Political Science 6441: Comparative Nationalism

Spring 2014, Tues., 4:00-6:40 Room: William Wehr 418
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Office Hours: TWTh 11:00-12:00; 1:00-2:00

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 identity studies as well as the way nationalism plays out in different types of countries. An important theme that we will consider this semester is American national identity, including thinking about questions such as “What makes us Americans?,” “Is ‘multiculturalism’ compatible with American national identity?,” and “Is American nationalism good or bad?”

Books to purchase:

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, as well as Donald L. Horowitz’s book Ethnic Groups in Conflict (Berkeley: Univ. of California Press, 1985). 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. They also 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 session and to have completed the session’s readings prior to class. During most of the sessions, one or two students will act as discussion facilitator. The facilitators will help organize 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. At the start of the class session, the facilitators will also give the rest of the class a hand out with a one-paragraph summary for each of two of the week’s recommended readings.
The existence of the facilitator does not remove responsibility from the rest of the class for having read the required readings. (There are too few of you to hide!) You are also encouraged to have read some or all of the recommended readings.

You will serve as a discussion facilitator twice. For each of those sessions’ readings, you will also write a short (maximum two-page, double-spaced) critique, in addition to your summaries of the two recommended readings, which you will hand out in class. Unlike recommended reading summaries, the critiques will not summarize the required readings. Instead, they will focus on the required readings’ strengths and weaknesses – including similarities and differences in this regard across the readings – and what kind of questions they raise for discussion. The reading critique assignments will be turned in to me (email is fine) by the end of the day before the class session.

There is also a short assignment to be turned in at the beginning of session 3. Otherwise, the 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 having a literature review done by the end of March. Because you must complete your research and writing by the end of the semester, you are strongly encouraged to meet with me throughout the semester to discuss your paper and keep me updated on its progress.

Your grade in this class will come from your short assignment (5%), your times as discussion facilitator and your readings critiques (20%), your research topic presentation and written literature review (10%), the research paper itself (40%), and your overall participation (25%). 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 on each session of the class, starting with Week 2. 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 D2L (or via library’s electronic subscription to the journal)
** = Reading available at the listed website

#### Part I: Definitions and Typologies

**Session 1 (Jan. 14): Introductory Session**

**Session 2 (Jan. 21): Definition(s) of “Nation” and “Nationalism”**

**Required Readings:**

Ernest Gellner, *Nations and Nationalism*, ch. 1 (pp. 1-7 only) and ch. 5.

Anthony Smith, *The Nation in History*, Introduction (pp. 1-4).


Samuel Huntington, *Who Are We?*, ch. 2 (pp. 21-33).

Braden Anderson, *Chosen Nation*, “Introduction” (pp. xi-xviii).


**Recommended Readings:**

*Walker Connor, “A Nation is a Nation, is a State, is an Ethnic Group,... ,” *Nationalism*, pp. 36-43 only.


Session 3 (Jan. 28): Civic, Ethnic, and Other “Something’ Nationalisms”

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

Required Readings:
Ernest Gellner, Nations and Nationalism, ch. 7.
Anthony Marx, Faith in Nation, ch. 4.
*Donald L. Horowitz Ethnic Groups in Conflict (Berkeley: Univ. of California Press, 1985), ch. 2.

Recommended and Discussion Facilitator Reading:
*Gerard Delanty and Patrick O’Mahony, Nationalism and Social Theory: Modernity and the Recalitrance 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

Session 4 (Feb. 4): How Does Nationalism Emerge?, Part I: Primordialism

Required Readings:
Anthony Smith, Nationalism: Theory, Ideology, History, ch. 3 (pp. 51-54 only).
*Clifford Geertz, “The Interpretation of Cultures” chs. 9-10. Available at: http://chairoflogicphiloscult.files.wordpress.com/2013/02/clifford-geertz-the-interpretation-of-cultures.pdf

Recommended and Discussion Facilitator Reading:
Session 5 (Feb. 11): How Does Nationalism Emerge?, Part II: Constructivism

**Required Readings:**
* Anthony Smith, *Nationalism: Theory, Ideology, History*, ch. 3 (pp. 54-57 only), ch. 4 (pp. 78-86)
* Anthony Smith, *Nationalism and Modernism*, pp. 129-142 only.

**Recommended and Discussion Facilitator Reading:**

Session 6 (Feb. 18): When Does Nationalism Emerge?, Part I: Perenniaism

**Required Readings:**
Anthony Smith, *Nationalism: Theory, Ideology, History*, ch. 3 (pp. 49-51 only), ch. 5 (pp. 92-107 only).


**Recommended and Discussion Facilitator Reading:**

Session 7 (Feb. 25): When Does Nationalism Emerge?, Part II: Modernism

**Required Readings:**
Anthony Smith, *Nationalism: Theory, Ideology, History*, ch. 3 (pp. 43-49 only), ch. 4 (pp. 62-73 only), ch. 5 (pp. 87-92 only).
* Anthony Smith, *Nationalism and Modernism*, pp. 117-124 only.
* Eric Hobsbawm, *Nations and Nationalism since 1780* (Cambridge, 1990), ch. 1 (pp. 29-45 only).

**Recommended and Discussion Facilitator Reading:**
Session 8 (Mar. 4): Explanations for When and How Nationalism Emerges: Putting It All Together; Smith versus Gellner

INITIAL RESEARCH TOPIC PRESENTATIONS, in class.

Required Readings:
Ernest Gellner, Nations and Nationalism, chs. 3-4, 6.
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; 73-78 only), ch. 5 (pp. 107-119 only).
*Anthony Smith, Chosen Peoples (Oxford: Oxford University Press, 2003), ch. 2.

Recommended and Discussion Facilitator Reading:

No class, March 11: Spring Break. Note: Literature review due on April 1st!

Part III: National Identity and ...

Session 9 (Mar. 18): Religion

Required Readings:
Braden Anderson, Chosen Nation, chs. 2. and 5.

Recommended and Discussion Facilitator Reading:
Braden Anderson, Chosen Nation, chs. 3-4.

No class, March 25: To be rescheduled as one or more paper brainstorming sessions.

Session 10 (April 1): State Building, Citizenship, and Other National Identity-Related Policies

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

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


**Recommended and Discussion Facilitator Readings:**


**Part IV: National Identity and Nationalism in …**  
Session 11 (April 8): The United States: American National Identity

**Required Readings:**

Samuel Huntington, *Who Are We?,* ch. 3-6, 11-12.


Braden Anderson, *Chosen Nation,* chs. 6-7.


**Recommended and Discussion Facilitator Readings:**


Session 12 (April 15): Postcolonial States

**Required Readings:**
Joshua B. Forrest, “Nationalism in Post-Colonial States,” in *After Independence.*
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 Readings:**
*John Breuilly, *Nationalism and the State, ch. 5 (“Approaches to Anti-colonial Nationalism”) and ch. 10 (“Separatist Nationalism in the New States”).*

Session 13 (April 22): Postcommunist States

**Required Readings:**
Taras Kuzio, “Kravchuk to the Orange Revolution: The Victory of Civic Nationalism in Post-Soviet Ukraine,” in *After Independence.*

**Recommended and Discussion Facilitator Reading:**
Stephen Jones, “Georgia: Nationalism from under the Rubble,” in *After Independence.*

**Part V: Conclusion**

Session 14: (April 29): Conclusion: What is To Be Done?

**Required Readings:**
Samuel Huntington, *Who Are We?: The Challenges to America’s National Identity,* 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.*
In addition to your times as discussion leader and the required written assignments associated with that role, you will complete the following four assignments during the semester:

1) **SHORT ASSIGNMENT, due January 28, in class:** Find three examples of “something’ nationalisms” (in addition to those mentioned in the session’s readings, including the recommended readings), the stranger the better. Give the citations where they can be found and, in one paragraph for each one, explain what the person using the term meant by it. Is it a helpful category? Is it nationalism?

2) **INITIAL RESEARCH PAPER PRESENTATION, March 4, in class.** These presentations will be short (5 minutes each). You will introduce your research question, your (tentative) “extant research gap” based on your preliminary review of the existing literature on the topic, and the hypotheses that you intend to examine and/or theoretical perspectives that you intend to employ.

3) **LITERATURE REVIEW (AT LEAST FOUR PAGES), due March 18, 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” your project is addressing.

4) **RESEARCH PAPER DUE, Tuesday, May 6, 5:00 p.m. in my office (468 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.

Along with the regular sessions of the class, we will be scheduling two extra, group “brainstorming” sessions on the paper. My tentative plan is that the first one will come before the initial paper presentation (perhaps on February 20th or 27th) and second one will take place sometime in April.