

RPOS 362: Nationalism and Nation-Building¹ (3 Credits)

***Make sure to check Blackboard for the most up-to-date version of the syllabus**

Day/Time: **Tuesdays and Thursdays, 8:45-10:05 am**

Location: **Earth Science 242**

Instructor: **Charmaine N. Willis**

Contact: cwillis@albany.edu

Email hours: **You will generally receive a reply from me within a few hours, but any e-mail correspondence after 7 pm may not receive a response until the next day.**

Office hours: **Thursdays 10:15-11:45 am in Humanities 16 and by appointment**

The resurgence of nationalist movements over the past several decades has highlighted the importance of understanding theories of nationalism and nation-building. This course will examine questions important to the study of nationalism and nation-building such as: what is the difference between a nation and a state? How does nation-building impact citizenship? How do nationalist politics impact the relationships between countries? What is the impact of nationalism on regional integration and vice-versa? Answers to these questions and more will be explored both through theoretical lenses and case studies.

Prerequisites: none, although completing RPOS 102X prior to taking the course is helpful.

Learning Objectives

This course endeavors not only to help students learn nationalism and nation-building, but also skills critical to success in college. To that end, the learning objectives for this course include:

- **Grasp key concepts and theories in the study of nations and nationalism.**
- **Apply these key concepts and theories to real world cases.**
- **Distill key ideas from academic articles and discuss them with others.**
- **Construct and execute an original research project over the course of the semester.**
- **Communicate one's research to others.**

Course Policies

- **Accommodations for Students with Disabilities:** Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center (Campus Center 137, 442-5490). That office will provide me with verification of your disability and will recommend appropriate accommodations. Please also contact me as soon as possible so that we can make arrangements that facilitate your success in this course. More information can be found here: <https://www.albany.edu/disability/current.shtml>.
- **Academic Integrity:** The strength of the university depends on academic and personal integrity. Plagiarism is the use of someone else's work, words, or ideas as if they were your own without giving the original author credit by citing him or her. If you have any questions about plagiarism, please

¹ This course is influenced by and benefits from syllabi and materials from Victor Asal, Cheng Chen, Danielle Gilbert, Sam Jackson, Keith Preble, Jane Lawrence Summer, and Keon Weigold.

contact me before submitting graded assignments. See http://www.albany.edu/undergraduate_bulletin/regulations.html for UAlbany specific guidelines.

- **Discussion Etiquette:** Some of the topics that we will cover are controversial. Learning from and attempting to understand other opinions is a crucial part of the learning experience. I expect there to be varying opinions and great debates. However, I also expect civility and respectfulness in our discussions. This means no personal attacks.
- **Respect for Diversity:** It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.²
- **Title IX Resources:** Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex in federally funded education programs and activities.

The SUNY-wide Sexual Violence Prevention and Response Policies prohibit offenses defined as sexual harassment, sexual assault, intimate partner violence (dating or domestic violence), sexual exploitation, and stalking. The SUNY-wide Sexual Violence Prevention and Response Policies apply to the entire University at Albany community, including students, faculty, and staff of all gender identities. The University at Albany provides a variety of resources for support and advocacy to assist individuals who have experienced sexual offenses.

Confidential support and guidance can be found through the Counseling Center (518-442-5800, https://www.albany.edu/counseling_center/), the University Health Center (518-442-5454, https://www.albany.edu/health_center/), and the Interfaith Center (518-489-8573, <https://www.albany.edu/spirituality/onCampus.shtml>). Individuals at these locations will not report crimes to law enforcement or university officials without permission, except for in extreme circumstances, such as a health and/or safety emergency. Additionally, the Advocates at the University at Albany's Advocacy Center for Sexual Violence are available to assist students without sharing information that could identify them (518-442-CARE, <https://www.albany.edu/advocacycenter/>).

Sexual offenses can be reported non-confidentially to the Title IX Coordinator within The Office for Equity and Compliance (518-442-3800, <https://www.albany.edu/equity-compliance/>, Building 25, Room 117) and/or the University Police Department (518-442-3131, <http://police.albany.edu/>).

Please note, faculty members are considered "responsible employees" at the University at Albany, meaning that they are required to report all known relevant details about a complaint of sexual violence to the University's Title IX Coordinator, including names of anyone involved or present, date, time, and location.

In case of an emergency, please call 911.

² Respect for Diversity statement from <https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/statements>

Course materials, grading, course structure, and assignments

- **Texts:** All texts for this course can be found on Blackboard.
 - *Recommended:* Powner (2015), *Empirical Research and Writing: A Political Science Student's Practical Guide*
- **Grading:** the course will be graded on a 1,000-point scale. Each assignment and portion of the course is worth a set number of points and will be graded accordingly. At the end of the class your final grade will be based on your total number of points earned throughout the class.
 - **Rubric:**
 - 930- 1,000 points: A
 - 900- 929 points: A-
 - 870- 899 points: B+
 - 830- 869 points: B
 - 800- 829 points: B-
 - 770- 799 points: C+
 - 730- 769 points: C
 - 700- 729 points: C-
 - 670- 699 points: D+
 - 630- 669 points: D
 - 600- 629 points: D-
 - 599 points and below: E
- **Grade Appeals:** Students who feel that their assignments have been graded incorrectly should follow a three-step procedure. First, the student carefully reads the assignment and identifies the precise problem(s) with the grading. Second, the student sends a written appeal via email explaining why their answer was appropriate to the instructor; you must wait **24 hours** after receiving your grade to submit an appeal. Third, the instructor will regrade the assignment, taking the appeal into account. Note that the instructor may assign a higher or lower grade following such an appeal.
- **Attendance:** For your benefit and my own, I expect you to attend each class session. We will be regularly working together in class to practice the skills outlined in the learning objectives. Therefore, missing class will result in a missed opportunity for practice and feedback and should be avoided. However, I understand that many things can happen over the course of a semester and an absence may be necessary. **Students are permitted three unexcused absences throughout the semester. Students with more than three unexcused absences will lose 30 points from their overall course grade for each additional unexcused absence.** If you must miss class for any reason, I ask that you notify me via email (cwillis@albany.edu) as soon as possible, preferably before the class that you will miss.
- **Absence due to religious observance:** New York State Education Law (Section 224-a) - Campuses are required to excuse, without penalty, individual students absent because of religious beliefs, and to provide equivalent opportunities for make-up examinations, study, or work requirements missed because of such absences. Faculty should work directly with students to accommodate religious observances. Students should notify the instructor of record in a timely manner.

- **Assignments:** this course will be reading and writing intensive. **All writing assignments should be in a 12-pt standard font (ex. Times New Roman, Calibri, Garamond) with normal (1") margins. Writing assignments should have proper citations as necessary using a recognized citation style (MLA, APA, Chicago).** You are expected to complete all the reading assignments by their due dates and be prepared to discuss those readings with your classmates and with me.



The primary course learning activities will be reading the required readings for each class session, actively participating in discussions about those readings, completing weekly response papers, a short paper, and a semester-long research project:

- **Completion of plagiarism tutorial (50 points):** At the beginning of the course you will complete the UAlbany plagiarism tutorial, found [here](#). As writing original research is the focus on this course, it is important to understand what plagiarism is and how to avoid it. Please send the completion report to me, cwillis@albany.edu. If you have completed this tutorial over the last year, you may email me the completion report. Due by **Thursday, August 29 at 11:59 pm.**
- **Participation (150 points):** participation in class not only benefits you but myself and your classmates as well and, as such, it is very important. Both classroom discussions and group exercises benefit from your active participation, in terms of both exchanging ideas and having fun!
- **Weekly response papers (150 points total, 30 points each):** beginning in Week 2, you will write a response paper to the readings and the discussion that week. The best papers will be those that contain a brief summary of the key ideas of the readings (with appropriate in-text citations and bibliographies), original analysis, and critical reflection. Papers should draw from **at least two** of the assigned readings and go beyond mere summaries. Papers should be 1.5-2 pages typed and double-spaced.
 - **You are required to write a response for 5 out of the 12 possible weeks; the 5 that you choose is up to you.** You can only write one paper for each of the weeks.
 - **In the event that you earn a lower grade than desired for one (1) of your papers, you may rewrite it.** You must submit the revised paper a week after you receive the initial grade. Even if you opt not to write the response for a particular week, you are still expected to complete the assigned readings; reading is fundamental.
 - Response papers are due the **Saturday after class** via Blackboard **by 11:59 pm.** For example, the paper for Week 2 is due on Saturday, September 6. **You cannot write a response paper for a previous week.**

- **National anthem paper (150 points)**³: for this assignment, you will select a country and write a brief paper that analyzes the country's national anthem, applying theoretical concepts about nationalism and national identity from class. Further instructions and a rubric will be provided. This assignment should be 2-3 pages, double spaced. **Due Thursday, October 17 at 11:59 pm.**
- **Research Project (500 points)**: an important part of political science and many disciplines is learning how to conduct your own research. This is an opportunity for you to explore a facet of nationalism and nation-building more in depth than we may cover through our class readings and discussions. You may choose to elaborate on a topic we cover in class or choose something related to the class that we did not discuss. The project will be broken down into several parts throughout the semester to give you an opportunity to get feedback at various stages in the writing process.
 - **Paper Proposal and Annotated Bibliography (100 points)**: the proposal is the first stage in the research process and allows you to receive feedback from me at an early stage to ensure the project is on the right track. The proposal should include a research question, a background to the research question, and an annotated bibliography with three peer-reviewed sources. It should be about 1-2 typed pages, double spaced and is due on Blackboard by **Tuesday, October 1 at 11:59 pm.**
 - **Draft of Literature Review (100 points)**: writing a literature review is an important part of political science research as it helps the researcher identify what has already been said about their topic and what gaps in our knowledge remain. As part of the research process, you will submit a draft of your literature review on Blackboard by **Tuesday, November 5 at 11:59 pm.** The literature review should contain at least 5 peer-reviewed sources and be about 2-3 typed pages, double-spaced in length.
 - **Paper Presentation (100 points)**: receiving and giving peer feedback is an important part of the writing process. Your presentation grade is composed of two parts:
 - **Poster Presentation (50 points)**⁴: each of you will present your project through a poster presentation **during the week of December 3** prior to submitting the final paper. Further instructions about the specific components of the poster will be given in November.
 - **Peer Evaluation (50 points)**: in addition to presenting your own research, you will evaluate your peers' posters and provide feedback. Further instructions about the specific components of the poster will be given in November.
 - **Final Paper (200 points)**: your project will culminate in a final paper of about 8-10 pages typed, double spaced. It is due on Blackboard by **Friday, December 13 at 11:59 pm.** Further instructions about the specific components of the paper will be given in November.
- **Late and Missed Assignments**: Because assignments for this class largely build off of one another, it is imperative that you do not fall behind on assignments. Assignments should be submitted by 11:59 pm the day that they are due via Blackboard, as stated above. After that, 10% will be deducted from the maximum possible score for each day that the assignment is late (including weekends). Missed assignments will receive '0' points. In the case of a catastrophic event or medical issue that may

³ I thank Danielle Gilbert at George Washington University for this assignment.

⁴ I thank Jane Lawrence Summer at the University of Minnesota- Twin Cities for this assignment.

prevent you from submitting an assignment on time, please see the Office of the Vice Provost and Dean for Undergraduate Education http://bit.ly/UAlbany_AbsenceNote and the University’s Medical Excuse Policy https://www.albany.edu/health_center/medicaexcuse.shtml.

Work, work, work, work, work, work (tentative schedule):

<i>Week and Topic</i>	<i>Daily Schedule</i>	<i>Readings and Assignments</i>
Week 1: Introduction and Contemporary Manifestations of Nationalism Aug 27, 29	Tu: No class, but instead do the following: <ul style="list-style-type: none"> • Read Hoover Green, “How to Read Political Science” • Read Barrington, “‘Nation’ and ‘Nationalism’” • Do: using Hoover Green’s technique (in the “4. Review” section), submit a document on Blackboard by Wednesday, August 28 at 11:59 pm that identifies the key information from the Barrington article (i.e. what are the new concepts, key question(s), etc.) 	
	Th: Contemporary Nationalism Guest lecturer: Keith Preble	<ul style="list-style-type: none"> • Carpenter, “The Populist Surge and the Rebirth of Foreign Policy Nationalism” • Mamone, “Right-Wing Nationalists are on the Rise in Europe” • Müller, “False Flags” • Do: Plagiarism Tutorial
Week 2: The Nation and the State Sept 3, 5	Tu: The Nation	<ul style="list-style-type: none"> • Hutchinson and Smith, “The Question of Definition” • M. Weber, “Ethnic Groups” • Martyn-Hemphill, “In Alternative World Cup for Would-be Nations, Karpatalya Beats North Cyprus”
	Th: The State	<ul style="list-style-type: none"> • Rejai and Enloe, “Nation-States and State-Nations”
Week 3: The Emergence of Nationalism and Modern States Sept 10, 12	Tu: Emergence of Nationalism	<ul style="list-style-type: none"> • Gellner, “A Typology of Nationalisms” • Wimmer and Feinstein, “The Rise of the Nation-State Across the World” • Snyder, “The Bargain Broken”
	Th: Modern States	<ul style="list-style-type: none"> • (Make sure to have read Rejai and Enloe)

		<ul style="list-style-type: none"> Greenfeld, "Nationalism and Modernity" Mingst and Arreguin-Toft, "The State"
Week 4: Nationalism and Culture Sept 17, 19	Tu: Primordialism and Ethnosymbolism	<ul style="list-style-type: none"> Geertz, "The Integrative Revolution" Armstrong, "An Approach to the Emergence of Nations" A. Smith, "Ethno-symbolism"
	Th: Culture and Nation-Building	<ul style="list-style-type: none"> B. Anderson, "Imagined Communities"
Week 5: Spreading the "Nation" Idea Sept 24, 26	Tu: Writing workshop: how to come up with a research question	<ul style="list-style-type: none"> Eidlin, "The Method of Problems vs. the Method of Topics" Schwedler, "Puzzle" Writing an Annotated Bibliography Do: bring a potential paper topic to class
	Th: Mass Communication and Language	<ul style="list-style-type: none"> Deutsch, "Nationalism and Social Communication" Kaufman, "The Limits of Nation-Building in the Philippines"
Week 6: People-Building Oct 1, 3	T: People-Building	<ul style="list-style-type: none"> Paper proposal due Selden and Nozaki, "Japanese Textbook Controversies, Nationalism, and Historical Memory" R. Smith, "Citizenship and the Politics of People-Building"
	Th: Mass Education	<ul style="list-style-type: none"> E. Weber, "Peasants into Frenchmen" Chiu, "How a compulsory Mandarin course caused chaos at Hong Kong Baptist University"
Week 7: Nationalism, Religion, and Ideology Oct 8, 10	Tu: Communism and Nationalism	<ul style="list-style-type: none"> Chen, "Nationalism with Chinese Characteristics" Kang, "Historical Changes in North Korean Nationalism"
	Th: Religious Nationalism	<ul style="list-style-type: none"> Brubaker, "Religion and Nationalism" Munson, "Islam, Nationalism, and

		Resentment of Foreign Domination”
Week 8: Military Power and Expansion Oct 15, 17	Tu: No class (Fall break)	
	Th: Military Power	<ul style="list-style-type: none"> • National anthem paper due • Posen, “Nationalism, the Mass Army, and Military Power” • “Military Parade Brings Out the Big Guns”
Week 9: Territory and Ethnic Cleavages Oct 22, 24	Tu: Territory	<ul style="list-style-type: none"> • Cotillon, “Territorial Disputes and Nationalism” • Falklands crisis: Prince, navy, nationalism (also on Blackboard)
	Th: Ethnicity and Colonialism	<ul style="list-style-type: none"> • Posner, “The Colonial Origins of Ethnic Cleavages” • Cederman, “Blood for Soil” <p>Suggested:</p> <ul style="list-style-type: none"> • Herbst, “Creation and Maintenance of National Boundaries in Africa”
Week 10: Multiculturalism Oct 29, 31	Tu: Writing workshop: writing literature reviews	<ul style="list-style-type: none"> • Do: bring your paper proposal to class • Knopf, “Doing a Literature Review” <p>Suggested:</p> <ul style="list-style-type: none"> • Galvan and Galvan, “Writing Reviews of Academic Literature”
	Th: Multiculturalism	<ul style="list-style-type: none"> • Liu and Ricks, “Coalitions and Language Politics” • Malik, “The Failure of Multiculturalism” • Winter-Levy and Lalwani, “When is Nationalism a Good Thing?”
Week 11: Decolonization, Self-Determination, and Nations Without States Nov 5, 7	Tu: Decolonization and the Right to Self-Determination	<ul style="list-style-type: none"> • Literature review due • Selections by Gandhi, V. I. Lenin, W. Wilson, and F. Fanon from Vincent P. Pecora, ed., <i>Nations and Identities: Classic Readings</i> • Chatterjee, “Whose Imagined Community?” <p>Suggested:</p> <ul style="list-style-type: none"> • Readings on Vietnamese independence (2)
	Th: Nations Without States Guest lecturer: Nakissa Jahanbani	<ul style="list-style-type: none"> • Barkey, “The Kurdish Awakening”

		<ul style="list-style-type: none"> • Toth, “The Radical Story of the Native American Liberation Movement” • “Catalonia’s bid for Independence from Spain Explained”
Week 12: Globalization and Nationalist Reactions: European Edition Nov 12, 14	Tu: Supranationalism, Globalization, and Challenges to the Nation-State	<ul style="list-style-type: none"> • Guibernau, “The Birth of a United Europe” • Matthijs and R. Daniel Kelemen, “Europe Reborn” • Tamir, “Building a Better Nationalism” <p>Suggested:</p> <ul style="list-style-type: none"> • Evans, “The Eclipse of the State”
	Th: Brexit	<ul style="list-style-type: none"> • Halikiopoulou, “Brexit and the Rise of Right-Wing Populism in Europe” • “Brexit and Northern Ireland: What does it all mean?” • “The EU and Irish Unity: Planning and Preparing for Constitutional Change in Ireland” (pg. 1-2) <p>Suggested:</p> <ul style="list-style-type: none"> • O’Leary, “Europe’s Embers of Nationalism”
Week 13: Globalization and Nationalist Reactions II: The US and Asia Nov 19, 21	Tu: US	<ul style="list-style-type: none"> • Brands, “U.S. Grand Strategy in an Age of Nationalism” • Pei, “The Paradoxes of American Nationalism” • Lepore, “A New Americanism” • “The Shocking Paper Predicting the End of Democracy”
	Th: Asia	<ul style="list-style-type: none"> • Chen Weiss, “Authoritarian Signaling, Mass Audiences, and Nationalist Protest in China” • Arrington, “Japan claims it’s restricting exports to South Korea because of ‘national security’” • Sharma, “No Country for Strongmen” <p>Suggested:</p>

		<ul style="list-style-type: none"> S. Smith, "Japan, China, and the Tide of Nationalism"
Week 14: Project Consultations Nov 26, 28	Tu: Paper consultations	<ul style="list-style-type: none"> Do: submit a paragraph progress report on your research project
	Th: No class (Thanksgiving)	
Week 15: Research Presentations Dec 3, 5	Tu: Presentations	<ul style="list-style-type: none"> Powner, "Posters, Presentations, and Publishing" (pg. 8-13)
	Th: Presentations and wrap-up	

Final paper due Friday, December 13