

PSCI 5200W
Nationalism
Mondays 8.35-11.25
Location to be confirmed on Carleton Central

Instructor: Nazeer Patel
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Office Hours: Tuesday, 9:30-11:30 or by appointment
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Course Description and Objectives

Nationalism, its theories, causes and consequences has generated a literature so massive that even the most conscientious of scholars will find it difficult to investigate and imbibe all that has been written on the topic. In practical terms, an understanding of global affairs will be lacking if one fails to appreciate the influence nationalism has and continues to exert. Our objective in this course will be to canvass the significant theoretical arguments, conceptual distinctions and controversial debates that have come to characterize the literature on nationalism. Students should come away from the course with both an understanding of the major comparative theories of nationalism, a sense of the various normative debates that are generated by this complex and abiding topic, and an appreciation of some of the empirical issues raised by nationalism. A primary objective will be to provide students with the key analytical tools required to do further research on nationalism.

Requirements and Evaluation

“Reading maketh a full man, conference a ready man, and writing an exact man.”
Francis Bacon

“What is written without effort is, in general, read without pleasure.”
Samuel Johnson

Seminar Participation:	10%
Seminar Presentation:	15%
Critical Summaries (X5):	30%
Term Paper: (due March 30th)	45%

Seminar Participation: 10%

Students are expected to attend seminars having read and considered the relevant readings. Critical commentary and contributions that further useful discussion and debate will serve as the measure for evaluation. Rigorous criticism of argument and critical comments must not be confused with rude or disrespectful behaviour.

Presentation: 10%

Each student will initiate one week's discussion with a brief (15-20 minute) presentation at the beginning of class raising critical issues, questions and comments based on the week's reading. The presentations should synthesize the major points of each reading, and then draw out key analytical issues, note similarities and/or differences in the approaches and arguments of different authors, and critique specific arguments. The student will facilitate the discussion that follows in conjunction with the instructor.

Five Critical Summaries: 30% (6% each)

Each student must submit five critical summaries throughout the term. The summaries must address only the readings from a particular week on the reading schedule. These summaries should (a) demonstrate an understanding of the most important claims of the week's reading, and (b) offer some critical observations or independent insights about it. Each summary is due in class, on the day that the reading is assigned. Critical summaries should not exceed 1300 words.

Term Paper: 45%

The papers are due in the final class (March 30). Topics should be developed in consultation with the instructor. **A late penalty of 5% per day will be enforced.** The department drop box cut off time is 4pm. Any assignments submitted after 4pm will be date stamped for the following weekday.

Criteria Governing the Evaluation of Written Assignments

Written work is evaluated according to the student's capacity to present ideas in a way that integrates the material of the course while demonstrating an ability to think critically. Grades are given not according to competition among students (who is "the best") but according to the expectations for a particular assignment relative to the material covered in class up to that point.

Overall Presentation:

The following characteristics reflected in the assignment are taken into account in grading papers:

- Overall clarity
- Clear thesis statement
- Understanding of issues
- Interaction with material
- Analytic ability
- Synthesis of material
- Formulation of ideas
- Use of arguments
- Use of resources
- Clear conclusion
- Structure and organization
- Style
- Grammar and Spelling
- Footnotes and Bibliography

Note: Substance is weighted more than form.

Evaluation of Content:

A+ (90-100), Publishable. Assignment is of sufficient substance and style to be submitted to a refereed journal for publication.

A (85-89), Outstanding. Superior understanding of the subject matter. Evidence of original thinking and an extensive knowledge base. Careful, concise, critical analysis with a clear and well argued hypothesis based on the material. Shows a capacity to analyse, synthesise, and evaluate material. Shows a grasp of all the scholarly issues involved. Shows evidence of learning being extended beyond the initial learning situation. Clear thesis and conclusion. Well-researched and documented. Stylistically flawless.

A- (80-84), Excellent. Superior understanding of the subject matter. A careful analysis with some precision and attention to the details of the material. Shows some critical capacity and analytic ability and some original thinking. Needs a bit of fine-tuning of the details. Clear thesis and conclusion. Good research and documentation. Stylistically flawless.

B+ (77-79), Very Good. Solid understanding of the subject matter. Good analysis and some critical reasoning. Reasonable understanding of relevant issues and familiarity with the material. Demonstrates a solid understanding of the relationship or connections among the basic concepts. Needs to be more concise or precise in details and more careful in forming arguments. Stylistically sound.

B (73-76), Good. Generally accurate account of the subject matter with acceptable analysis and some critical reasoning. Some interaction with relevant material. Demonstrates some understanding of the relationship or connection among the basic concepts. Needs more precision and attention to details and greater precision in the use of arguments. Some careless stylistic errors.

B- (70-72), Fine. Generally accurate description of the subject matter and an adequate grasp of the critical issues and ideas involved. Demonstrates rudimentary understanding of the relationship or connection among the basic concepts. Needs more attention to detail and better use of arguments. Some careless stylistic errors.

C+ (67-69), Average. Acceptable treatment of the subject matter. Demonstrates an understanding of the basic facts, vocabulary, details, and elemental concepts. Shows an ability to deal with simple issues arising out of the material. Needs to explore the subject matter more fully and formulate ideas more clearly. Closer attention should be given to stylistic elements including sentence structure and paragraph organization.

C (63-66), Adequate. Generally acceptable treatment of the subject matter and issues. Demonstrates an awareness of the basic facts, vocabulary, details, and elemental concepts. Impressionistic or vague at points. Shows that the learning experience was profitable. Lacks clarity in formulating the issues and shows little or no evidence of critical reflection on the issues or data. Closer attention should be given to grammar, spelling, and punctuation.

C- (60-62), Minimally Acceptable. Adequate understanding and treatment of the data and issues, but imprecise, impressionistic or vague. Lacks clarity in expressing the issues and shows no evidence of critical reflection on the issues or data. Major problems related to issues of style.

D, Inadequate. Sloppy, imprecise or careless discussion of the material with little or no evidence of critical reflection. Stylistically flawed.

F, Failure. Work is not of sufficient merit to warrant a passing grade.

Required Texts

Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*

Anthony D. Smith, *Nationalism and Modernism: A Critical Survey of Recent Theories of Nations and Nationalism*

Required texts can be purchased at the Carleton University Bookstore. All other readings can be found on Reserve or as journal articles.

Class Schedule

There may be changes made to the readings throughout the course of the term.

January 5: Week One: Introduction

January 12: Week Two: Concepts and Definitions

Chaim Gans, *The Limits of Nationalism*, (pp. 7-38) [**Reserve**]

Anthony D. Smith, *Nationalism and Modernism: A Critical Survey of Recent Theories of Nations and Nationalism* (pp. 221-228)

Walker Connor "A nation is a nation is a state is an ethnic group is a . . ." *Ethnic and Racial Studies* 1(4), 1978: 379-388.

Ernest Renan, "What is a Nation?" in Geoff Eley and Ronald Suny (eds.) *Becoming National*, (pp. 41-55) [**Reserve**]

Joseph Stalin, "The Nation" in John Hutchinson and Anthony Smith (eds.) *Nationalism*, (pp. 18-21) [**Reserve**]

Max Weber, "The Nations," in John Hutchinson and Anthony Smith (eds.) *Nationalism*, (pp. 21-25) [**Reserve**]

Margaret Canovan, "Sleeping Dogs, Prowling Cats and Soaring Doves: Three Paradoxes in the Political Theory of Nationhood," *Political Studies* 49 (2001): 203-215

January 19: Week Three: Gellner's Theory of Nationalism

Ernest Gellner, *Nations and Nationalism*, (pp.8-75, 123-143) **[Reserve]**

Anthony Smith, *Nationalism and Modernism: A Critical Survey of Recent Theories of Nations and Nationalism*, (pp. 27-46)

January 26: Nationalism and the Modern State

Anthony Smith, *Nationalism and Modernism*, Chapter 4: “State and Nation”

John Breuilly, *Nationalism and the State*, 2nd edition (pp. 366-403) **[Reserve]**

Eric Hobsbawm, *Nations and Nationalism since 1780* (pp.80-100) **[Reserve]**

Craig Calhoun, *Nationalism*, Chapter 4: “State, Nation and Legitimacy” **[Reserve]**

Michael Mann, “A political theory of nationalism and its excesses,” in Sukimar Periwal (ed.) *Notions of Nationalism* (pp.44-64). **[Reserve]**

Michael Keating, “Stateless nation-building: Quebec, Catalonia and Scotland in the changing state system” *Nations and Nationalism* 3(4), 1997, 689-717.

February 2: Imagined Communities and Constructivism I

Benedict Anderson, *Imagined Communities*, (pp.1-113).

Anthony Smith, *Nationalism and Modernism*, Chapter 6: “Invention and Tradition.”

February 9: Imagined Communities and Constructivism II

Benedict Anderson, *Imagined Communities*, (pp. 113-187).

Eric Hobsbawm and Terrence Rangers (eds). *The Invention of Tradition*, (pp.1-14, 262-283, 298-307). **[Reserve]**

February 16: Reading Break (No Class)

February 23: Critiques of Modernism

Anthony Smith, “The Origins of Nations” in *Ethnic and Racial Studies* 12(3), 1989: 340-365.

Anthony Smith, “Opening Statement: Nations and their pasts. *Nations and Nationalism* 2(3), 1996: 358-365.

Ernest Gellner, Reply. “Do Nations have Navels?” *Nations and Nationalism* 2(3), 1996: 366-370.

Anthony Smith, “Memory and modernity: Reflections on Ernest Gellner’s theory of nationalism.” *Nations and Nationalism* 2(3), 1996: 371-388.

Umut Ozkirimli, "The nation as an artichoke? A critique of ethnosymbolist interpretations of nationalism." *Nations and Nationalism* 9(3), 2003: 339-355.

Anthony Smith, The poverty of anti-nationalist modernism. *Nations and Nationalism* (reply to Ozkirimli) 9(3), 2003:357-370.

Sami Zubaida, "Nations: old and new: Comments on Anthony D. Smith..." in *Ethnic and Racial Studies* 12(3), 1989: 329-339.

March 2: Gender and Post-Colonial Perspectives

Partha Chatterjee, "Whose imagined community?" Chapter 1 in *The Nation and its Fragments: Colonial and Post-Colonial Histories*. [Reserve]

Hohmi Bhaba, *Narrating The Nation*, Chapters 1 and 16. [Reserve]

Nina Yuval-Davis, *Gender and Nation*, Chapters 1 and 4. [Reserve]

Normative Debates

March 9: Liberalism and Nationalism: An Oxymoron?

David Miller, *On Nationality*, Chapter 3: "The Ethics of Nationality" [Reserve]

Yael Tamir, *Liberal Nationalism*, Introduction and Chapter 6: "The Hidden Agenda: National Values and Liberal Beliefs." [Reserve]

Isaiah Berlin, "The Bent Twig: On the Rise of Nationalism," in *The Crooked Timber of Humanity*. [Reserve]

David Miller, "Crooked Timber or Bent Twig? Isaiah Berlin's Nationalism," in *Political Studies* 53 (2005): 100-123.

March 16: Challenges to Nationalism: Post-Nationalism and Cosmopolitanism

Jurgen Habermas, "The Postnational Constellation and the Future of Democracy," in *The Postnational Constellation: Political Essays* [Reserve]

Jeremy Waldron, "What is Cosmopolitan?" *The Journal of Political Philosophy* 8:2 (2000): 227-243.

Kok-Chor Ta, "Nationalism and Cosmopolitanism," (Chapter 5) in *Justice Without Borders: Cosmopolitanism, Nationalism and Patriotism* [Web Resource: MyiLibrary]

Kwame Anthony Appiah, "Cosmopolitan Patriots," *Critical Inquiry* 23 (Spring 1997): 617-639.

Craig Calhoun, Chapters 1 and 2 in *Nations Matter: Citizenship, Solidarity, and the Cosmopolitan Dream*

Practical Problems and Cases

March 23: The Question of Secession and Nationalism

Avishai Margalit and Joseph Raz, "National Self-Determination," *The Journal of Philosophy* 87: (September 1990): 439-461.

Margaret Moore, "Implications: The Ethics of Secession," in *The Ethics of Nationalism* [Reserve]

John McGarry, "'Orphans of Secession': National Pluralism in Secessionist Regions and Post-Secession States," in *National Self-Determination and Secession* [Reserve]

Rogers Brubaker, "Myths and Misconceptions in the Study of Nationalism," in *National Self-Determination and Secession* [Reserve]

March 30: Ethnocultural Nationalism: The Case of Israel [Papers Due]

Chaim Gans, Chapter 1: "Zionism as an Ethnocultural Nationalism" and Chapter 3: "A Jewish State: Self-Determination and Hegemony." *In A Just Zionism?* [Reserve]

Sammy Smootha, "Minority Status in an Ethnic Democracy," *Ethnic and Racial Studies* 13:3 (July 1990): 389-413.

As'ad Ghanem, "The Palestinian Minority in Israel: The 'Challenge' of the Jewish State and its Implications," *Third World Quarterly* 21:1 (2000): 87-104.

Academic Accommodations

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your letter of accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations**. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by **November 7, 2008 for December examinations**, and **March 6, 2009 for April examinations**.

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as "presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own." This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of "F" for the course. The Department's Style Guide is available at:

<http://www.carleton.ca/polisci/undergrad/Essay%20Style%20Guide.html>

Oral Examination: At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

Submission and Return of Term Work: Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb.

Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Course Requirements: Students must fulfill all course requirements in order to achieve a passing grade. Failure to hand in any assignment will result in a grade of F. Failure to write the final exam will result in a grade of ABS. FND (Failure No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.

Connect Email Accounts: The Department of Political Science only communicates with students via Connect accounts. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students in the after-hours academic life at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, please email carletonpss@gmail.com, visit our website at poliscisociety.com, or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.

