

# GOV 312L Issues and Policies in American Government

(Politics of Nationalism)

University of Texas at Austin

Mondays, Wednesdays, and Fridays 11:00 am - 12:00 pm — WAG 101

Spring 2022

**Professor:**

Dr. Jangai Jap / ja-ngai jap (she/her)

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Office Hours: M/W 2:00-4:30 pm

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## Course Description

The terms “nationalism” and “nationalist” increasingly permeate our discourse on national and global politics today. What are the origins of nationalism? How did it emerge in different parts of the world? What are the political implications of nationalism? This course provides an overview of topics in the study of nationalism.

The first half of the course is designed to introduce students to some of the most prominent explanations for the emergence of nationalism as well as the background knowledge and tools with which to evaluate these theories. We will discuss the importance of conceptualization in understanding complex social phenomena and confront commonly utilized terms such as: state, nation, nationalism, minorities, identity, ethnicity, religion, race, and multiculturalism. Students will also be introduced to case studies that speaks to the theories introduced, including Zionism and nationalism in the Middle East, Africa and Asia. 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. In studying these implications, we will give particular attention to how nationalist sentiments are measured in existing empirical studies.

## Learning Objectives

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

1. Identify different theories of origins of nationalism and describe the key characteristics that distinguish each theory,
2. Critically assess implications of nationalism based on theories and real-world cases,

3. Apply key concepts and theories to current events and issues in the national and global news,
4. Analyze and propose survey questions to measure national identity,
5. Demonstrate theoretical and empirical knowledge of nationalism through written assignments and class discussions.

## Class Structure

Most class meetings will consist of lecture only and will be held in person. However, we will have a few class meetings online; they will consist of a shorter lecture followed by an in-class small-group discussion. Since this is a 70+ students lecture course, we will use Zoom breakout room feature to facilitate the discussion sessions. The dates for online class meetings are indicated in the course schedule section of the syllabus. Attendance will be taken at discussion sessions and will count toward your course grade. Note that all class meetings will be on Zoom during the first two weeks.

## Readings

We will be reading classic and contemporary texts. Reading assignments are important and you are expected to have done them before each class. Readings and lectures will cover significant parts of the following books. You may, but are not required to, purchase them. All required readings will be on Canvas under the File tab.

- Anderson, Benedict. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso.
- Brubaker, Rogers. 1996. *Nationalism reframed: Nationhood and the national question in the new Europe*. Cambridge University Press.
- Gellner, Ernest. 2006 [1983]. *Nations and Nationalism*. Blackwell.
- Hechter, Michael. 2000. *Containing Nationalism*. Oxford.

## Grading

Your final grade is composed of the following six parts:

Discussion	10%
Reading memos	15%
Paper	20%
Paper (peer review)	5%
Exam 1	25%
Exam 2	25%

The following scale will be used to determine your overall grade in the course: A: >94%, A-: 90-93%, B+: 87-89%, B: 84-86%, B-: 80-83%, C+: 77-79%, C: 74-76%; C-: 70-73%; D+: 67-69%; D: 64-66%; D-: 60-63%; F: <60%.

## **Professionalization**

I will present professionalization contents in some class meetings. We will go over expectations and guidelines for reading and writing in the discipline. We will go over the state of the discipline, including issues relating to gender and diversity. There are readings associated with the professionalization contents. While you are encouraged to familiarize yourself with those readings, they are not required course content.

## **Course Policies**

### **Attendance**

Given that we are in the middle of a pandemic, attendance is not required and lectures will be recorded and posted online. There are a few exceptions, however. You are required to attend small-group discussion sessions (on Zoom) and a peer-review session. You are also required to attend class on the exam days.

You may make up for these course requirements only in the case of sickness (requiring a doctor's note), family emergency (requiring a Dean's note), or religious observance (requiring prior approval from the instructor). There are no exceptions.

Note that class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

### **Late Assignments**

Late reading memos will not be accepted. You are required to submit two readings memos, and they should be turned in by the class meeting for which the reading is assigned. You can choose which day/week you want to complete this assignment. You are, however, required to submit a reading memo before Exam 1 and another one before Exam 2.

Late submission of the paper assignment will be accepted but you 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.

### **Appeals**

If you believe a grade you are given does not reflect your performance, you may dispute the grade in writing, explaining why you should receive a higher grade. This should be done within a week after the grade is announced and submitted after class or in office hours. I reserve the right to raise *or* lower your grade.

## Email and Office Hours

For administrative questions and clarifications, the best way to contact me is via email. For substantive issues related to course materials, 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 Mondays and Wednesdays. They will be on Zoom (link on Canvas) during the first two weeks. Then, they will be hybrid– you can stop by my office in Mezes or join on Zoom. If you are unable to attend at the regular time, email me so that we can find a time that works for you.

## 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. According to the Institutional Rules on Student Services and Activities, academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, unauthorized collaboration, falsifying academic records, and misrepresentation of facts.

If you have any questions about what constitutes scholastic dishonesty, you should consult with me and <https://deanofstudents.utexas.edu/conduct/>. Any student that violates this policy will fail this course and have the details of the violation reported to Student Judicial Services.

### Support for Students With Disabilities

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

### Counseling and Mental Health Center

If you or anyone you know is experiencing symptoms of stress, anxiety, depression, academic concerns, loneliness, difficulty sleeping, or any other concern impacting your wellbeing – you are strongly encouraged to connect with CMHC. The Counseling and Mental Health Center provides a wide variety of mental health services to all UT students including crisis services, counseling services with immediate support and well-being resources. Additionally, CARE Counselors are located within the academic schools and colleges. These counselors get to know the concerns that are unique to their college's students. For more information on CMHC, visit [cmhc.utexas.edu](http://cmhc.utexas.edu) or call 512-471-3515.

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## University Policy on Religious Holidays

A student who plans to miss classes or other required activities, including examinations, for the observance of a religious holy day should inform me as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. We will work together to find an alternative time to complete the assignment.

A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#).

## Learning and Writing Support

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <https://ugs.utexas.edu/slc> or call 512-471-3614 (JES A332).

I also encourage you take your written assignments to the [University Writing Center](#) prior to submission.

## Safety and Security

In the event of a fire or other emergency, it may be necessary to evacuate a building rapidly. Upon the activation of a fire alarm or the announcement of an emergency in a university building, all occupants of the building are required to evacuate and assemble outside. Once evacuated, no one may re-enter the building without instruction to do so from the Austin Fire Department, University of Texas at Austin Police Department, or Fire Prevention Services office.

Students should familiarize themselves with all the exit doors of each room and building they occupy at the university. Students should also remember that the nearest exit routes may not be the same as the way they typically enter buildings.

Students requiring assistance in evacuation shall inform their instructors in writing during the first week of class. Faculty members must then provide this information to the Fire Prevention Services office by fax (512.232.2759), with "Attn. Mr. Roosevelt Easley" written in the subject line.

Information regarding emergency evacuation routes and emergency procedures can be found at <http://www.utexas.edu/emergency>.

## Schedule

### Week 1

01/19 (Wednesday) —Introduction

01/21 (Friday) — Nationalism around the world today

- Wimmer, Andreas. 2019. "Why Nationalism Works. And Why It Isn't Going Away." *Foreign Affairs* 98(2): 27-34.

*Professionalization*: Pronouns and titles

- UT [Gender & Sexuality Resources](#)
- Editorial (2018). "[Professional titles matter.](#)" *Nature Microbiology* 3: 1329.
- Takiff, Hilary A., Diana T. Sanchez and Tracie L. Stewart. 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): 134-44.

### Week 2

01/24 (Monday) — Definitions

- Renan, Ernest. 1995 [1882]. "What is a Nation?" in *The Nationalism Reader*, eds. Omar Dahbour and Micheline R. Ishay. Atlantic Highlands, NJ: Humanities Press. Pp. 143-155.
- Gellner, Ernest. 2006 [1983]. *Nations and Nationalism*. Chapter 1, pp. 1-7.

01/26 (Wednesday) — Nationalism in America, discussion

- Pei, Minxin. 2003. "The Paradoxes of American Nationalism." *Foreign Policy*, 136: 31–37.

01/28 (Friday) — Origins of nationalism, part 1

- Gellner, Ernest. 2008. *Nations and Nationalism*. Chapter 3, pp. 19-37.

*Professionalization*: Literature reviews and reading memos

- Knopf, Jeffrey W. 2006. "[Doing a literature review.](#)" *PS: Political Science & Politics* 39(1): 127-132.

### Week 3

01/31 (Monday) — National consciousness in France

- Weber, Eugen. 1976. *Peasants into Frenchmen: the Modernization of Rural France, 1870-1914*. Chapter 7, pp. 95-114.

02/02 (Wednesday) — Schooling and first-mover advantage

02/04 (Friday) — State Formation in Western Europe

- Nexon, Dan. "[War made the state and the state made war.](#)" *The Duck of Minerva*

*Professionalization*: Reading political science research

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

**Week 4**

02/07 (Monday) — State Formation in Africa and East Asia

02/09 (Wednesday) — Evasion of State Formation in Highlands Southeast Asia

- Scott, James C. 2009. *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*, Chapter 1. Read pp. 1-13; skim the rest.

02/11 (Friday) — Origins of nationalism, part 2

- Hechter, Michael. 2000. *Containing Nationalism*. Chapter 3, pp. 35-55.

**Week 5**

02/14 (Monday) — Origins of nationalism, part 3

- Brubaker, Rogers. 1996. *Nationalism reframed: Nationhood and the national question in the new Europe*. Cambridge University Press. Chapter 3, pp. 55-69

02/16 (Wednesday) — Origins of nationalism, part 4

- Anderson, Benedict. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Chapter 2-3.

02/18 (Friday) — Origins of nationalism, discussion

**Week 6**

02/21 (Monday) — Zionism

- Herzl, Theodore. 1997 [1896]. "The Jewish State" in *The Zionist Idea: A Historical Analysis and Reader*, ed. Arthur Hertzberg. Philadelphia, PA: The Jewish Publication Society. pp. 204-226.

02/23 (Wednesday) — Nationalism in the Colonies

- Lawrence, Adria. 2012. "Rethinking Moroccan Nationalism, 1930–44." *The Journal of North African Studies* 17(3): 475-490.

02/25 (Friday) — Diaspora nationalism

*Professionalization: Gender and academia*

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

**Week 7**

02/28 (Monday) — Nationalism and democracy

- Nodia, Ghia. 1992. "Nationalism and Democracy." *Journal of Democracy* 3(4): 3-21.

03/02 (Wednesday) — Nationalism and authoritarian politics

- Dukalski, Alexander and Junhyoung Lee. 2020. "Everyday Nationalism and Authoritarian Rule: A Case Study of North Korea." *Nationalities Papers* 48(6): 1052-1068.

**\*\*\*Reading memo 1 due by class time on 03/04\*\*\***

03/04 (Friday) — Nationalism in the Middle East [Guest lecture: Sam Selsky]

- Beinart, Peter. "The Nationalism that Trump Can't See." *The Atlantic*

**Week 8**

03/07 (Monday) — Exam review

03/09 (Wednesday) — EXAM 1

03/11 (Friday) — Measuring nationalism and national identity

- We will discuss instructions for the paper assignment.

**\*\*\*SPRING BREAK\*\*\***

**Week 9**

03/21 (Monday) — National versus ethnic identity

- Robinson, Amanda Lea. 2014. "National Versus Ethnic Identification in Africa: Modernization, Colonial Legacy, and the Origins of Territorial Nationalism." *World Politics* 66(4). Read pp. 709-717.

03/23 (Wednesday) — Nation-building in Africa

- Koter, Dominika. 2021. "Accidental nation-building in Africa." *Nations and Nationalism* 25(2):133-151.

03/25 (Friday) — Language policy



**Week 10**

03/28 (Monday) — Nationalism and institutions

- Koter, Dominika. 2019. "Presidents' ethnic identity and citizens' national attachment in Africa." *Nationalism and Ethnic Politics* 25(2):133-151.

03/30 (Wednesday) — National identity and everyday experience

04/01 (Friday) — Contemporary determinants of nationalism, discussion

*Professionalization: Race and academia*

- Garcia, Matthew Mendez and Ange-Marie Hancock-Alfaro. 2021. "Where do we begin? Preliminary thoughts on racial and ethnic diversity within political science." *PS: Political Science & Politics* 54(1): 141-143.
- Barma, Naazneen H. 2020. "The leaky pipeline" *Center for Strategic and International Studies*.

**Week 11**

04/04 (Monday) — Nationalism and religion, part 1

- Varshney, Ashutosh. 2014 "India's Watershed Vote: Hindu Nationalism in Power?" *Journal of Democracy*, 25(4): 34-4.

04/06 (Wednesday) — Nationalism and religion, part 2

04/08 (Friday) — Nationalism and political violence, part 1

- Watch a 15 minutes video "[Myanmar's Rohingya Genocide](#)" *Vice News*

**Week 12**

04/11 (Monday) — Nationalism and political violence, part 2

- Cederman, Lars-Erik, Andreas Wimmer, and Brian Min. 2010. "Why do ethnic groups rebel? New data and analysis." *World Politics* 62(1). Read p. 87 - 103, and skim the rest.

04/13 (Wednesday) — Nationalism and political violence, part 3

- Watch a 24 minutes video on the Kachin conflict "[People & Power - Blood and Gold: Inside Burma's Hidden War](#)." *Al Jazeera*

04/15 (Friday) — Implications of nationalism, discussion

**Week 13**

04/18 (Monday) — Immigrant integration

- Adida, Claire, David D. Laitin, and Marie-Anne Valfort. "The Muslim effect on immigrant integration in France." *The Monkey Cage*

04/20 (Wednesday) — Multiculturalism

- Kymlicka, Will. 2010. "The rise and fall of multiculturalism? New debates on inclusion and accomodation in diverse societies." *International Social Science Journal* 61(199): 97-112.

04/22 (Friday) — Third-party State- and Nation-building

- Darden, Keith and Harris Mylonas. 2012. "The promethean dilemma: Third-party state-building in occupied territories." *Ethnopolitics* 11(1): 85-93.
- Christia, Fotini. 2012. "Doing the Least Harm: How to Prevent a Post-withdrawal Resumption of Violence in Afghanistan and Iraq." *Ethnopolitics* 11(1): 98-100.

**Week 14**

04/25 (Monday) — Nationalism in America, part 1

- Liu, Amy H., Anand Edward Sokhey, Joshua B. Kennedy, and Annie Miller. 2014. "Immigrant Threat and National Salience: Understanding the 'English-Official' Movement in the United States." *Research and Politics* 1(1): 1-8.

04/27 (Wednesday) — Nationalism in America, part 2

- Interview with Barbara Walter "Is the US headed toward civil war?" *Political Violence @ A Glance*

**\*\*\*Reading memo 2 due by class time on 04/29\*\*\***

04/29 (Friday) — Nationalism in America, part 3

- Lepore, Jill. 2019. "A New Americanism: Why a Nation Needs a National Story" *Foreign Affairs* 98(2): 10-19.

**Week 15**

05/02 (Monday) — Paper exchange and peer-review

05/04 (Wednesday) — Exam review

05/06 (Friday) — Last day of class — EXAM 2

**\*\*\*Paper due on 05/09 at 11:59 pm CT\*\*\***