Course Description
Nationalism is an ideology that political actors frequently harness to support a wide variety of policies, ranging from intensive economic development to genocide. In fact, nationalism is arguably one of the most powerful forces shaping modern political life. But what is nationalism? Where does it come from? What gives it such emotional and political power? Is it, as Albert Einstein once proclaimed, merely “an infantile disease” that humanity will eventually outgrow? Is it more profound and intrinsic to human society? This course investigates these questions in a comparative perspective, drawing on both theoretical literatures on the sources and types of nationalism as well as case studies dealing with nationalism's different manifestations and political uses.

Course Materials
The following books are required for the course and can be purchased at the Carleton bookstore. All other readings will be available on Moodle.

Course Work
Your grade in this course will be based on five elements, which will be weighted as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>20%</td>
</tr>
<tr>
<td>Case study assignment</td>
<td>15%</td>
</tr>
<tr>
<td>Online exhibition</td>
<td>25%</td>
</tr>
<tr>
<td>Final paper</td>
<td>25%</td>
</tr>
</tbody>
</table>

Participation (15%)
Your grade for this component is based on two parts: your active engagement with the course material and your overall “citizenship” in the classroom. Active engagement takes many forms, including close attention to the discussion/lectures, asking clarifying questions about the lecture, bringing up interesting examples and counterexamples of the phenomena we are studying, presenting opposing arguments, challenging assumptions or conclusions, reporting back to the class on small-group discussions, coming to office hours to discuss the material, etc. Throughout the term, we will experiment with many different ways to structure discussion. You should figure out what makes you feel most comfortable and use that channel to add your voice to the class deliberations. It is important that you find some way to be actively involved in the class and add your own reflections and ideas to the larger discussion. Students who simply come to class and listen attentively—but do nothing more—will be unlikely to earn anything above a B- for this component.

Why does participation — actively contributing to the class — matter at all? It’s because our class is a small epistemic community; we are collectively working towards enhancing and expanding our knowledge, and we each bring different information resources to this common goal. This is a hidden extra credit opportunity to reward your close reading. To earn this extra credit point, good towards your midterm exam, send me an email any time before class on March 31 with “I found it!” in the subject line. Epistemic communities only work if every member is committed to sharing the information and knowledge they have, and doing so generously and without fear.

Because a positive and supportive environment is needed for our epistemic community to flourish, citizenship also matters for participation. Behaviors that will negatively affect your grade include: repeated tardiness, unexplained absences, not paying attention in class to me or your peers (by texting, using the internet, engaging in side conversations with your neighbors, etc.), and engaging in disruptive or disrespectful behavior during lecture, discussions, or presentations.

Midterm exam (20%)
There will be a take-home midterm exam halfway through the term. You will be given several essay prompts. You will select any two and write a response of 6-8 (double-spaced) pages that demonstrate your knowledge of the material and draw substantially on the readings, lectures, and class discussions.
Case study assignment (15%)
Because the literature on nationalism can get a little theoretical — and because we have limited time in the term to delve into case studies — this assignment gives you a chance to relate the concepts and ideas from our readings and lectures to a case that is particularly meaningful or interesting to you. You will focus on case study of your choosing and conduct periodic, guided investigations of the case based on a series of prompts that will be posted on Moodle each week (starting in the second week). Some of these prompts will be mandatory, but others will be optional — you may choose the optional prompts to which you respond. You will write a total of five entries/responses (each approximately 500-1,000 words), complete with citations. Each entry will be worth 3% of the grade. Responses are due one week after the prompts are posted.

Online exhibition (25%)
You will work in small groups to put together an online “exhibition” related to some aspect of nationalism. Each exhibition will revolve around a specific theme (examples: nationalism in presidential campaign advertising, nationalism and World War I propaganda, nationalism and food culture, nationalism in popular music). Groups must get topic approval from me no later than the end of the fourth week. Exhibits will be hosted on an open-source platform called Omeka; you will be given information in class about how to set up an account and use the site. All groups will be responsible for doing research into your chosen topic and producing a collection of guiding essays on it as well as creating a curated selection of primary source items and artifacts, each of which should be described/analyzed and related back to the larger theme. This assignment will have both a group and an individual component: 15% of the grade will be based on your individual work and contribution to group success (including being able to engage in effective group work) and 10% will be based on the overall effectiveness and cohesion of the final exhibition. More details and requirements for this assignment will be discussed in class.

Final paper (25%)
The final paper for this class will be a 10-12 page (double-spaced) research paper on a topic of your own choosing. You must meet with me by the end of the seventh week to get your topic approved. Papers are due on the last day of class.
FORMATTING INSTRUCTIONS FOR ALL PAPERS

- Papers should only be in Times New Roman 12pt font. Margins should be no smaller than 1” on all sides, and no bigger than 1.25” on all sides. The right margin should be left jagged, not justified.
- Papers should always include page numbers.
- Papers will be turned in on Moodle unless otherwise specified. Papers are due by 7pm on the indicated date. Submissions are time stamped, and no grace period is given, so be mindful of the time!
- Papers should always be in PDF format. Only papers in PDF format will be considered “turned in.”
- When using scholarly sources, use the Chicago author-date citation system only. Your bibliography must also be formatted according to the author-date system. Bibliographies never count towards the page limit. Use footnotes sparingly and do not use endnotes.
- Always include your name on your paper. Cover sheets are not necessary.
- Spell check and proofread. While homonym errors are understandable (in moderation), spelling mistakes that are clearly not words and that would certainly be caught by spell check are disgraceful and cast doubt on your credibility as an author.
- Violating these formatting rules may result in point deductions from your grade.

COURSE POLICIES

Attendance
Your presence in class is mandatory, and you are expected to come to class regularly and on time. If you are unable to attend due to illness or an emergency, you should notify me by email as soon as possible (and preferably in advance). If you are forced to miss a class, it is your responsibility to get notes from a classmate and to come see me during office hours to clarify any questions you have. If you miss class without explanation, it will count as an unexcused absence. After two unexcused absences, your participation grade will automatically be lowered by one letter grade (e.g., from a B to a C). After four unexcused absences, you are in danger of receiving a zero for your participation grade. After six unexcused absences, you are in danger of failing the class outright.

Grading
All grades are awarded on a letter grade basis, which correspond to the following numerical grades:

- A (100-94)
- A- (93-90)
- B+ (89-87)
- B (86-83)
- B- (82-80)
- C+ (79-77)
- C (76-73)
- C- (72-70)
- D+ (69-67)
- D (66-63)
- D- (62-60)
- F (59-0)

To get an “A” on a paper, you must present a clear, focused, concrete, thorough, original, and compelling analysis of the topic. Such papers will be well grounded in evidence and the scholarly literature (specifically the assigned readings). The writing will be crisp, logically organized, and free of technical errors. Such papers are uncommon as an “A” indicates truly exceptional work.
Papers that receive a “B” will involve a sound and reasonable consideration of the topic that indicates the writer has a good overall grasp of the material, but will fall short of an “A” paper in the quality or depth of the analysis, the strength of evidentiary support, and/or technical clarity in writing. Papers that receive a “C” will tend to be vaguely written, weak in argumentation, may contain factual errors, or misunderstandings of the material. Papers receiving less than a “C” will contain serious flaws and typically will not fulfill the requirements of the assignment in some fashion.

Late work
Assignments are due by 7pm on the indicated deadline unless otherwise noted. Anything handed in after that – barring illness or other extenuating circumstances – will automatically be penalized by 1/3 of a letter grade per 24 hours past the deadline (example: a B+ becomes a B; After 24 hours, it becomes a B-). Technological difficulties do not excuse late work unless they are system-wide. Please be advised: Moodle time-stamps your submissions down to the minute. Do not lose track of time, and please don’t cut things too close. Do not expect any grace period with online submissions.

Extensions
Please do not ask for an extension without having a compelling reason involving unforeseen obstacles to completing your work on time. Simply having a lot of work in a given week is not sufficient grounds for an extension. Real life involves few deadline extensions, so it is good to get in the habit now of getting things done and turned in on time.

Plagiarism and academic dishonesty
If you are not familiar with Carleton’s policy and standards on academic dishonesty, please go to https://apps.carleton.edu/campus/doc/integrity/ and familiarize yourself with information. If you have questions or uncertainties about when or where or how to attribute information correctly, please come see me or consult with a reference librarian. Anyone caught cheating, plagiarizing, or otherwise violating the rules of academic honest at Carleton will automatically receive a zero for the assignment and will have the case referred to the Dean’s office for further investigation and possible disciplinary action. In addition, offenders may receive a failing grade for the course at the discretion of the professor.

Special needs
If you require special accommodation due to a documented physical or learning disability, please come see me during the first week of class to discuss how I can best help you get the most out of the term. You are responsible for being proactive and letting me know what accommodations you need to be able to perform at your best.

Computers, phones, tablets
I strongly prefer that students refrain from using electronic devices in class. However, since some of you may have electronic versions of readings or prefer to take notes on a laptop, I will allow their use provided that you do not use them for anything other than class-related tasks. That means ABSOLUTELY NO email, social media, games, internet browsing or anything else apart from (1) class readings and (2) note-taking applications. The minute you open your computer or tablet, log off other applications and disable the Wi-Fi to keep yourself from being tempted. If I spot anyone abusing this policy, devices will be banned permanently for the rest of the term for everyone.
**Schedule of Readings**

The readings from this course come from a variety of sources, some of which are intended for a general audience of non-specialists and some for a more specialized, knowledgeable, and scholarly audience of political scientists. Depending on your background and prior experience with the social sciences, you may find some of these readings to be fairly straightforward. Others may be tougher going and will require more time and effort on your part. Regardless, it is your responsibility to read each piece with care.

Please engage in *active*, not *passive* reading: summarize main points for yourself as you go along, flag points that are unclear, write down questions that come to mind, note points where you agree and disagree with the author, assess whether the author has provided sufficient credible evidence to substantiate the argument, etc. The more work you put in ahead of time, the more productive class time will be.

Remember: all readings and assignments are due for the day listed unless otherwise noted.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 29</td>
<td>Introduction and course overview</td>
<td>• Familiarize yourself with the syllabus, class policies, and Moodle site.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Connor, Walker. 1994. “A Nation is a Nation, is a State, is an Ethnic Group, is a...” In <em>Nationalism</em>, John Hutchinson and Anthony Smith, eds. Oxford, UK: Oxford University Press, pp. 36-46.</td>
</tr>
</tbody>
</table>
April 5 | Nationalist typologies


**Origins: What Causes Nationalism?**

| April 7 | Modernity |
| April 12 | Media and social communication |
| April 14 | States and state-building |
| April 19 | Elites, materialism and competition |

April 7

- Gellner, ch. 2-6.
- The Warwick Debates (read Anthony Smith’s opening statement and Ernest Gellner’s reply)

First case study prompts posted

April 12

- Anderson, ch. 1-5.

April 14


Second case study prompts posted

April 19

## Carriers: How is Nationalism Transmitted?

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 28</td>
<td>* No class *</td>
<td>• No reading</td>
</tr>
<tr>
<td>May 3</td>
<td>In-class movie: “The Singing Revolution”</td>
<td>• No reading</td>
</tr>
</tbody>
</table>

*Third case study prompts posted*

*Midterm exam prompts posted*

*Midterm exam due by 7pm*

*Fourth case study prompts posted*
## Consequences: What are the Effects of Nationalism?

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
• Movie: “We Are All Neighbours” |

### Fifth case study prompts posted

**Online exhibits due by 7pm on May 20**

## Futures: Where is Nationalism Headed?

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>May 31</td>
<td>Conclusion and wrap-up</td>
<td>• No reading</td>
</tr>
</tbody>
</table>

*Final papers due by 7pm on June 1*