee, 1999), Appendix (pp. 227-228).

WEEK 11 (April 2): The U.S.: American National Identity ... Wrong

**Required Readings:**

**Recommended and Discussion Facilitator Readings:**

April 9: No Class, Easter Break. Literature review due next week!
WEEK 12 (April 16): Postcolonial States.

RESEARCH PAPER LITERATURE REVIEW DUE, April 2, in class (see end of syllabus).

Required Readings:
Diane K. Mauzy, “From Malay Nationalism to a Malaysian Nation?,” in After Independence.
Peter J. Schraeder, “From Irredentism to Secession: The Death of Pan-Somali Nationalism,” in After Independence.

Recommended and Discussion Facilitator Reading:
*John Breuilly, Nationalism and the State, ch. 5 (“Approaches to Anti-colonial Nationalism”) and ch. 10 (“Separatist Nationalism in the New States”).

WEEK 13 (April 23): Postcommunist States.
Taras Kuzio, “Kravchuk to the Orange Revolution: The Victory of Civic Nationalism in Post-Soviet Ukraine,” in After Independence.
Stephen Jones, “Georgia: Nationalism from under the Rubble,” in After Independence.

Recommended and Discussion Facilitator Reading:

Part IV: Conclusion

WEEK 14: (April 30): Conclusion: What is To Be Done?

Required Readings:
Ernest Gellner, Nations and Nationalism, chs. 8 and 10.
Samuel Huntington, Who Are We?: The Challenges to America’s National Identity, ch. 1.
Anatol Lieven, America Right or Wrong: An Anatomy of American Nationalism, ch. 1.

Recommended and Discussion Facilitator Reading:
*Jack Snyder, From Voting to Violence (New York: WW Norton, 2000) ch. 1 (pp. 25-43 only), ch. 2.
SHORT ASSIGNMENT DUE, January 29, in class: Find three additional examples of “something’ nationalisms” (beyond those mentioned in the readings for this week, including the recommended reading), the stranger the better. Give the citations where they can be found and, in three sentences for each one, explain what the person using the term meant by it.

LITERATURE REVIEW (AT LEAST FOUR PAGES) DUE, April 16, in class. This literature review should include the majority of the works you will be using for the literature review in the final version of the paper, and it should provide a clear discussion of the “gap” in the literature that your project is addressing.

RESEARCH PAPER DUE, Thursday, May 7, 5:00 p.m. in my office (478 WWP) or my mailbox (4th floor, WWP). The paper should be 20-25 pages, double-spaced, using 12 pt. Times New Roman font or some similar font, and 1 inch margins.