

## POS 349: Nation-Building and Nationalism<sup>1</sup>



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

Dates of course: January 25, 2020- April 30, 2020

Instructor: Charmaine N. Willis

Contact: [charmaine.willis@maine.edu](mailto:charmaine.willis@maine.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.

Virtual (Zoom) office hours: Th: 3-4 pm and by appointment

**Description:** 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:** POS 241: Introduction to Comparative Politics or approval of instructor

### 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.

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<sup>1</sup> This course is influenced by and benefits from syllabi and materials from Victor Asal, Cheng Chen, Danielle Gilbert, Nakissa Jahanbani, Keith Preble, and Keon Weigold.

- Communicate one's research to others.

## Course Policies

### *Disability Accommodations*

If you have a disability for which you may be requesting accommodation, please contact the Office of Disabilities Services, 121 East Annex, phone 581-2319, as early as possible in the semester, and be in contact with the course instructor.

### *Sexual Discrimination Reporting*

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity. If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

- For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.
- For confidential resources off campus: Rape Response Services: 1-800-310-0000 or Spruce Run: 1-800-863-9909.
- Other resources: The resources listed below can offer support but may have to report the incident to others who can help:
  - **For support services on campus:** Office of Sexual Assault & Violence Prevention: 207-581-1406; **Office of Community Standards:** 207-581-1409;
  - **University of Maine Police:** 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>

### *Religious Holidays*

The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

### ***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 contact me before submitting graded assignments. Note that written assignments will be submitted through Turnitin, a plagiarism checker. Deviations from academic honesty will be reported to appropriate administrative personnel and disciplinary action taken.

### ***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.<sup>2</sup>

## **Course materials, grading, course structure, and assignments**

- **Texts:** All texts for this course can be found on Brightspace.
  - *Designing Democracy ICONS simulation: \$13/student.*
- **Rubric:**
  - 930- 1000 points: A
  - 900- 920 points: A-
  - 870- 890 points: B+
  - 830- 860 points: B
  - 800- 820 points: B-
  - 770- 790 points: C+
  - 730- 760 points: C
  - 700- 720 points: C-
  - 670- 690 points: D+
  - 630- 660 points: D
  - 600- 620 points: D-
  - 590 points and below: F
- **Late Penalties and Missed Assignments:** 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 Brightspace. 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.
- **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

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

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.

- **Structure:** the course will be conducted asynchronously through Brightspace and Slack.
  - **Brightspace:** All course materials (besides the ICONS simulation) will be available through Brightspace. Please be sure that you are able to access Brightspace, and that all mails that I send through Brightspace are getting to an inbox that you check regularly.
    - Technical support: tel: 207.581.2506; email: [help@maine.edu](mailto:help@maine.edu)
    - <https://umaine.edu/it/umaine-brightspace-101-for-students/>
  - **Slack:** Our discussions will be conducted via Slack. Please be sure that you have access to Slack. The link to our Slack page can be found on Brightspace and here:  
[https://join.slack.com/t/pos349nationa-nit3745/shared\\_invite/zt-ktqx5991-PnXIT5liALRcLEFJwROaKA](https://join.slack.com/t/pos349nationa-nit3745/shared_invite/zt-ktqx5991-PnXIT5liALRcLEFJwROaKA)



- **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 myself.

The primary course learning activities will be reading the required readings for each week, actively participating in discussions about those readings, a short paper, quizzes, a simulation, and a semester-long research project:

- ***Introduction (50 points for completion):*** During Week 1, I ask everyone to give us an introduction about themselves so that we can get to know each other a little before diving into the study of nation-building and nationalism. More information about this assignment will be provided on Slack under Week 1- Introduction. Due by **January 31 at 11:59 pm.**

- **Quizzes on Lecture Videos (20 points each; 200 points total):** for most weeks there will be a quiz associated with the video lectures. There are 11 quizzes in total, **only your top ten quiz scores will count towards your quiz grade.**
- **Discussion Board Participation (40 points for each week except Weeks 1, 8, 9 and 10; 400 points total):** At the beginning of each week, I will post a question about the topic and the readings in the discussion thread for that week. The purpose of the discussion board is for us to begin a conversation about the topics discussed in the readings. You will be divided into smaller discussion groups using Slack to discuss these questions. You are expected to participate by posting **at least two posts** to your group's discussion board. **The initial post should be at least 200 words and must be made by Friday at 11:59 pm of that week; the other one should be in response to your group members' posts and approximately 100 words.**

Most of the initial post should be your own words and ideas, but make sure to cite (informally) where you refer to the readings. For example, "Holmes said that nation-building in South Africa..."

I am more interested in thoughtful responses that demonstrate that you have done the reading than "correct" answers to the questions I pose. You must post an answer to this question **and** a substantive response to a classmate's post (i.e. **not** simply "I agree", "I disagree", "yes", "no", etc.). Ways to respond to a classmate's post may include (but are not limited to) asking a follow-up question or bringing in a real-world example to support your agreement or disagreement with their post.

Points will be lost in the following ways: (1) failure to participate in the week's discussion; (2) making posts that plagiarizes others' ideas or (3) by failing to maintain the civility and decorum expected of in academic discussion. Points will not be lost for making statements, comments, or critiques that the instructor disagrees with or for disagreeing with posts or responses that the instructor has made. Rather, you are encouraged to be willing to engage in an active academic discourse with your fellow students and the instructor.

- **Simulation (50 points for position paper, 50 points for debriefing paper; 100 points total):** in Week 8 you will participate in an asynchronous simulation about nation-(re)building in Iraq in 2004. The class will be split up into five teams and assigned specific roles. **Each person is responsible for writing a two short papers at the beginning (position paper) and end (debriefing paper) of the simulation as well as actively participating in the simulation.**
- **National anthem paper (100 points)<sup>3</sup>:** 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 March 21 by 11:59 pm.**
- **Op-Ed and Pitch (50 points for submission of pitch, 100 points for op-ed; 150 points total):** an important skill in political science is making an argument with supporting evidence. To

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<sup>3</sup> I thank Danielle Gilbert at George Washington University for this assignment.

that end, you are asked to write an op-ed (“**opposite** the **editorial** page”) on any topic related to nation-building or nationalism of your choosing. This assignment is broken into two parts. By the end of Week 10, you will submit a 2-3 sentence “pitch” describing the topic you will write about; you will receive 50 points for submitting the pitch by **April 4 at 11:59 pm**. The final op-ed should be 700-800 words long (about 3 pages, double spaced) and submitted **May 5 by 11:59 pm**.

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

<i>Week</i>	<i>Topic</i>	<i>Readings and Assignments</i>
Week 1: January 25	Introduction	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Hoover Green, “How to Read for Political Science”</li> <li>• Martyn-Hemphill, “In Alternative World Cup for Would-be Nations, Karpatalya Beats North Cyprus”</li> <li>• Ranta, “Food &amp; Nationalism: From Foie Gras to Hummus”</li> </ul>
Week 2: February 1	The Nation and Nationalism	<ul style="list-style-type: none"> <li>• Quiz 1</li> <li>• Discussion Posts</li> <li>• Barrington, “‘Nation’ and ‘Nationalism’”</li> <li>• Hutchinson and Smith, “The Question of Definition”</li> <li>• Gellner, “A Typology of Nationalisms”</li> </ul>
Week 3: February 8	The State	<ul style="list-style-type: none"> <li>• Quiz 2</li> <li>• Discussion Posts</li> <li>• Tilly, “War Making and State Making as Organized Crime”</li> <li>• Wimmer and Feinstein, “The Rise of the Nation-State Across the World”</li> <li>• Rejai and Enloe, “Nation-States and State-Nations”</li> </ul>
Week 4: February 15	Nations and Identity	<ul style="list-style-type: none"> <li>• Quiz 3</li> <li>• Discussion Posts</li> <li>• Geertz, “The Integrative Revolution”</li> <li>• Armstrong, “An Approach to the Emergence of Nations”</li> <li>• B. Anderson, “Imagined Communities”</li> </ul>
Week 5: February 22	Spreading the Nation Idea	<ul style="list-style-type: none"> <li>• Quiz 4</li> <li>• Discussion Posts</li> <li>• E. Weber, “Peasants into Frenchmen”</li> <li>• Deutsch, “Nationalism and Social Communication”</li> <li>• Holmes, “Reconciliation and Rainbows”</li> </ul>
Week 6: March 1	People-Building <i>Guest Lecturer:</i> <i>Vincenzo Reyes</i>	<ul style="list-style-type: none"> <li>• Quiz 5</li> <li>• Discussion Posts</li> <li>• R. Smith, “Citizenship and the Politics of People-Building”</li> <li>• Kaufman, “The Limits of Nation-Building in the Philippines”</li> <li>• Diokno, “A Nation for Our Children”</li> </ul> <p><i>Recommended:</i></p> <ul style="list-style-type: none"> <li>• Agoncillo, “Filipino Nationalism”</li> </ul>
Week 7: March 8	Self-Determination <i>Guest Lecturer:</i>	<ul style="list-style-type: none"> <li>• Quiz 6</li> </ul>

	<i>Dr. Nakissa Jahanbani</i>	<ul style="list-style-type: none"> <li>• <b>Discussion Posts</b></li> <li>• Barkey, "The Kurdish Awakening"</li> <li>• Maxwell and Turner, "Nationalists rejecting statehood: Three case studies from Wales, Catalonia, and Slovakia"</li> <li>• Toth, "The radical story of the Native American liberation movement, 50 years on"</li> </ul> <p><b>Recommended:</b></p> <ul style="list-style-type: none"> <li>• Selections by Gandhi, V. I. Lenin, W. Wilson, and F. Fanon from Vincent P. Pecora, ed., <i>Nations and Identities: Classic Readings</i></li> </ul>
Week 8: March 15	Simulation	<ul style="list-style-type: none"> <li>• <b>Simulation Position Paper Due</b></li> </ul>
Week 9: March 22	National Anthems	<ul style="list-style-type: none"> <li>• <b>National Anthem Paper Due</b></li> </ul>
Week 10: March 29	Nationalism and Global Ideologies	<ul style="list-style-type: none"> <li>• <b>Quiz 7</b></li> <li>• <b>Simulation Debriefing Paper Due</b></li> <li>• <b>Op-Ed Pitch Due</b></li> <li>• Chen, "Nationalism with Chinese Characteristics"</li> <li>• Brubaker, "Religion and Nationalism"</li> <li>• Calo et al., "Islamic Caliphate or Nation State?"</li> </ul>
Week 11: April 5	Nationalism and Foreign Policy	<ul style="list-style-type: none"> <li>• <b>Quiz 8</b></li> <li>• <b>Discussion Posts</b></li> <li>• Mylonas and Kuo, "Nationalism and Foreign Policy"</li> <li>• Carpenter, "The Populist Surge and the Rebirth of Foreign Policy Nationalism"</li> <li>• Chen Weiss, "The 2012 Anti-Japan Protests and the Diaoyu/Senkaku Islands Crisis"</li> </ul>
Week 12: April 12	Nationalism, Immigration, and Citizenship	<ul style="list-style-type: none"> <li>• <b>Quiz 9</b></li> <li>• <b>Discussion Posts</b></li> <li>• Kaufman, "Ethno-traditional nationalism and the challenge of immigration"</li> <li>• Strausz, "'This is Not an Immigration Policy': The 2018 Immigration Reform and the Future of Immigration and Citizenship in Japan"</li> <li>• Slater and Masih, "India passes controversial citizenship law excluding Muslim migrants"</li> </ul>
Week 13: April 19	Nationalism in the US	<ul style="list-style-type: none"> <li>• <b>Quiz 10</b></li> <li>• <b>Discussion Posts</b></li> <li>• Pei, "The Paradoxes of American Nationalism"</li> <li>• Lepore, "A New Americanism"</li> <li>• Snyder, "The Bargain Broken"</li> </ul>
Week 14: April 26	Nationalism in Europe	<ul style="list-style-type: none"> <li>• <b>Quiz 11</b></li> <li>• <b>Discussion Posts</b></li> <li>• Halikiopoulou and Vlandas, "What is new and what is nationalist about Europe's new nationalism? Explaining the rise of the far right in Europe"</li> </ul>

		<ul style="list-style-type: none"><li>• Guibernau, "The Birth of a United Europe"</li><li>• Malik, "The Failure of Multiculturalism"</li></ul>
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**Final Op-Ed due May 5**