

PSCI 5200A

Nationalism

Wednesdays, 8:30a.m. – 11:30 a.m.

Please confirm location on Carleton Central.

I General information

Instructor: Cati Coe

Office Hours: Wednesdays, 11:30-1:30, Loeb Room C677

Phone number: 613-520-2600 ext. 6116

Email: [CatiCoe@cunet.carleton.ca](mailto:CatiCoe@cunet.carleton.ca)

II Course description

The nation became hegemonic as a form of political order in the post-World War II era, which had certain implications for the global order, including the strong distinctions generated between citizens and migrants. This course will examine the trajectory of the nation as a political idea from its 18<sup>th</sup> century roots in Europe to its current incarnations. It will attend to the various ways that the nation needs to be performed and enacted to be real. How did this political order come to exist and what are the political rhetorics and emotions on which it is based? How was the nation, as a European political conception, taken up and appropriated in a postcolonial context? Is the nation dead as a political idea, destroyed by globalization, or is it being reworked and reinvigorated in an era of populism? The aim is to give you insight into the central debates concerning nationalism and the nation-state, as well as a sense of how to pursue research questions connected to these ideas.

III Course Format

The course will be an in-person graduate seminar.

IV Learning outcomes

- To be familiar with and understand the key historical and contemporary texts related to the nation-state and nationalism
- To develop a critical understanding of the assumptions and theories underpinning concepts of nationalism, including how these assumptions have traveled or been unraveled in postcolonial or diasporic contexts
- To be familiar with and evaluate the major routes by which to study and research questions related to the nation-state and nationalism
- To apply the concepts and theories we address in class to a research question of interest to you.

V Texts

- All texts will be available electronically through the Library Reserves (Ares)

VI Evaluation at a glance

- Weekly reading responses: 30%
- Participation and attendance in class: 10%
- In-class presentation on pedagogy: 5%
- Presentation of research paper: 5%

- Research paper, due April 25th: 50%

## VII Evaluation in detail

**Attendance and participation in class sessions:** The class will be held in a graduate seminar format. It is essential that you do the required reading for each class session, coming prepared to discuss them. Participation marks will reflect both the quality and quantity of engagement. Attendance will be taken. (10% of your final grade)

**Reading Responses:** By midnight before each class (**Tuesday night**), you should turn in a two-to-three page paper (double spaced) that examines the assigned readings:

*About the previous class period:*

- 1) What was the main point of the lesson of last class? What did you learn or what most engaged you?

*About the reading(s) due in the upcoming class period:*

- 2) What is the major point that the reading makes?
- 3) What is your response to the reading? For example:
  - What do you agree with in the reading and why?
  - What do you disagree with and why?
  - Is the evidence that the reading presents persuasive, or not?
  - What connections can you make with other material you have encountered, whether in or beyond this course?
  - How does this reading relate to experiences you have had?
  - Where do the readings agree with one another and where do they disagree?

These critical response papers must address all the readings due in the upcoming class period. This assignment is to help you hone your critical reading skills. Occasionally, you will receive a more focused assignment for the reading response paper.

### **Final Research Paper**

The final research paper will be on a topic of your own choosing related to the nation-state and nationalism and entail original research (whether archival, policy review, interviews, observation, literature review, etc). Please come talk to me by the end of the third week of the semester about the idea you wish to pursue. You will give an in-class presentation on your research paper on the final day of class. The final paper should be 15-20 pages, double-spaced and will be due April 10<sup>th</sup>.

**January 10**

Introductions to the topic and one another.

**January 17 Ideological Constructions of the Nation as a Political Order**

1. Johann Gottfried von Herder. "Reflections on the Philosophy of the History of Mankind." In *The Nationalism Reader*. Edited by Omar Dahbour and Micheline R. Ishay. New Jersey: Humanities Press, 1995, pp. 48-56.
2. Johann Gottlieb Fichte. "The Foundations of Natural Law According to the Principles of the Theory of Science" and "Addresses to the German Nation." In *The Nationalism Reader*, pp. 60-70.
3. Georg Wilhelm Friedrich Hegel. "The Philosophy of Right" and "The Philosophy of World History." In *The Nationalism Reader*, pp. 71-86.
4. Alan Patten. "'The Most Natural State': Herder and Nationalism." *History of Political Thought* 31:4 (2010): 657-689.

**January 24 The Nation as Imagined Community**

1. Benedict Anderson. "Imagined Communities." In *Nations and Nationalism: A Reader*. Edited by Howard Wollman. Edinburgh: Edinburgh University Press, 2005, pp. 48-60.
2. Partha Chatterjee. "Whose Imagined Community?" In *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton: Princeton University Press, 2020, pp. 3-13.
3. Manu Goswami. "Rethinking the Modular Nation Form: Toward a Sociohistorical Conception of Nationalism." *Comparative Studies in Society and History* 44:4 (2002): 770-799.
4. Danilyn Rutherford. "On the Limits of Indonesia." In *Raiding the Land of the Foreigners: the Limits of the Nation on an Indonesian Frontier*. Princeton: Princeton University Press, 2003, pp. 1-30.

**January 31 Nationalism, Race, and the Postcolony**

1. Frantz Fanon. "On National Culture." In *The Wretched of the Earth*. Translated by Richard Philcox, Sixtieth anniversary edition. London: Grove Press, 2021, 14 pp.
2. Partha Chatterjee. "Nationalism as a Problem in the History of Political Ideas." In *Nationalist Thought and the Colonial World: A Derivative Discourse*. London: Zed Books, 1993, pp. 1-35.
3. Etienne Balibar. "Racism and Nationalism." In *Nations and Nationalism: A Reader*. Edited by Howard Wollman. Edinburgh: Edinburgh University Press, 2005, pp. 163-172.
4. Jonathon Glassman. "Introduction: Rethinking Race in the Colonial World." In *War of Words, War of Stones: Racial Thought and Violence in Colonial Zanzibar*. Bloomington: Indiana University Press, 2011, pp. 1-22.

**Please talk to me by this date about what you might research in your final paper.**

**February 7 Where is the Nation Visible? Performance of the Nation**

1. Eric Hobsbawm. "Mass-Producing Traditions: Europe, 1870-1914." In *The Invention of Tradition*, by Terence Ranger and Eric Hobsbawm. Cambridge: Cambridge University Press, 2012, pp. 263-308.
2. Lisa Gilman. "Purchasing Praise: Women, Dancing, and Patronage in Malawi Party Politics." *Africa today* 48:4 (2001): 43-64.

3. Tony Bennett. "The Exhibitionary Complex." In *Representing the Nation, A Reader: Histories, Heritage and Museums*, edited by Jessica Evans and David Boswell. London: Routledge in association with the Open University, 1999, pp. 332-361.
4. Derek Foster. "Canadian Days, Non-Canadian Ways." In *National Days/National Ways: Historical, Political, and Religious Celebrations Around the World*. Edited by Linda K. Fuller. Praeger Publishers, 2004, pp. 41-58.

#### **February 14 Where is the Nation Visible? Performances of State Administration**

1. Orvar Löfgren. "The Nationalization of Anxiety: A History of Border Crossings." In *The Postnational Self: Belonging and Identity*. Edited by Ulf Hedetoft and Mette Hjort. Minneapolis: University of Minnesota Press, 2002, pp. 250-275.
2. Brenda Chalfin. "Introduction: Toward an Anthropology of Neoliberal Sovereignty." In *Neoliberal Frontiers: An Ethnography of Sovereignty in West Africa*. Chicago: University of Chicago Press, 2010, pp. 1-18.
3. Susan Bibler Coutin. 2003. "Cultural Logics of Belonging and Movement: Transnationalism, Naturalization, and U.S. Immigration Politics." *American Ethnologist* 30(4): 508–26.  
<http://www.jstor.org/stable/3805246>
4. Akhil Gupta. "The State and the Politics of Poverty." In *Red Tape*. Durham: Duke University Press, 2012, pp. 41-72.

#### **February 21**

Reading Week. Enjoy!

#### **February 28 Pedagogies of Nationalism**

1. Jean Jacques Rousseau. "The Government of Poland." In *The Nationalism Reader*. Edited by Omar Dahbour and Micheline R. Ishay. New Jersey: Humanities Press, 1995, pp. 30-34.
2. Yasemin Nuhoğlu Soysal and Hanna Schissler. "Introduction: Teaching Beyond the National Narrative." In *The Nation, Europe, and the World: Textbooks and Curricula in Transition*. New York: Berghahn Books, 2005, pp. 1-9.

In-class presentations on representations of the nation in school curricula.

#### **March 6 Settler and Indigenous Nationalism**

1. Eva Mackey. *The House of Difference: Cultural Politics and National Identity in Canada*. London: Routledge, 1999. Introduction and Chapter 5, pp. 1-35 and pp. 104-119.
2. Sheryl R. Lightfoot. "Decolonizing Self-Determination: Haudenosaunee Passports and Negotiated Sovereignty." *European Journal of International Relations* 27:4 (2021): 971–994.
3. Elizabeth Povinelli. 2002. "Introduction: Critical Common Sense." In *The Cunning of Recognition: Indigenous Alterities and the Making of Australian Multiculturalism*. Durham: Duke University Press, pp. 1-34.

#### **March 13 Attachments, Belonging, and Citizenship**

1. Richard Handler. "Some Salient Features of Québécois National Identity." In *Nationalism and the Politics of Culture in Quebec*. Madison: University of Wisconsin Press, 1988, pp. 30-51.
2. Stuart Hall. "Cultural Identity and Diaspora." In *Colonial Discourse and Postcolonial Theory*. Edited by Patrick Williams and Laura Chrisman. Abingdon: Routledge, 2013, pp. 392-404.

3. Yasemin Nuhoğlu Soysal. "Introduction." In *Limits of Citizenship: Migrants and Postnational Membership in Europe*. Chicago: University of Chicago Press, 1994, pp. 1-12.
4. Joanna Pfaff-Czarnecka and Gérard Toffin. "Introduction: Belonging and Multiple Attachments in Contemporary Himalayan Societies." In *The Politics of Belonging in the Himalayas*. Sage, 2011, pp. xi-xxvii (can stop at the presentation of the book section).

### **March 20 & March 27 Is Nationalism Dead? Globalization and the State, part 2**

1. Nandita Sharma. "Home Rule: The National Politics of Separation." In *Home Rule: National Sovereignty and the Separation of Natives and Migrants*. Durham: Duke University Press, 2020, pp. 1-36.
2. Seyla Benhabib. "Introduction." In *The Rights of Others: Aliens, Residents, and Citizens*. Cambridge: Cambridge University Press, 2004, pp. 1-24.
3. Saskia Sassen. "Shrinking Economies, Growing Expulsions." In *Expulsions: Brutality and Complexity in the Global Economy*. Cambridge: Harvard University Press, 2014, pp. 12-79.
4. Etienne Balibar. "Homo Nationalis: An Anthropological Sketch of the Nation-Form." In *We, the People of Europe? Reflections on Transnational Citizenship*. Princeton: Princeton University Press, 2004, pp. 11-30.

### **March 27 Is Nationalism Dead? Globalization and the State, part 2**

1. Mark Juergensmeyer. "The Paradox of Nationalism in a Global World." In *The Postnational Self: Belonging and Identity*. Edited by Ulf Hedetoft and Mette Hjort. Minneapolis: University of Minnesota Press, 2002, pp. 3-17.
2. Eric Hobsbawm. "Nationalism in the Late Twentieth Century." In *The Nationalism Reader*. Edited by Omar Dahbour and Micheline R. Ishay. New Jersey: Humanities Press, 1995, pp. 362-371.
3. Nick Stevenson. "European Cosmopolitan Solidarity: Questions of Citizenship, Difference and Post-Materialism." *European Journal of Social Theory* 9:4 (2006): 485-500.
4. Tom Nairn and Paul James. "Introduction: Mapping Nationalism and Globalism." In *Global Matrix: Nationalism, Globalism and State-Terrorism*. London: Pluto Press, 2005, pp. 1-16.

### **April 3 Revitalizations of Nationalism**

1. John Comaroff and Jean Comaroff. "The Wealth of Ethno-Nations: Notes on the Identity Economy." *Revue Européenne des Migrations Internationales* 37:3-4 (2022): 31-55.
2. Melissa Aronczyk. "From Bland to Brand: Transforming Canadian Culture." From *Branding the Nation: The Global Business of National Identity*. Oxford: Oxford University Press, 2013, pp. 107-126.
3. Frank Jacob. "The Decline of the Occident: A Traditional Narrative of Nationalist Populism." In *Nationalism and Populism: Expressions of Fear or Political Strategies?* Edited by Frank Jacob and Carsten Schapkow. Berlin: De Gruyter, 2022, pp. 25-45.
4. Peter Van der Veer. "Afterward." In *The Nation Form in the Global Age: Ethnographic Perspectives*. Edited by Irfan Ahmad and Jie Kang. Cham: Springer International Publishing AG, 2022, pp. 349-358.

### **April 10**

Presentations on your research papers

Research Paper due.

## Appendix

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### **Student Mental Health**

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

- **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

- **Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

### **Requests for Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**Academic consideration for medical or other extenuating circumstances:** Please contact your instructor if you are experiencing circumstances that (a) are beyond your control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented. Decisions on academic consideration are in your instructor's discretion; they will be guided by the course learning outcomes and the principle of good faith. Please see [here](#) for more details. For considerations relating to course work, your instructor may request that you complete the [Self-Declaration form](#). To apply for a deferral of your final exam, you must submit

the Self-Declaration form to the Registrar's Office no later than three days after the scheduled examination or take-home due date.

***Pregnancy accommodation:*** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

***Religious accommodation:*** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

***Accommodations for students with disabilities:*** If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

***Accommodation for student activities:*** Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more information, please [click here](#).

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](http://students.carleton.ca/course-outline).

### **Sexual Violence Policy**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](http://carleton.ca/sexual-violence-support).

### **Academic Integrity**

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

### ***Plagiarism***

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another’s data or research findings without appropriate acknowledgement;
- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

### ***Use of Artificial Intelligence***

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

### ***Procedures in Cases of Suspected Violations***

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course’s instructor. When an instructor suspects a violation of



the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

### **Intellectual property**

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### **Submission and Return of Term Work**

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

### **Grading**

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

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.

### **Carleton E-mail Accounts**

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

### **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. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students 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 our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

### **Official Course Outline**

The course outline posted to the Political Science website is the official course outline.

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