

THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY
HIST 6320.01-26296- THEORIES OF NATIONALISM
FALL 2017

Instructor: Dr. Tamer Balci

Course Time: Thursday 7:20-10:00 pm

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Office Hours: T-R 2:00 – 3:00 or by appointment

Course Description

This course provides a broad overview of the theories and practices of nationalism. The evolving definitions of the concept of the “nation” and “nationalism,” recent theories of nationalism, the formation of nation-states, and how nationalism came to be practiced in different contexts are some of the issues that will be covered in this course. In the process of doing so, we will look at different types of national identity and discuss the importance of language, history, religion and territory in the formation of a nation. We will examine under what conditions nationalism emerged in Europe, the Middle East and the colonial world.

The course is divided into two halves. In the first half, students will learn about the key concepts and terminology that characterize the rise of modern nationalism, along with the major historical and theoretical works that interpret these developments in the secondary literature. For each session, the class will carefully examine main arguments and the historical evidence that various thinkers use to support their arguments. Is nationalism a modern political ideology that evolved in the age of modernity, as some scholars suggest? Or is it an idea rooted in antiquity? How do we differentiate ethnic nationalism from civic nationalism? How does nationalism relate to social class, religion, race and gender?

The second half of the course will examine how nationalism interacted with other ideological frameworks such as Liberalism, Marxism, Fascism and Islamism. In addition, it will focus on how it was practiced in selected geographical areas such as the Balkans, the Middle East and the colonial world. How did Marxist-Leninist political theory deal with nationalism? What did make nationalism in the Balkans different from that of Western Europe? How did Islam and nationalism interact in the twentieth century Middle East? How did the nationalist movements evolve in the colonial world? The course will conclude with a discussion of the present, and also of the future of nationalism. We will discuss the growing challenges to nationalist ideologies in the post-Cold War era, such as increasing global interconnectedness and universalist religious movements such as Islamism.

Student Learning Objectives

1. Students who successfully complete this course will be able to describe main theories and interpretations of nationalism.
2. Students who successfully complete this course will be able to improve their ability to examine current issues of nationalism critically from a historical perspective and argue effectively about major theoretical issues of nationalism.
3. Students who successfully complete this course will be able to learn how to think about the past by identifying and critiquing historical interpretations and analyzing issues in historical context.
4. Students who successfully complete this course will be able to determine the significance of nationalism in the world politics.
5. Students who successfully complete this course will be able to learn to select and use evidence from a variety of sources, including primary sources.

Required Texts

1. Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso, 1996.
2. Chatterjee, Partha. *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton: Princeton University Press, 1993.
3. Gellner, Ernest. *Nationalism*. Washington Square, N.Y.: New York University Press, 1997.
4. Greenfeld, Liah. *Nationalism: Five Roads to Modernity*. Cambridge: Harvard Univ. Press, 1992.
5. Hobsbawn, E. J. *Nations and Nationalism since 1780: Programme, Myth, Reality*. New York: Cambridge University Press, 1990.
6. Poliakov, Leon. *The Aryan Myth: A history of racist and nationalist ideas in Europe*, Barnes & Noble Books, 1996.
7. Sand, Shlomo. *The Invention of the Jewish People*. London: Verso, 2009.
8. Smith, Anthony D. *Nationalism and Modernism*. London: Routledge, 1998.

Note: Not all of the readings for this course will come from the listed books, as the course must cover a number of issues that cannot all be examined from the perspective of a single work. Some shorter works and articles will be left on library reserve, e-mailed to you, or will be accessed on Blackboard.

Course Requirements

Class Participation & Attendance: You will participate in weekly discussions of the required texts and other books or articles as assigned. You are expected to participate in class discussions. Seminars will be successful if you come to class prepared and have done as much of the reading as you can. Theoretical writings require some time and effort to understand, especially when you are trying to gain an understanding of the diverse views and practices of nationalism. Showing a consistent lack of preparation will hurt your prospects for success in this class in all of its facets. If you have to miss a session for any reason, you must notify me in advance. A big part of your grade will be determined based on your performance in class discussions.

Reading Tip! You are advised to read the book reviews of each book before you start reading the assigned book of the week. Book reviews will help you better understand the book.

Discussion Leader and Presentation: In the first week of semester every student will pick a week to become a discussion leader. All students are expected to complete the reading of the week regardless of who will be the discussion leader. Discussion leader will give a 10 to 15 minute-long brief summary of the book and/or subject of the week. The summary should include the main argument of the book and key issues covered.

Midterm Book Review: You will write a book review for the midterm project. You will receive a handout with guidelines for writing a book review.

Final Review Essay: Every student will submit a review essay focuses on a special topic. You will receive a handout with paper-writing guidelines.

Course Policies

Grading & Rubrics:

Class Participation:	(20 %)	Discussion Leader and Presentation:	(20 %)
Midterm Book Review:	(20 %)	Final Review Essay:	(40 %)

A= 90 and Above B= 80-89 C= 70-79 D= 55-69 F= Below 55

Late Work: No extensions are allowed for papers except in extreme circumstances, which **MUST** be documented. 10 points will automatically be deducted from late papers. No paper will be accepted 7 days after the paper due date.

Incomplete Policy: Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if you have a documented emergency. All incomplete course assignments must be completed within 30 days.

Tape recorders, computers, cell phones: You can use tape recorders or computers to take notes. You will be asked to leave the classroom if you are caught checking your cell phone or engaging in text messaging.

Course Drops: If you miss two consecutive assignments in a row, you may be dropped from the course. According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

Communication and Netiquette: Students in online courses should use the email system in Blackboard Learn. I will answer all emails within **TWO BUSINESS** days. Per UTRGV policy, all email communication between the UTRGV faculty and staff and students must be conducted through the students' official University supplied UTRGV email account. Therefore, please use your UTRGV assigned email for any correspondence with UTRGV faculty and staff. Other emails may be blocked by the spam filter. You are responsible for the consequences of an undelivered or delayed email that are blocked by the spam filter. For online courses students should use the email system in Blackboard.

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow Chicago Manual of Style guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the assignments.

Plagiarism and Academic Integrity: As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

Students with Disabilities: If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time.

Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

Sexual Harassment, Discrimination, and Violence: In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

Mandatory Course Evaluation Period: Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:

- Oct 5 – Oct 12 for Module 1 courses
- Dec 1 – Dec 7 for Module 2 courses
- Nov 18 – Dec 6 for full fall semester courses

Course policies are subject to change: It is the student’s responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be posted in Blackboard.

TOPICS AND SCHEDULE

August 31: Introduction to themes and outline of the course, introduction to nationalism, selection of discussion leaders.

Nationalism and Modernity

September 7: Reading: Anthony D. Smith. *Nationalism and Modernism*. Chp. 1-6.

September 14: Reading: Anthony D. Smith. *Nationalism and Modernism*. Chp. 7-10.

September 21: Reading: E. J. Hobsbawm. *Nations and Nationalism since 1780*.

Nationalism and Language

September 28: Reading: B. Anderson. *Imagined Communities*.

Nationalism and Industrialization

October 5: Reading: E. Gellner. *Nationalism*.

Nationalism in Europe

October 12: Reading: Leon Poliakov, *The Aryan Myth*.

October 19: Reading: Nationalism in Germany and *Sonderweg*. Reading: Liah Greenfeld. *Nationalism*. Chp. 4.

October 23: MIDTERM BOOK REVIEW DUE!

October 26: Nationalism in England and France. Reading: Liah Greenfeld. *Nationalism*. Chp. 1-2.

November 2: Nationalism in Eastern Europe: Pan-Slavism and Russian nationalism.

Reading: Liah Greenfeld. *Nationalism*. Chp. 3: Russian Nationalism.

Nationalism in the Middle East

November 9: Jewish Nationalism. Reading: Shlomo Sand. *The Invention of the Jewish People*.

November 16: Islam and Nationalism in Turkey, Iran and the Arab World.

Reading will be provided by the instructor.

November 23: THANKSGIVING BREAK! NO CLASS MEETING

Nationalism in Asia and Africa

November 30: Nationalism and Anti-Colonialism. Reading: Partha Chatterjee. *The Nation and Its Fragments*. Pg. 1-199. More readings will be provided.

December 4: FINAL REVIEW ESSAY DUE!