

## RPOS 362: 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: December 20, 2021- January 14, 2022

Instructor: Charmaine N. Willis

Contact: [cwillis@albany.edu](mailto: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.

Virtual office hours: 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:** 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.

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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.

**University Policies:**

- **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.

- **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 contact me before submitting graded assignments. See [http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html) for UAlbany specific guidelines.

- **Mental Health Syllabus Recommendations:**

As a student there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily life. The University at Albany Counseling and Psychological Services (CAPS) provides free, confidential services including individual and group psychological counseling and evaluation for emotional, social and academic concerns. Given the COVID pandemic, students may consult with CAPS staff remotely by telephone, email or Zoom appointments regarding issues that impact them or someone they care about. For questions or to make an appointment, call (518) 442-5800 or email [consultation@albany.edu](mailto:consultation@albany.edu). Visit [www.albany.edu/caps/](http://www.albany.edu/caps/) for hours of operation and additional information

**If your life or someone else's life is in danger, please call 911. If you are in a crisis and need help right away, please call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).**

**Students dealing with heightened feelings of sadness or hopelessness, increased anxiety, or thoughts of suicide may also text "GOT5" to 741741 (Crisis Text Line).**

- **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/](https://www.albany.edu/counseling_center/)), the University Health Center (518-442-5454, [https://www.albany.edu/health\\_center/](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.

## Course materials, grading, structure, and assignments

- **Texts:** All texts for this course can be found on Blackboard or linked in the syllabus.
- **Grading:** the course will be graded on a 1000-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- 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: E
- **Structure:** the course will be divided into 8 modules, 2 modules for each week of the course.

- Each module consists of 2-3 readings (all on Blackboard), a video lecture with an accompanying quiz, and Blackboard discussion.
- **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 Blackboard. 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 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.



- **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 module, actively participating in discussions about those readings, watching a lecture about each module's topics and completing a short quiz, writing an op-ed, and a paper about a national anthem of your choosing:
  - ***Introduction (50 points for completion):*** in Module 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 Blackboard under Module 1. Due by **December 22 at 11:59 pm**.
  - ***Completion of plagiarism tutorial (50 points for completion):*** as part of Module 2, you will complete the UAlbany plagiarism tutorial, found [here](#). We will be completing several small writing assignments and it is important to understand what plagiarism is and how to avoid it. Please send the completion report to me, [cwillis@albany.edu](mailto:cwillis@albany.edu). **If you have**

completed this assignment for another course in the previous year, you can email me confirmation of completion in lieu of the tutorial. Due by the end of the Week 1, December 26 at 11:59 pm.

- **Lecture Quizzes (50 points per quiz, 300 points total):** each module will include a video lecture and a short quiz about the lecture. **Only the score of your top 6 quizzes will count towards your quiz grade; the lowest 2 scores will be dropped.** Quizzes will be due at the end of each module by 11:59 pm on the last day.
- **Blackboard Participation (50 points for each module except Module 1, 350 points total):** you are expected to participate by posting on the class discussion board for **at least twice** for each module (**except for Module 1**).

Due to the Christmas and New Year's holidays, **Modules 2 and 4**, your initial posts should be submitted on Blackboard by **Friday at 11:59 pm** and response posts by **Sunday at 11:59 pm**. For **Module 6**, the initial posts are due by **Saturday at 11:59 pm** and response posts by **Sunday at 11:59 pm**. For **Modules 3, 5, and 7**, your initial posts should be made by **Tuesday at 11:59 pm** and your response posts by **Wednesday at 11:59 pm**. For **Module 8**, initial posts should be made by **January 14 at 11:59 pm** and responses by **January 15 at 11:59 pm**. This is to give yourselves time to read through others' posts before responding.

At the beginning of each module, I will post a question about the topic and the readings in the discussion thread for that module. The purpose of the discussion board is for us to begin a conversation about the topics discussed in the readings. **I am more interested in thoughtful responses that demonstrate that you've 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. **The initial post is worth 30 points and should be about 200 words long. The response post is worth 20 points and should be about 100 words long. Most of the post should be your own words and ideas, but make sure to cite where you refer to the readings.**

Points will be lost in the following ways: (1) failure to participate in the discussion for a module regardless of the quality and quantity of discussion in the other module for that week; (2) making posts that violate UAlbany's Student Code of Conduct by plagiarizing others' ideas (including not properly citing the assigned readings) or (3) by failing to maintain the civility and decorum expected of in academic discussion as described above. 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.

A rubric will be provided on Blackboard under Course Content> Course Documents.

- **National anthem paper (100 points)<sup>2</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

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<sup>2</sup> I thank Danielle Gilbert at George Washington University for this assignment.

rubric will be provided. This assignment should be 2-3 pages, double spaced. **Due January 9 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 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 2, you will submit a 3-4 sentence “pitch” describing the topic you will write about; you will receive 50 points for submitting the pitch by **January 2 at 11:59 pm.** The final op-ed should be 700-800 words long (about 3 pages, double spaced) and submitted **January 15 by 11:59 pm.**

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

<i>Week</i>	<i>Module and Topic</i>	<i>Read</i>	<i>Do</i>
Week 1: Dec. 20 – Dec. 26	Module 1: Introduction to Nationalism and Nation-Building Dec. 20 – Dec. 22	<ul style="list-style-type: none"> <li>• Syllabus!</li> <li>• Hoover-Green, “How to Read Political Science”</li> <li>• Martyn-Hemphill, “In Alternative World Cup for Would-be Nations, Karpatalya Beats North Cyprus”</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Module 1 quiz</li> </ul>
	Module 2: The Nation and Nationalism Dec. 23 – Dec. 26	<ul style="list-style-type: none"> <li>• Barrington, “‘Nation’ and ‘Nationalism’”</li> <li>• Hutchinson and Smith, “The Question of Definition”</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion board posts</li> <li>• Module 2 quiz</li> <li>• <i>Plagiarism tutorial</i></li> </ul>
Week 2: Dec. 27 – Jan. 2	Module 3: The State Dec. 27 – Dec. 29	<ul style="list-style-type: none"> <li>• Rejai and Enloe, “Nation-States and State-Nations”</li> <li>• Fernandez Molina and Ojeda-Garcia, “Western Sahara as a Hybrid of a Parastate and a State-in-exile: (Extra)territoriality and the Small Print of Sovereignty in a Context of Frozen Conflict”</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion board posts</li> <li>• Module 3 quiz</li> </ul>
	Module 4: Self-Determination Dec. 30 – Jan. 2	<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> <li>• Diokno, “A Nation for Our Children”</li> <li>• Toth, “The radical story of the Native American liberation movement, 50 years on”</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion board posts</li> <li>• Module 4 quiz</li> <li>• <i>Op-ed Pitch</i></li> </ul>

<b>Week 3:</b> Jan. 3 – Jan. 9	<b>Module 5: National Identity</b> Jan. 3 – Jan. 5	<ul style="list-style-type: none"> <li>• B. Anderson, “Imagined Communities</li> <li>• Armstrong, “An Approach to the Emergence of Nations”</li> <li>• <a href="#">Us vs them: the sinister techniques of ‘Othering’ – and how to avoid them</a></li> </ul>	<ul style="list-style-type: none"> <li>• Discussion board posts</li> <li>• Module 5 quiz</li> </ul>
	<b>Module 6: People-Building</b> Jan. 6 – Jan. 9	<ul style="list-style-type: none"> <li>• E. Weber, “Peasants into Frenchmen”</li> <li>• Holmes, “Forming a State, Building a Community”</li> <li>• Selden and Nozaki, “Japanese Textbook Controversies, Nationalism, and Historical Memory”</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion board posts</li> <li>• Module 6 quiz</li> <li>• <i>National Anthem Paper</i></li> </ul>
<b>Week 4:</b> Jan. 10 – Jan. 15	<b>Module 7: Populism and Nationalism</b> Jan. 10 – Jan. 12	<ul style="list-style-type: none"> <li>• Varshney</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> <li>• Agustin</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion board posts</li> <li>• Module 7 quiz</li> </ul>
	<b>Module 8: Nationalism, Immigration, and Citizenship</b> Jan. 13 – Jan. 15	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• Discussion board posts</li> <li>• Module 8 quiz</li> <li>• <i>Op-Ed</i></li> </ul>