

PSC 2338: Nationalism

George Washington University

Summer, 2021

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Class Hours: Tuesday/Thursday 6:10 - 8:40 pm

Office Hours: Monday, 11:00 am – 1:00 pm, or by appointment

Location: Zoom

Location: Webex

Course Description

This is a class on the causes and the political effects of nationalism. The first half of the course is designed to provide you with an understanding of the most prominent explanations of the emergence of nationalism across the world, and the background knowledge and tools with which to evaluate them. We will discuss the importance of conceptualization in understanding social phenomena and confront terms such as: state, nation, nationalism, patriotism, minorities, identity, ethnicity, religion, class, and race. In the second half of the course, we will focus on the effects of nationalism on political identities, patterns of political violence, and state policies toward minorities. We are going to cover historical and contemporary cases from around the world.

Learning Objectives

By the end of this course, students will be able to:

1. Understand the origins of national identities
2. Understand the implications of nationalist ideas
3. Critically assess writings on nationalism and be alert to propaganda
4. Apply theories of political science to current events and issues in the news
5. Demonstrate theoretical and empirical knowledge of nationalism through written assignments and class discussions.

Prerequisites

Prior to registering for this course, students are expected to have completed PSC 1001 (Introduction to Comparative Politics) or an equivalent course.

Course Materials

In addition to journal articles, we will be reading parts of the following books. Books that can be accessed online through the GW Libraries are hyperlinked (in orange). Please make a plan to purchase or borrow the book marked with an asterisk (*). All other assigned readings are scanned and available on Blackboard.

- Anderson, B. (1991). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso.
- Gellner, E. (2006). *Nations and Nationalism*. Blackwell.*
- Hechter, M. (2000). *Containing Nationalism*. Oxford.
- Horowitz, D. (1985). *Ethnic Groups in Conflict*. University of California Press.
- Laitin, D. (2007). *Nations, States, and Violence*. Oxford.
- Lawrence, A. (2013). *Imperial Rule and the Politics of Nationalism: Anti-Colonial Protest in the French Empire*. Cambridge University Press.
- Mylonas, H. (2012). *The Politics of Nation-Building: Making Co-Nationals, Refugees, and Minorities*. Cambridge University Press

Course Requirements

Leading Discussion

Each student will sign up to co-lead a discussion alongside a student peer. The student is expected to offer brief opening remarks synthesizing the assigned readings. Discussion leaders will also facilitate class discussion. Students should sign up for a session they would like to co-lead by Friday, July 2. If you want to change your day, please notify me 3 days prior to the class you initially signed up to co-lead.

Attendance and Participation

Attendance via Zoom is required unless prior accommodations have been granted in coordination with the instructor. Students will be evaluated each session on their contributions to the discussion. Students should come prepared with questions and comments about the week's readings in order to engage meaningfully with their peers on the subject. Missing multiple sessions without an excuse or prior arrangement will significantly impact the student's grade.

Discussion Questions

Students will submit 2-3 discussion questions prior to each class session. These questions are meant to encourage thoughtful discussion about the topic of the session. The questions should be substantive in nature. The discussion leaders may utilize the questions to facilitate class discussion. These questions should be posted on Blackboard by 9:00 am EST on the day of the class. You are excused for up to two missed posts.

Reading Memo

Students are expected to write two reading memos that critically engage with course readings (one before and one after the midterm). Each memo should be about two double-spaced pages. You should treat these responses as a way to prepare for class, generate your own ideas about the week's topic, and hone your ability to read critically and synthesize important debates. You are encouraged to do a reading memo for the session they are signed up to co-lead a discussion. You do not need to sign up for the session for which you will complete a memo. The assignment should be submitted by 9:00 am on the day of the class associated with the readings discussed in the memo.

Midterm Exam

The exam will be take-home and students will have 5 hours to complete it. The format will be a set of short answer questions. The exam will open at 7:00 pm on July 20. Exam papers should be submitted via Blackboard by midnight.

Case Study Memo

Students are expected to write a case study memo on topics related to nationalism focusing on a country, a region or people group(s). The memo should be about two double-spaced pages. You should treat this memo as a building block for the final paper. The memo should describe your case and questions you are interested in exploring based on this case. DUE: Friday, July 16

Topic Proposal and Bibliography

This is also intended to be a building block for the final paper. Your proposal should build on the case study memo and outline your tentative argument. DUE: Friday, July 30

Paper

Students are expected to write a **7-10 pages** analytical paper that engages with the topics related to nationalism. The paper should explain how the selected case speaks to existing theories of nationalism—that is, the extent to which existing theories explain the case and limitations of these theories—and offer an alternative explanation. Any citation format is appropriate as long as it is correct and consistent. DUE: Thursday, August 8

Course Policies

During Class

This course is taught synchronously and as such students are required to remain engaged throughout the session and participate frequently. To make the course as interactive and engaging as possible, I encourage you to leave on your video camera. If you cannot, please let me know. To foster an inclusive environment and to properly identify participants, I encourage everyone to include their personal gender pronouns in their Zoom name tag.

Email and Office Hours

For administrative questions and clarifications, the best way to contact me is via email. For substantive issues related course material, please attend my office hours. I aim to answer e-mails within 24 hours during the week; if you have not received a response in 24 hours, feel free to remind me.

I have regular office hours on Webex on Mondays. You can reserve an appointment on my Calendly appointment scheduler at any time, but no less than 24 hours in advance. If you are unable to attend at the regular time, I am happy to find a time that works for you.

Grading

Students will be graded according to the following:

Leading Discussion	10%
Attendance and In-Class Participation	10%
Discussion questions	5%
Reading Memo	10%
Midterm Exam	25%
Case Study Memo	5%
Topic Proposal and bibliography	5%
Paper	30%

The following scale will be used to determine your overall grade in the course: A 100-93, A- 92.9-90, B+ 87-89.9, B 83-86.9, B- 80-82.9, C+ 77-79.9, C 73-76.9, C- 70-72.9, D+ 67-69.9, D 63-66.9, D- 60-62.9, F<60.

If you would like me to re-grade your midterm or final paper, you must submit a request, explaining why you believe you did not receive the proper grade. I reserve the right to raise *or* lower your grade.

Policies on Late Assignments

Any assignment that is turned in late will lose 1/3 of a letter grade for each 24-hour period that you have not turned it in after the due date and time. Late assignments will be accepted for no penalty if a valid excuse is communicated to the instructor before the deadline. If you need help

or an extension, I encourage you to reach out to me as early as possible less than 24 hours prior to the deadline.

Policies on Absence

Since this is a summer course, there are just 10 class meetings (excluding the midterm and final class meetings). If you miss any class meeting, you should still complete the assignments associated with that particular session (discussion questions, reading memos, etc.). You may make up for "attendance and participation" grade for up to three sessions as long as you contact me before or within 24 hours of the session. The makeup assignment for absence a reading memo for the missed session. I will deduct 10 and 15 percent of the grade received from the second and third makeup assignments, respectively. The makeup assignment is due by the next class meeting, unless if we made an alternative arrangement. Be sure to submit the memo on Blackboard ("attendance makeup" link in "assignments").

University Policies and Services

Academic Integrity and Honesty

All members of the university community are expected to exhibit honesty and competence in their academic work. Students have a special responsibility to acquaint themselves with, and make use of, all proper procedures for doing research, writing papers, and taking exams. Members of the community will be presumed to be familiar with the proper academic procedures and will be held responsible for applying them. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Academic dishonesty is defined as "cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information." Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper university channels. The University Code of Academic Integrity can be found at <http://www.gwu.edu/~ntegrity/code.html>.

Support for Students With Disabilities

GW's Disability Support Services (DSS) provides and coordinates accommodations and other services for students with a wide variety of disabilities, as well as those temporarily disabled by injury or illness. Accommodations are available through DSS to facilitate academic access for students with disabilities. Additional information is available at <https://disabilitysupport.gwu.edu/>.

Please speak with me in the first week of class to discuss what kinds of accommodations can be made for you.

Mental Health Services 202-994-5300

The University's Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual

and small group), and referrals. For additional information see: <https://healthcenter.gwu.edu/counseling-and-psychological-services>

University Policy on Religious Holidays

Students should notify me during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. If an assignment falls on a day you will be observing a religious holiday, we will work together to find an alternative time to complete the assignment.

Writing Center

The GW Writing Center operates via zoom during the summer semester. Their [website](#) provides general information on writing strategies. I encourage you to take your final paper to the writing center.

Schedule

The schedule is tentative and subject to change.
Professionalization contents are suggested readings.

1. Introduction: Definitions (June 29)

Required Readings: [42 pp.]

- Renan, E. (1995) [1882]. "What is a Nation?" in Omar Dahbour and Micheline R. Ishay (eds) *The Nationalism Reader*. Atlantic Highlands, NJ: Humanities Press, pp. 143-155.
- Weber, M. (1996). "Ethnic Groups" in *Theories of Ethnicity: A Classical Reader*. pp. 52-56.
- Gellner, E. (2008). *Nations and Nationalism*. Chapter 1, pp. 1-7.
- Hechter, M. (2000). *Containing Nationalism*. Chapter 1, pp. 5-17.
- Anderson, B. (1991). *Imagined Communities: Reflection on the Origin and Spread of Nationalism*. Chapter 1, pp. 1-7.

Recommended Readings:

- Chandra, K. (Ed) (2012). *Constructivist Theories of Ethnic Politics*. Oxford University Press. Chapter 1 and 2.
- Hale, H. (2008). *The Foundations of Ethnic Politics: Separatism of States and Nations in Eurasia and the World*. Cambridge University Press. Chapter 2.

Professionalization: Pronouns and titles

- GW [Gender & Sexuality Resources](#)
- Editorial (2018). "[Professional titles matter](#)". *Nature Microbiology* 3: pp. 1329.

- Takiff, H., Sanchez, D. and Stewart, T. (2001). "What's in a name? the status implications of students' terms of address for male and female professors". *Psychology of Women Quarterly* 25(2): pp. 134-44.

2. State Formation & Varieties of Nationalism (July 1)

Required Readings: [58 pp.]

- Hechter, M. (2000). *Containing Nationalism*. Chapter 3-5.

Recommended Readings:

- Huang, C. and Kang, D. (2021). "State Formation in Korea and Japan, 400-800 CE: Emulation and Learning, Not Bellicist Competition." *International Organization*, pp. 1-31.
- Stiliz, A. (2009). "Civic Nationalism and Language Policy." *Philosophy and Public Affairs*, 37(3): pp. 257-292.
- Tamir, Y. (2019). "Not so civic: Is there a difference between ethnic and civic nationalism." *Annual Review of Political Science*, 22: pp. 419-434.

Professionalization: Reading political science research

- Hoover Green, A. (2013). "How to Read Political Science: A Guide in Four Steps."

3. Causes (July 6)

Primordialism/Ethnic Hatreds

Required readings: [39 pp.]

- Horowitz, D. (1985). *Ethnic Groups in Conflict*. pp. 6-12, 21-54.

Professionalization: Literature reviews

- Knopf, J. (2006). "Doing a literature review." *PS: Political Science & Politics*, 39(1): pp. 127-132.

4. Causes (July 8)

National Consciousness

Required Readings: [58 pp.]

- Anderson, B. (1991). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Chapter 3, pp. 37- 46.
- Lawrence, A. (2013). *Imperial Rule and the Politics of Nationalism: Anti-Colonial Protest in the French Empire*. Chapter 1, pp. 1-49.

Professionalization: Gender and academia, part one

- Dion, M., Sumner, J. and Mitchell, S. (2018). "Gendered citation patterns across political science and social science methodology fields" *Political Analysis* 26(3): pp. 312-27.

5. Causes (July 13)

Industrialization, Urbanization, and Social Mobilization

Required Readings: [54 pp.]

- Gellner, E. (2008). *Nations and Nationalism*. Chapter 3-5, pp. 19-61.
- Robinson, A. (2014). "National Versus Ethnic Identification in Africa: Modernization, Colonial Legacy, and the Origins of Territorial Nationalism." *World Politics*, 66(4), pp. 709-718; 738-741.

Recommended Readings:

- Deutsch, K. (1961). "Social Mobilization and Political Development." *The American Political Science Review*, 55(3), 493-514.
- Posner, D. (2003). "The Colonial Origins of Ethnic Cleavages: The Case of Linguistic Divisions in Zambia." *Comparative Politics*, 35(2), 127-146.

Professionalization: Gender and academia, part two

- Mitchell, K. and Martin, J. (2018). "**Gender bias in student evaluations**" *PS: Political Science & Politics* 51(3): pp. 648-52.
- Pyke, K. (2011). "**Service and gender inequity among faculty**". *PS: Political Science & Politics* 44(1): pp. 85-87.

6. Causes (July 15)

Socialization: Family, Schooling, Army

Required Readings: [58 pp.]

- Balcells, L. (2013). "Mass schooling and Catalan nationalism." *Nationalism and Ethnic Politics*, 19(4), pp. 467-486.
- Darden, K. and Mylonas, H. (2015). "Threats to Territorial Integrity, National Mass Schooling, and Linguistic Commonality." *Comparative Political Studies*, 49(11), pp. 1446-1479.
- Posen, B. (1993). "Nationalism, the Mass Army and Military Power." *International Security*, 18(2), pp. 80-86.

Recommended Readings:

- Weber, E. (1976). *Peasants into Frenchmen: the Modernization of Rural France, 1870-1914*. Chapter 17-18, pp. 292-338.

7. Causes (July 20) MIDTERM

Institutions - No required readings.

Recommended Readings:

- Elkins, Z. and Sides, J. (2007). "Can Institutions Build Unity in Multiethnic States." *The American Political Science Review*, 101(4), pp. 693-708.
- Wimmer, A. (2017). "Power and Pride: National Identity and Ethnopolitical Inequality around the World." *World Politics*, 69(4), pp. 605-639.
- Koter, D. (2019). "Presidents' ethnic identity and citizens' national attachment in Africa." *Nationalism and Ethnic Politics*, 25(2), pp.133-151.

Professionalization: Race and academia, part one

- Mendez Garcia, M. and Hancock-Alfaro, A. (2021). "Where do we begin? Preliminary thoughts on racial and ethnic diversity within political science" *PS: Political Science & Politics* 54(1): pp. 141-143.

8. The homogenizing politics of nationalism (July 22)

Required readings: [43 pp.]

- Mylonas. H. (2012). *The Politics of Nation-Building: Making Co-Nationals, Refugees, and Minorities*. Chapter 2, pp. 17-49.
- McGarry J. and O'Leary, B. (1994) "The Political Regulation of National and Ethnic Conflict." *Foreign Affairs*, 98(2), pp. 94-105; *skim* pp. 106-114.

Recommended Readings:

- Connor. W. (1972). "Nation-building or Nation-destroying?" *World Politics*, 24(3), pp. 319-355.
- Han, E. and Mylonas H. (2014). "Interstate Relations, Perceptions, and Power Balance: Explaining China's Policies toward Ethnic Groups, 1949-1965," *Security Studies*, 23(1), pp. 148-181.

9. Nationalism and Political Violence (July 27)

Required Readings: [55 pp.]

- Laitin, D. (2007). *Nations, States and Violence*. Chapter 1, pp. 1-27.
- Cederman, L., Wimmer, A. and Min, B. (2010). "Why do ethnic groups rebel? New Data and Analysis." *World Politics*, 62(01), pp. 87-115.

Recommended Readings:

- Mylonas, H. and Shelef, N. (2014). "Which land is our land? Domestic politics and change in the territorial claims of stateless nationalist movements." *Security Studies*, 23(4), pp. 754-786.

Professionalization: Race and academia, part two

- Barma, N. (2020). "**The leaky pipeline**" *Center for Strategic and International Studies*.
- Zvobgo, K. and Loken, M. (2020). **Why race matters in international relations**. *Foreign Policy*, 237: pp. 11-13.

10. Nationalism and Democracy (July 29)

Required Readings: [50 pp.]

- Darden, K. and Grzymala-Busse, A. (2006). "The Great Divide: Literacy, Nationalism, and the Communist Collapse." *World Politics*, 59(1), pp. 83-115.
- Nodia, G. (1992). "Nationalism and Democracy." *Journal of Democracy*, 3(4), pp. 3-21.

11. The Present and Future of Nationalism (August 3)

Required Readings: [35 pp.]

- Lepore, J. (2019). "A New Americanism: Why a Nation Needs a National Story" *Foreign Affairs*, 98(2), pp.10-19.
- Mylonas, H. and Tudor M. (2021). "Nationalism: What We Know and What We Still Need to Know." *Annual Review of Political Science*, 24, pp. 109-124.
- Tamir, Y. (2019). "Building a Better Nationalism. The Nation's Place in a Globalized World." *Foreign Affairs*, 98(2), pp.48-52.
- Wimmer, A. (2019). "Why Nationalism Works. And Why It Isn't Going Away." *Foreign Affairs*, 98(2), pp.27-34.

Professionalization: Graduate studies

- *Inside Higher Ed* **interview with Dr. Jessica Calarco**, author of *A Field Guide to Grad School: Uncovering the Hidden Curriculum* (Princeton University Press).

12. Conclusions (August 5)

No required readings on the final day of class. We will present final papers.

**Final paper must be submitted via Blackboard by
August 8 at midnight**