



HIST 6003: Graduate Seminar: Nationalism
Prothro-Yeager College of Humanities and Social Sciences
Fall 2021

Instructor: Dr. John Ashbrook

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Course Description

For many Americans, the terms nations and nationalism are tricky and often misunderstood. Unfortunately, mass media and politicians reinforce this by interchangeably using the term “state,” meaning a political entity, with “nation,” meaning a particular group of people. Furthermore, today’s political norm across much of the world is the division of political entities into nation-states, defined generally as a political entity usually created for, by, and of a particular national group despite the presence of large minority populations. One of the objectives of this course is to re-train the student to understand the differences between the people and government entities, and understand how and why the nation-state developed in the modern period. We will critique a number of theoretical arguments that trace the politicization of identity, mainly in Europe, and see why the national replaced older identities such as the regional, local, and religious identities. We will also be examining the politicization of identity and exploring the pitfalls of the combination of emotion, identifying “others”, and reification of the self and perceived in-group.

This class explores nationalism as a political ideology. It will be wide-ranging, dealing with a variety of countries and cultures as well as themes. It will not provide a comprehensive history of any single state or region—rather, I will assume that you have a background in modern European and/or world history. During the first eight weeks of the course, we will attempt to reach a general understanding of the ideology. To do so, we will discuss basic concepts and various theoretical approaches to nationalism. Thereafter, we will concentrate on the growth and metamorphosis of the nation and nationalism in Yugoslavia. To stimulate each student’s interest, you will pick a nation (not a Yugoslavian one) and do research on it throughout the semester. I will periodically ask you to elaborate on how your research is going and the conclusions you are drawing about how and why the nation developed in the way it did.

Student Responsibility and Expectations

Students are personally responsible for their own education. I am a harsh taskmaster and do not accept excuses that tend to be pervasive in today’s society. You are adults, and with age comes responsibility for your own actions or lack thereof. Active student participation in learning (which includes careful reading of ALL assignments, classroom engagement, attentive note

taking and participation in discussions), the maintenance of a weekly study schedule, the completion of ALL assignments in a timely manner, adequate preparation, and, when necessary, consultation with the instructor, is essential to meeting the learning outcomes of the course. A is a designation for excellent work and product, and B for good work and product. If your enthusiasm, work ethic, written work, and test taking efforts are merely satisfactory, you will EARN a C. The minimal effort earns a D. Remember, I am here to help you, but I will not seek you out to do so. If you come to me, I will do my best to facilitate learning and sharpen your analytical and writing skills.

Textbooks and Readings

- 1) E. J. Hobsbawm, *Nations and Nationalism since 1780*, 2nd edition or later (Cambridge University Press, 1990)
- 2) Benedict Anderson, *Imagined Communities*, revised edition (Verso, 1991)
- 3) Ernest Gellner, *Nations and Nationalism* (Cornell University Press, 1983)
- 4) Jonathan Hutchinson and Anthony Smith (eds.), *Nationalism: A Reader* (Oxford University Press, 1994)
- 5) Leslie Benson, *Yugoslavia: A Concise History* (Palgrave Macmillan, 2004)
- 6) Yoram Hazony, *The Virtue of Nationalism* (Basic Books, 2018), 978-1541645370
- 7) Walker Connor, *Ethnonationalism: The Quest for Understanding* (Princeton: Princeton University Press. 0-691-02563-0)

Please order the books ASAP. Readings for the week MUST BE DONE by the beginning of the class period for which they are assigned. Summaries of EACH reading, except for the Hutchinson reader, must be turned in at the beginning of each class period.

Recommended Texts:

There seems to be an infinite number of books and articles written on the subject of nationalism. Below are just a few that may help you in your projects for the course.

- 1) Liah Greenfeld, *Nationalism: Five Roads to Modernity*, 1993
- 2) Anthony Smith, *The Ethnic Origins of Nations*, 1986.
- 3) Siniša Malešević, *Identity as Ideology: Understanding Ethnicity and Nationalism*, 2006.
- 4) Anthony Smith, *Ethno-symbolism and Nationalism: A Cultural Approach*, 2009.
- 5) John Breuilly, *Nationalism and the State*, 1994.

Academic Integrity, Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

Notice: Understand the following – it applies to all assignments. If you in any instance “cut and paste” from any internet source without citing that source (plagiarism) or use unapproved internet sources, you will fail the assignment in question. Depending on the severity of the

offense, the professor reserves the right to employ any or all university sanctioned disciplinary actions, of which I will pursue prosecution to its fullest extent.

Requirements and evaluation

Active class participation (including daily reading summaries)	30%
Comparative book review #1 on two of the “theoretical” works	15%
Comparative book review #2 on two of the “theoretical” works	15%
Final term paper	40%

Final Grade	Percentage
A	90% plus
B	80 – 89.9%
C	70 – 79.9%
D	60 – 69.9%
F	Less than 60%

Comparative Book Reviews:

For those of you who have had class with me, you know I assign book reviews. The two that are required for this course are comparative book reviews, in which you discuss the strengths and weaknesses of two of the books we will be reading for class (not the Benson or Hutchinson books). You will make connections between the two works, illustrating points of intersection and divergence, and make an analytical determination as to which of the two theses is the stronger in explaining nationalism. You will do this twice during the semester. These exercises are meant, in part, to be a piece of the theoretical and/or literature review section of your final paper. However, they are not meant to be the only works on nationalism you use in your literature review.

Remember, in your critique you should be answering such questions as: is the argument believable, well researched, persuasive, well written, etc. Does the author fulfill his or her stated or implied purpose? Is the argument subtle or ham-fisted? I will provide a “how to” sheet with a barebones description of how to do an academic review. I suggest you use review essays from an academic journal (such as the *American Historical Review*) to get a feel for the academic purpose of the assignment.

Research Paper: Each student will research, write drafts, and present a final paper on a research topic of his or her choice. The paper (4500 word **minimum**, but no longer than 6000, NOT including footnotes or bibliography wordage) topic must be approved by me (a meeting with me about it in the first two weeks of class would behoove you) that directly tackles an issue concerning nationalism in the modern period. You must have an approved topic by the third week of class. Start your research early. The final paper is due during finals week. Since research and writing are skills that can only be acquired through doing, we will be dedicating some class time to preparation, research, writing, and rewriting the final paper. With this in mind, I have assigned deadlines for various parts of the paper to be turned in for evaluation throughout the semester. The student will produce a **working outline for the paper by the 6th week of class, two comparative book reviews, a complete draft by week 13, and the final**

copy during exam week. The student **MUST** do each of these steps and have them turned in **ON TIME**. Failure to do so will result in grade reductions for the paper.

Participation: Active participation means not only attending class, but contributing to discussion, asking questions, and being engaged. Just showing up **IS NOT ADEQUATE**. If you can't commit, there's no reason to take the course. The summaries are a part of your participation grade (300 words for **EACH** reading assigned on that day, due in the first five minutes of class). They serve three purposes. First, they show me that you are reading and understand the theses and main points of each assignment. Second, if done with a vision of your final paper and reviews in mind, some may be used to help you craft the verbiage in your other written assignments. In essence, you are writing parts of your main assignment throughout the semester. Be sure to include all bibliographical information at the top of each summary so you have the necessary information immediately at hand.

Extra Credit

I do **NOT** offer extra credit.

Make Up Work

I will only allow make up work if there is a legitimate excuse for missing a deadline. I have sole discretion in determining whether or not a reason is acceptable. University functions approved by the administration counts as excused. Other reasons must be documented in some acceptable form or fashion (proof).

Desire-to-Learn (D2L)

I use MSU's D2L platform to post documents and make announcements. Each student must be familiar with it as it provides a source of communication between student and professor. In the first week, I will post the syllabus and readings. You can log into **D2L** through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. However, we will **NOT** use D2L email or chat in this course. If you need to contact me, use my regular email and please provide me with your preferred email at the beginning of the semester.

Online Computer Requirements

It is your responsibility to have (or have access to) a working computer. ***Assignments are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.***
Your computer being down is not an excuse for missing a deadline!

Instructor Class Policies

Conduct: All students are expected to act as responsible adults. Any disruptions or distractions will be dealt with in an appropriate manner. Below you will find general guidelines covering certain unacceptable actions and/or behaviors. As a general rule any behavior that disrupts class will not be tolerated.

Students are expected to assist in maintaining a classroom environment conducive to learning. To ensure that everyone has the opportunity to benefit from class time, students are prohibited

from engaging in any form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request that the offending student leave the classroom. Furthermore, the professor reserves the right to deduct points from the student's semester total or remove the student from the course. **Arriving late is considered a distraction.** If arriving more than ten (10) minutes late – **DO NOT** enter the classroom.

Electronic Devices, Texting, and Phones: The use of tape recorders, iPods, mp3s, or any other recording device in class is **prohibited**. It is imperative that you turn off phones, all other communication devices, and electronic equipment before entering the classroom. The use of a telephone or texting device for any reason is prohibited. *On the first offense the student will be penalized 20 points on her or his participation score for the week. The second offense will result in the student being asked to leave the classroom. The professor reserves the right to expel and administratively withdraw a student from the class upon the third offense.*

Laptops, Tablets, etc.: You must obtain permission from the professor to use laptops, tablets, and phones (or any other device capable of accessing the internet) in the classroom. Recent scholarship suggests that laptops and tablets are **major distractions** to fellow students and generally do not enhance learning or the classroom experience. Furthermore, there will be no surfing, texting, emailing, etc. in the classroom, unless I specifically ask the students to do so.

E-mail: Note that e-mail correspondence is the most effective and convenient way in which to communicate with me outside the classroom. The professor/student relationship is professional by nature and, accordingly, your e-mail correspondence should be constructed professionally. DO NOT use the D2L email function. Please provide me your preferred email at the beginning of the course, and check it daily. My email address is: john.ashbrook@msutexas.edu. Again, DO NOT use the email function on D2L. I will NOT get your message if you do.

Attendance and your grade: I structured this course so that it is to the student's advantage to attend class regularly. From past experience, students who choose not to attend on a regular basis are not successful. I allow two, and only two unexcused absences. After that, each unexcused absence will result in a penalty to your participation grade. If you have a total of 3 unexcused absences, you will not be able to pass the course.

Withdrawals (Course Drop): The professor is NOT responsible for student withdrawals. The student is responsible for meeting all academic deadlines including withdrawal deadlines.

Services for Students with Disabilities: In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Student Disability Office.

Grade Appeal Process: Students who wish to appeal a grade should consult the Midwestern State University Undergraduate Catalog

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the professor.

Course Schedule

Week I. Introduction to Identity Politics and the Basis of Nationalism

August 25: Discuss the politics of identity and the dangerous trends set by its activists.
We will also discuss course policies and expectations as well as brainstorm on topics of interest to the students.

Week II. Defining the Nation and Nationalism: Words Matter

Sept. 1: Connor, xi-113
Hutchinson, 15-35

Week III. The Question of Nation as Modernity and Modernity as “National”

Sept. 8: Conner, 118-224
Hutchinson, 132-154

You must have paper topic approval by beginning of class.

Week IV. The Modern State and the “Necessity” of Nationalism and the Nation, Part I

Sept. 15: Gellner, entire book

Week V. Marxist Interpretation of Nationalism

Sept. 22: Hobsbawm, 1-100

Week VI. Marxist Interpretation of Nationalism, Part II

Sept. 29: Hobsbawm, 101-192
Working “outline” of paper project DUE

Week VII. Imagining the Community

Oct. 6: Anderson, xi-82
FIRST BOOK REVIEW DUE BY FRIDAY 5PM

Week VIII. Nationalism, the State, and Fictive Ideological Identity

Oct. 13: Anderson, 83-206

Week IX. Yugoslavia: A Case Study in Identity

Oct. 20: Benson, 1-93

Week X. Yugoslavia: Tamping Down Nationalism and the Pressure Cooker Explodes

Oct. 27: Benson, 94-200
SECOND BOOK REVIEW DUE BY FRIDAY 5PM

Week XI. Nationalism, History, and Genocide

Nov. 3: Marko Attila Hoare, "Genocide in the Former Yugoslavia Before and After Communism," *Europe-Asia Studies* 62 (7) (2010), 1193-1214 [JSTOR]
Stanley Tambiah, "Obliterating the 'Other' in Former Yugoslavia," *Paideuma* 44 (1998), 77-95 [D2L]
"Yugoslav Wars," Wikipedia page [be ready to critique the page thoroughly]

Week XII. Working on your POLISHED DRAFT!!!!

Nov. 10: no class. If you need consultation, we can do that

Week XIII. A Different Perspective of Nationalism, Part I

Nov. 17: Hazony, 1-108

COMPLETE DRAFT of Paper due

Week XV. A Different Perspective of Nationalism, Part II

Dec. 1 : Hazony, 109-234

TERM PAPER DUE DURING EXAM WEEK!