

# NATIONS & NATIONALISM:

TR 2:30-3:45

## IDENTITIES, ORDERS, BORDERS

Your Instructor:

Dr. John Measor

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Office Hours

M 1:00 p.m. - 4:00 p.m.

W 9:00 a.m. - 12:00 p.m.



Mural in Belfast  
supporting Basque  
nationalism

## COURSE DESCRIPTION

**Identifying nationalism, the politics of its expression, and its salience to global politics today ...**

Nationalism has proven to be one of the most powerful forces in modern politics and the nation one of the most ubiquitous forms of collective identity. This course aims to examine major modes of explaining nationalism, and to relate nationalism to other key themes in political science. Topics explored will include the relationship between nationalism and modernity, ethnicity, civic and ethnic nationalism, language, religion, class, gender, its regulation and globalisation as well as the seemingly endless dismissals of its salience in the global order. Thus, we will examine key questions concerning the ideology and practice of nationalism, including the two debates which anchor the field: its role in the causation of conflict and the major theoretical debates about its nature and origins. The course will contrast different approaches to the subject, and explore the relationship between nationalism and other ideological forces in society such as religion, fascism and communism. We will also relate the impact of nationalism to other concepts and social phenomenon such as the idea of self-determination, migration and citizenship, as well as a consideration of stateless nationalism. Finally we shall place the question of nationalism in the context of globalisation to examine the possible routes for development of nationalism in the contemporary world and its politics.



# NATIONALISM



## Accommodations

If you have a documented disability (learning or otherwise), please consult with me immediately at the outset of the course so we can design a solution that will help you be successful in the class.

## Learning Outcomes

The course supposes an inter-disciplinary approach and is designed to give you an understanding of nationalism that is broad in scope and theoretically informed, while also tailored to your specific interests through a major research project. It is hoped such an undertaking will provide you with a stimulating and intensive experience of intellectual inquiry into the phenomenon of nationalism. Such a design is intended to help you further develop your skills in posing meaningful questions, articulating viewpoints, exchanging ideas, conducting research, and communicating effectively. Specific outcomes include:

- impart an appreciation of the multidisciplinary nature of nationalism studies.
- provide a thorough grounding the central concepts and major theories of nationalism.
- give students a comprehensive view of the ideas of key figures / schools-of-thought in the field.
- convey the need to understand nationalism in the context of long-term, historical social change.
- convey the need to understand nationalism in the context of social causation and change.
- provide explorations of a variety of substantive cases of nationalism, helping students to think concretely about the phenomenon.
- give students opportunity to improve their ability to present complex material succinctly, and to discuss it at length.
- enable students to apply these concepts, theories and explanations to particular cases.
- enable students to carry out substantial independent research and write a research essay on a topic of their interest within the field.

The role of  
“modernity”



## How You Will Be Taught

### Coursework & Assessment

You will be taught through a mixture of lectures, seminars and student-led assignments, assessed by a combination of essays and assessed coursework, culminating in a research essay (7-10 pages | minimum 2,800 words) on a topic of your choice.

#### *Aims of the course*

- To offer students the opportunity to engage in debates concerning competing definitions and theoretical approaches to nations and nationalism;
- To introduce students to discussions surrounding explanations for the emergence and continued presence of nationalism, and for the different forms it has taken;
- To raise students' awareness of the relationship between nationalism and other ideologies and social forces that have and impact on the contemporary world.

The course will be structured around twice-weekly lectures and seminars. Seminars will develop in more depth the issues addressed in the lectures and required readings. Students will be expected to read prior to and after each lecture on the relevant topic and to participate actively in the seminar discussions. Seminar work will focus in the first part of semester on engaging with competing theories of nationalism. The seminars in the second half of the semester will be concerned with enabling students to identify relevant examples and case studies and use them in evaluating the interplay between nationalism and other social phenomena.

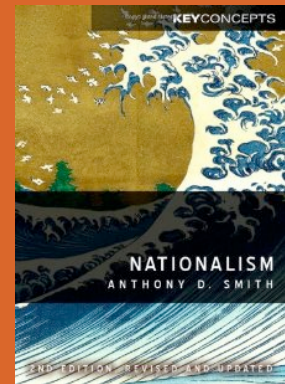


Assignments should be submitted by electronic means – as an attached document in .doc, .docx, or .rtf formats – to [John.Measor@smu.ca](mailto:John.Measor@smu.ca) prior to 11:59 p.m. (Halifax time!) on the due date.

## TEXTS

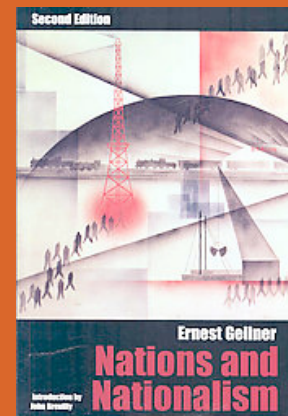
**Nationalism: Theory, Ideology, History**

Anthony D. Smith (polity, 2010)



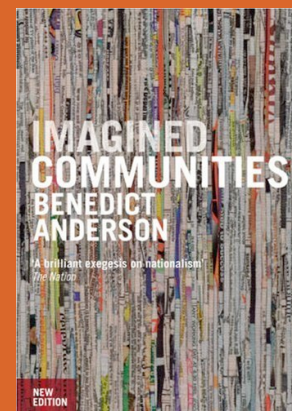
**Nations & Nationalism**

Ernest Gellner (Cornell, 2006)



**Imagined Communities**

Benedict Anderson (Verso, 2006)



# ASSIGNMENTS

(see handouts on BB)

## Conceptual engagement (20%)

(as per schedule)

Engagement with ISA Compendium article and empirical case of your choice.

3-5 pages | 1000-1500 words

## Seminar Leadership (20%)

(as per schedule)

Delivery of summative report and leadership of class discussion in a single class session vis required readings (including prompts/questions).

1-2 pages | ~ 600 words

## Research Essay (40%)

(17 November 2011)

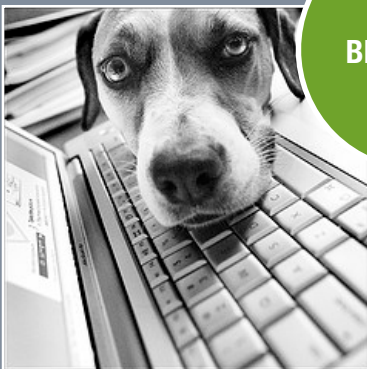
Engagement with research question of student's choice (evidence engagement with course content).

7-10 pages | min. 2800 words

## Final Exam (20%)

(scheduled by Registrar)

2 essays from 5 prompts



**Blackboard**

## Coursework & Assessment (con.)

It is assumed that students have either a regional interest in nationalist politics and/or theoretical interest that will guide them in their selection of a paper topic. For example, one paper option would be to use one or more case studies to examine a theoretically-grounded question or claim about nationalism. In addition, each student will be assigned to present a given week's readings. Such presentations will be followed by class discussion. Students may prepare handouts, but they are not required (the summative report will be assessed by the instructor). Finally, it is expected that those students who have already developed an interest in a particular region or set of cases should be prepared to discuss how the readings apply (or not) to their chosen areas - I would hope in the early weeks of the term that this will emerge organically.

Assignment	Due Date	Weight
Seminar Leadership	See schedule	20%
Conceptual Engagement	See schedule	20%
Essay Proposal	20 October 2011	10%
Research Essay	17 November 2011	30%
Final Exam	Scheduled by Registrar	20%

Our class time will be complemented with the use of Blackboard. Primarily the class site will be used as a location where you can find course materials (i.e. this syllabus, assignment handouts etc.), lecture notes, as well as required readings not found in the course textbooks.

Here are directions to help you access our course shell:

1. Log in to SMUport at <http://smuport.smu.ca/> using your S# and password.
2. Click on the 'Student Academics' tab.
3. Under 'My Courses', click on the link 'Click here to access your courses'.
4. In your list of courses, click on the name of this course to access our Blackboard site.

Contact the Centre for Academic Technologies (CAT) if you would like help with Blackboard or other technologies in your coursework (SMU, MS Word, MS Excel, MS PowerPoint, document scanning, V, S, Photoshop, e-mail, etc.) Phone: 496-8168 | E-mail: [CAT@smu](mailto:CAT@smu) Visit in person: Atrium 107



# GERMAN NATIONALISM?



Which vision do you prefer?

Which comes to mind first?



# GERMAN NATIONALISM?

## Topics? Can't decide? Think on ...

Changing Borders: The Politics of the EU

Comparative Immigration Policy

Consociationalism, Power Sharing, and Politics at the Center

Cultural Homogenization, Ethnic Cleansing, and Genocide

Devolution, Regional and Peripheral Nationalism

Ethnic Identities and Boundaries: Anthropological, Psychological, and Sociological Approaches

The Ethnic, Nationalist, and Religious Roots of Terrorism

Ethnicity, Nationalism, and Colonialism

Ethnicity, Nationalism, and Migration in ... (i.e. East Asia, the Middle East, Southeast Asia, or Sub-Saharan Africa)

Ethnicity and Nationalism in Wars of Secession

Explaining Why People Move: the Causes of International Migration

Federalism and Regional Autonomy

Forced Migration, Refugees, and Asylum

Foreign Intervention in Ethnic Conflicts

Is the nation necessary?

The Formation of Ethnic and National Identities

Gender Issues in Ethnicity, Nationalism, and Migration

Global and Regional Cooperation on Migration

Highly Skilled Migration

Immigrant Integration, Naturalization, and Citizenship

Intergovernmental Organizations and International Governance of Migration and Ethnic Politics

Local and State Politics of Immigration

Migration and Development

Modernity and Nationalism

Nationalism as a Social Movement

Nationalisms in International Conflict

The Politics of Controlling Immigration

Religion, Nationalism, and Transnational Actors

Statebuilding and Nationbuilding

Transnational Communities and Diasporic Politics

Wars for Ethnic or Nationalist Supremacy

Do borders kill?

# Weekly Reading List

## Week Two

Smith, "Concepts" in Anthony D. Smith. Nationalism. 2nd edition. (polity, 2010), pp. 1-23.  
Smith, Ideologies (pp. 24-46)

## Week Three

Smith, Paradigms (pp. 47-65)  
Smith, Theories (pp. 66-94)

## Week Four

Smith, Histories (pp. 95-128)  
Breuilly, "Introduction" in Ernest Gellner. Nations and Nationalism. 2nd edition (Cornell University Press, 2006), pp. xiii-liii).  
Gellner, Definitions (pp. 1-7)  
Anderson, "Preface to the Second Edition" and "Introduction" in Benedict Anderson. Imagined Communities: Reflections on the Origin and Spread of Nationalism. (Verso, 2006), pp. 1-7.

## Week Five

Gellner, Culture in Agrarian Society (pp. 8-18)  
Gellner, Industrial Society (pp. 19-38)  
Gellner, The Transition to an Age of Nationalism (pp. 38-51)  
Anderson, Cultural Roots (pp. 9-36)  
Anderson, The Origins of National Consciousness (pp. 37-46)

## Week Six

Gellner, What is a Nation? (pp. 52-61)  
Gellner, Social Entropy and Equality in Industrial Society (pp. 62-84)

## Week Six (con.)

Anderson, Creole Pioneers (pp. 47-65)  
Anderson, Old Languages, New Models (pp. 67-82)  
Anderson, Official Nationalism and Imperialism (pp. 83-111)  
Anderson, The Last Wave (pp. 113-140)

## Week Seven

Gellner, A Typology of Nationalisms (pp. 85-105)  
Anderson, Patriotism and Racism (pp. 141-154)  
Anderson, The Angel of History (pp. 155-162)  
Anderson, Census, Map, Museum (pp. 163-185)

## Week Eight

Smith, Prospects (pp. 129-158)  
Gellner, The Future of Nationalism (pp. 106-117)  
Gellner, Nationalism and Ideology (pp. 118-130)  
Gellner, Conclusion (pp. 131-136)  
Anderson, Memory and Forgetting (pp. 187-206)  
Anderson, Travel and Traffic (pp. 207-229)

## Week Nine

Presentations | Conceptual Engagement

## Week Ten

Presentations | Conceptual Engagement

## Week Eleven

Presentations | Conceptual Engagement

## Week Twelve

Presentations | Conceptual Engagement

## Week Thirteen

Presentations | Conceptual Engagement

## Course Assessment Scheme \*

On all issues it is strongly encouraged for students to consult the Academic Regulations section of the Academic Calendar <http://www.smu.ca/registrar/calendar.html>

	Grade Points	Percentage	Rating
A+	4.30	90-100	<b>Outstanding, Exceptional, Brilliant.</b> Demonstrates mastery of the subject matter, is an insightful, original thinker/writer, connects theory and practice, understands context and interdisciplinary connections, outstanding research and writing (grammar, punctuation, spelling ...) skills.
A	4.00	85-89	<b>Excellent</b> – Student has mastered the material/course but lacks no more than one of the other qualities listed above for A+ work.
A-	3.70	80-84	Student has generally mastered the material/course but performance in two or more above-mentioned categories is less than superior. Minor proofreading problems.
B+	3.30	77-79	<b>Very good.</b> Well above average and critical understanding of essential material, well-organized thinker / writer / researcher.
B	3.00	73-76	<b>Good</b> - Focussed. Clear pattern of argument. Good survey of essential research. Well-developed paragraphs.
B-	2.70	70-72	Interesting. Beyond obvious arguments and research, some critical thinking, grammatically sound.
C+	2.30	67-69	<b>Above Average.</b> Very good grasp of assigned / required material. Some critical skill.
C	2.00	63-66	<b>Average, Satisfactory</b> - Fairly good grasp of the assigned / required material. Basic research and writing skills. Little to no creative or original writing.
C-	1.70	60-62	<b>Fair, Adequate.</b> Noticeable pattern of argument. Few serious grammatical or substantive mistakes / gaps. Limited documentation, substantiation of argument.
D	1.00	50-59	Marginal - pass. Meets requirements but unlikely to succeed in or get into higher level course.
F	0.00	0-49	Failure or Withdrawal after deadline **

\* As taken from: <http://www.smu.ca/academic/arts/pscience/grade.html>

\*\* See: <http://www.smu.ca/registrar/dates.html>