POSC 247: Comparative Nationalism
Carleton College, Fall 2019

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Fall Term Office Hours:
Tuesdays, 3:00-4:30pm
Wednesdays, 12:00-3:15pm
Thursdays, 3:00-4:30pm
Skype by appointment

“A nation that does not honor its past has no future.” -- Johann Wolfgang von Goethe

“Nationalism is an infantile thing. It is the measles of mankind.” – Albert Einstein

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? Are there “good” forms of nationalism and “bad” forms of nationalism? Is it, as Albert Einstein once proclaimed, merely “an infantile disease” that humanity will eventually outgrow, or is it 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
Hooray, there are no books for you to purchase! The two main course books are available online via the library. If you would prefer to have a hard copy of the books we will be reading (listed below), you are welcome to order them from your preferred retailer. Locally, you might consider ordering from Content bookstore on Division Street. Online, I recommend abe.com for sourcing secondhand books from an international network of independent booksellers.

Here are the books we will be reading (whole or a substantial portion thereof):


All remaining materials (articles, videos, etc.) are available on Moodle. You are expected to bring a copy of the readings with you (hard copy or electronic) and take notes/make annotations as you read.
Course Work
Your grade in this course will be based on six elements, which will be weighted as follows:

- Participation 12%
- Midterm exam 20%
- Case study responses 15%
- Virtual exhibit 20%
- Current events presentations 8%
- Final paper 25%

Participation (12%)
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.

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. 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 a wide variety of cases—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. A bonus (and optional) sixth entry will be available at the end of the term; if you turn in six entries, I will drop the lowest grade and use your five highest-scoring assignments.
Virtual exhibition (20%)
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 a special class Wordpress site; you will be given more information in class about how to use Wordpress tools to put on your exhibit.

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 5% 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.

Current events presentation (8%)
We will set aside one day near the end of the term to talk about nationalism and current events topics of interest to the class. To prepare for this class, you will work in small groups, each of which will pick one current events topic to present. Each group will be responsible for selecting one short news article for the entire class to read, and then preparing a presentation/discussion questions/or some kind of interactive activity of their choice to help their peers better understand the issue and how we might analyze it. More information will be provided on this activity 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 the exam period.

Course Policies
Please refer to the course Moodle page for more detailed information on the relevant course policies pertaining to:

- Grading
- Late work
- Extensions
- Academic integrity
- Accommodations
- Use of computers, phones, and tablets

It is your responsibility to understand these policies and come to me with any questions or clarifications you might have. As in the real world, ignorance of the rules does not excuse you from the rules.

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.

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td></td>
<td>Tuesday, September 17</td>
<td>Introduction and course overview</td>
<td>• ASAP: familiarize yourself with this syllabus, review course policies, ask any questions about course policies, and visit Moodle site.</td>
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**What are the Origins of Nationalism?**

<table>
<thead>
<tr>
<th></th>
<th>Tuesday, September 24</th>
<th>Historical origins and variations</th>
<th><em>Greenfeld, Liah, Nationalism: A Short History [entire].</em>*</th>
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<tbody>
<tr>
<td></td>
<td>Thursday,</td>
<td>Nationalism and the</td>
<td>• Weber, Eugen. 1976. Peasants into Frenchmen:</td>
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<tr>
<td>Date</td>
<td>Case Study Prompt</td>
<td>Topic</td>
<td>References</td>
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<td>4</td>
<td>Tuesday, October 8</td>
<td>Literacy and media</td>
<td>▪ Anderson, Benedict, <em>Imagined Communities</em>, ch. 1-5.</td>
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## How are Nationalisms Maintained and Perpetuated?

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<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>References</th>
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<tbody>
<tr>
<td>Tuesday</td>
<td>November 7</td>
<td>White nationalism and</td>
<td>- Bonikowski, Bart and Paul DiMaggio. 2016.</td>
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*Midterm exam due on Moodle by 7pm*

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**Fourth case study prompt posted; due in one week**

**Fifth case study prompt posted; due in one week**
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Readings</th>
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<tr>
<td>Thursday, November 14</td>
<td>Current events presentations</td>
<td>• Current events articles</td>
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<td>Monday, November 25</td>
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<td>** Final paper due by 7pm on Moodle **</td>
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