

**Seminar: 1.07.052**

**Nationalisms in a Comparative Perspective**

<b>General Description &amp; Scope:</b>	Nationalism studies is a particular field in the social and behavioral sciences that has ambitious and diverse aims. There are two broad academic traditions in the field: one that tries to explain nationalism as a social and political phenomenon, and the other academic tradition mostly focuses on measuring this phenomenon as an individual level attitude. This seminar introduces and explores important theories and concepts, reviews some old and contemporary literature, and looks at classic and new methods used in these two broad academic traditions.
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<b>Target Audience:</b>	Junior & senior undergraduates in social sciences and related fields
<b>Prerequisites:</b>	None
<b>Credits:</b>	3 ECTS
<b>Is this course connected with another course?</b>	No
<b>Is the other course required?</b>	No.
<b>Is there a follow-up course?</b>	Yes, I offer other three other courses in the summer semesters that are related to this seminar; they focus broadly on nationalism, discrimination and prejudice in different contexts. The particular follow-up course for this class is titled Nationalism, Populism, Racism.
<b>Is the course open to exchange students?</b>	Yes
<b>Is the course open to auditors/guests?</b>	Yes
<b>Is the course open to graduate students?</b>	Yes, I welcome and would love to have graduate students. But, please note that the course material may or may not be gratifying for a graduate student depending on the field and level of prior knowledge. You can contact me if you have specific questions.
<b>Time slot &amp; Location:</b>	Tuesday 10:00-12:00 A06 5-531

<b>Planned Learning Activities &amp; Teaching Methods:</b>	Lectures, group discussions, in-class exercises
<b>General Goals:</b>	The primary objective of the course is to provide students an overview of nationalism studies. But perhaps more importantly, this seminar is designed as a fruitful, free and academic discussion platform on nationalism. The course and assignments are designed to assist students in developing their critical reading and writing skills, therefore the course can also be helpful in developing transferable skills in the following areas: <ul style="list-style-type: none"> <li>• assessing empirical research quality</li> <li>• writing scholarly papers</li> <li>• communication through participation in group discussions.</li> </ul>
<b>Intended Learning Outcomes:</b>	With adequate effort and willingness, by the end of this course, students will: <ul style="list-style-type: none"> <li>• be familiar with the main concepts, principles and practices used in used in nationalism studies</li> <li>• identify and describe major debates within the study of nationalism</li> </ul>

	<ul style="list-style-type: none"> <li>• have a broad overview of different scholarly perspectives and explanations on nationalism</li> <li>• have a general idea about 4 cases of nationalism, namely Turkey, Germany, England and the United States.</li> </ul>
<b>Course Structure:</b>	The course consists of lectures and discussions based on the required readings. The students' familiarity with the required reading is a necessary precondition for active participation. So, <b>for this course to work well, all students must come to class prepared, I strongly suggest to complete all assigned readings prior to class.</b>
<b>Note on Attendance:</b>	Although, according to university regulations, mandatory attendance is limited to 50% of the classes it is strongly recommended to attend all classes. And also please keep in mind that class participation is more than just attending the class meetings—you should come to class alert, be willing to ask and answer questions, and contribute intellectually to class discussions.
<b>Course Material:</b>	All the weekly required readings will be electronically available. Download the material from the following link <a href="https://cloudstorage.elearning.uni-oldenburg.de/s/mIENFaaZ9Od9ODK">https://cloudstorage.elearning.uni-oldenburg.de/s/mIENFaaZ9Od9ODK</a>
<b>Assignments and Grading:</b>	The evaluation type for this course is portfolio. There are 2 types of weekly assignments: the main-assignments (consisting of index-card questions and/or reaction papers; these will be graded) and the mini-assignments (consisting of in-class discussion questions; these won't be graded). Below is the explanation of the individual assignments.
<b>the Main-assignments:</b>	I will upload a total number of 12 weekly assignments on the StudIP system; each corresponding to one week's topic. Students should choose 6 out of these 12 weekly assignments. The weekly assignment formats are either <ul style="list-style-type: none"> <li>• an <b>index-card question</b> (of 250 words max. each)</li> <li>or</li> <li>• a <b>reaction paper</b> (of 500 words max. each).</li> </ul> The deadline for the portfolio submission is the <b>2nd of February 2018</b> . All the main assignments will be electronically available on the StudIP at the beginning of the semester. These papers are to be submitted <b>only</b> electronically; students are required to upload their papers to the StudIP system's relevant folder. These papers should be single-spaced, typed in 11-point Calibri (or a similar) font. Only the following file types are acceptable [.doc, .docx, .odt, .pdf]. Before submitting please make sure you keep the file in the following format [NPMG_YourLastName_W02-A01.docx] – this will make my life easier. The response papers should be specific to each topic, and is supposed to assess and evaluate the readings critically for the subject matter at hand. I will provide you a short guideline on writing good/scholarly reaction papers in the beginning of the semester.
<b>the Mini-assignment:</b>	<b>In-class discussion questions:</b> Each week students should write down and bring at least two questions and/or critical remarks for class discussions. These should be relevant to the readings of the week. <b>The mini-assignments are more challenging than they sound because asking a question is not always easy.</b> Asking a question in this context entails active reading and a thoughtful response —often in the form of another question or follow-up probe. Good questions take into account the specific audience (what are the students' needs, interests, and abilities?), the goals of the class (what are the key learning objectives? why should students care?), and the content and class plan (which case features are relevant, surprising, confusing, etc.? How is the

	<p>material sequenced?). Whether it calls for analysis, encourages debate, or solicits recommendations for action, a question is most effective when it fits the needs of a specific class context and helps guide students individually and collectively towards discovery and learning. These mini-assignments are intended to shape the class discussions and are to be taken seriously.</p> <p><b><i>The mini-assignments should be <u>hard-copy</u>, and are to be submitted before the class starts, I will not accept them during or after the class.</i></b></p> <p>Students will not be directly graded for these mini-assignments, however there will be “+” (submitted) and “-” (not submitted) marks which will affect the average final grade.</p>
<b>Note on Academic Honesty:</b>	<p>Please note that students are required to use proper citation methods (preferably APA style) in the weekly assignment when necessary. Therefore, make sure you are aware of the scholarly pitfalls of plagiarism. Specifically, whenever you use an idea or information from another source, you must give credit to the author by properly citing him/her within the text as well as by including a list of all references at the end of the text. Not doing so constitutes an act of plagiarism, which will result in a score of 5 for the assignment.</p>

**Grading:**

Grades will be assigned based on the following distribution.

%	96+	95 90	90 85	85 80	80 75	75 70	70 65	65 60	60 55	55 50	50-
Grade	1.0	1.3	1.7	2.0	2.3 0	2.7 0	3.0	3.3 0	3.7 0	4.0	Fail

These borderlines may be reduced slightly depending on class performance.

<b>Policies:</b>	<p><i>The syllabus:</i> This document is a contract between you and me. You are responsible for all the policies, requirements, and information in this syllabus. By taking this course, you agree to comply with all course requirements. By giving this syllabus to you, I agree to follow everything in it. (However, I can make slight changes to the assigned readings under extenuating circumstances. All changes will be announced in class).</p> <p><i>Announcements in class:</i> Announcements in classes are official. Students are responsible for all announcements made in classes even if they are absent that day. If you happen to miss a class, ask other students or me for announcements you may have missed.</p> <p><i>Correspondence and Email Etiquette:</i> Please feel free to email me (or stop by in my office) when you need help with course requirements. However, follow a few basic rules in order to ensure better communication. First of all, make sure you identify yourself in your email (and also please include which class you are in), and explain the problem clearly. Do not assume I will automatically remember a previous discussion between you and me. Give me at least one business day to respond to your email. Finally, before sending me an email, read it once more and ask yourself if your question has been answered anywhere else (especially in the syllabus).</p>
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Further details will be discussed in the first meeting of class.

## WEEKLY OUTLINE & LIST of READINGS

<b>Week 1 (17.10.2017)</b>	<b>Introduction</b>
Introduction to Course: Distribution of syllabi and explanation of course objectives and assignments. No lecture or presentations!	
<b>Week 2 (24.10.2017)</b>	<b>the Classics I: the Origins Debate</b>
	<ul style="list-style-type: none"> <li>• Smith, A.D.&amp; Gellner, E. (1996). The nation: real or imagined? THE WARWICK DEBATES ON NATIONALISM. <i>Nations and Nationalism</i> 2(3): 357-371.</li> <li>• Grosby, S. &amp; Özkırmılı U. (2007). Nationalism Theory Debate: The Antiquity of Nations? <i>Nations and Nationalism</i> 13(3): 523-537. <a href="http://onlinelibrary.wiley.com/doi/10.1111/j.1469-8129.2007.00297.x/pdf">http://onlinelibrary.wiley.com/doi/10.1111/j.1469-8129.2007.00297.x/pdf</a></li> </ul>
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<b>Week 3 (31.10.2017) Public Holiday – Reformation Day (500<sup>th</sup> Anniversary)</b>	
<b>Week 4 (07.11.2017)</b>	<b>the Classics II: Transformation of the State or the Society?</b>
	<ul style="list-style-type: none"> <li>• Breuilly, J. (2005). “Nationalism &amp; the State” in <i>Nations and nationalism : a reader</i>. Spencer, P., &amp; Wollman, H. (eds.) New Brunswick, N.J.: Rutgers University Press.</li> <li>• Greenfeld, L. (1992). <i>Nationalism : five roads to modernity</i>. Cambridge, Mass.: Harvard University Press., pp. 3-26.</li> </ul>
<b>Week 5 (14.11.2017)</b>	<b>Critics to the Early Studies</b>
	<ul style="list-style-type: none"> <li>• Billig, M. (1993). Studying nationalism as an everyday ideology. <i>Papers on Social Representations</i> 2: 40-43. <a href="http://www.psych.lse.ac.uk/psr/PSR1993/2_1993Billi.pdf">http://www.psych.lse.ac.uk/psr/PSR1993/2_1993Billi.pdf</a></li> <li>• Yumul, A., &amp; Özkırmılı, U. (2000). Reproducing the nation: 'banal nationalism' in the Turkish press. <i>Media, Culture &amp; Society</i>, 22(6), 787-804. <a href="http://mcs.sagepub.com/content/22/6/787.full.pdf+html">http://mcs.sagepub.com/content/22/6/787.full.pdf+html</a></li> <li>• Stehle, M. &amp; Weber, B. M.(2013). German Soccer, the 2010 World Cup, and Multicultural Belonging. <i>German Studies Review</i> 36(1), 103-124.</li> <li>• Fukuoka, K. (2016). Between banality and effervescence? a study of Japanese youth nationalism. <i>Nations and Nationalism</i>, n/a-n/a. doi:10.1111/nana.12276 (Optional)</li> </ul>
<b>Week 6 (21.11.2017)</b>	<b>Contemporary Approaches</b>
	<ul style="list-style-type: none"> <li>• Özkırmılı, U. (2010). Chapter 7 “Understanding Nationalism - A critique of the theoretical debate on nationalism”, <i>Theories of nationalism: a critical introduction</i>. (2<sup>nd</sup> Ed.) New York: Palgrave Macmillan.</li> <li>• Reeskens, T. I. M., &amp; Hooghe, M. (2010). Beyond the civic–ethnic dichotomy: investigating the structure of citizenship concepts across thirty-three countries. <i>Nations and Nationalism</i>, 16(4), 579-597. <a href="http://onlinelibrary.wiley.com/doi/10.1111/j.1469-8129.2010.00446.x/pdf">http://onlinelibrary.wiley.com/doi/10.1111/j.1469-8129.2010.00446.x/pdf</a></li> <li>• Van Reekum, R. (2012). As nation, people and public collide: enacting Dutchness in public discourse. <i>Nations and Nationalism</i>, 18(4), 583-602. <a href="http://onlinelibrary.wiley.com/doi/10.1111/j.1469-8129.2012.00554.x/pdf">http://onlinelibrary.wiley.com/doi/10.1111/j.1469-8129.2012.00554.x/pdf</a></li> <li>• Kaufmann, E. (2016). Complexity and nationalism. <i>Nations and Nationalism</i>, n/a-n/a. doi:10.1111/nana.12270</li> </ul>

<b>Week 7 (28.11.2017)</b>	<b>Religion &amp; Nationalism</b>
	<ul style="list-style-type: none"> <li>• Greenfeld, L. (1996). Nationalism, the Modern Religion?, <i>Critical Review</i> 10(2): 169-191.</li> <li>• Juergensmeyer, M. (2006). "Nationalism and Religion" in <i>The SAGE handbook of nations and nationalism</i>. Delanty, G., &amp; Kumar (eds.), K. London ; Thousand Oaks, Calif.: SAGE.</li> <li>• Storm, I. (2013). "Christianity is not just about religion": Religious and National Identities in a Northern English town. <i>Secularism and Nonreligion</i>, 2, 21-38. <a href="http://www.secularismandnonreligion.org/article/download/snr.aj/10">http://www.secularismandnonreligion.org/article/download/snr.aj/10</a></li> <li>• Jacobs, C. M., &amp; Theiss-Morse, E. (2013). Belonging In a "Christian Nation": The Explicit and Implicit Associations between Religion and National Group Membership. <i>Politics and Religion</i>, 6(02), 373-401. <a href="http://journals.cambridge.org/download.php?file=%2FRAP%2FRAP6_02%2FS1755048312000697a.pdf&amp;code=a783145938739348589a28152cc6112a">http://journals.cambridge.org/download.php?file=%2FRAP%2FRAP6_02%2FS1755048312000697a.pdf&amp;code=a783145938739348589a28152cc6112a</a></li> </ul>
<b>Week 8 (05.12.2017)</b>	<b>Inclusion &amp; Exclusion</b>
	<ul style="list-style-type: none"> <li>• Gladney, D. (1994). Representing Nationality in China: Refiguring Majority/Minority Identities. <i>Journal of Asian Studies</i>, 53(1): 92-123. <a href="http://www.jstor.org/stable/2059528">http://www.jstor.org/stable/2059528</a></li> <li>• Smootha, S. (2008). The mass immigrations to Israel: A comparison of the failure of the Mizrahi immigrants of the 1950s with the success of the Russian immigrants of the 1990s. <i>The Journal of Israeli History</i>, 27(1), 1-27.</li> <li>• Davis, K., &amp; Nencel, L. (2011). Border skirmishes and the question of belonging: An autoethnographic account of everyday exclusion in multicultural society. <i>Ethnicities</i>, 11(4), 467-488. <a href="http://etn.sagepub.com/content/11/4/467.full.pdf+html">http://etn.sagepub.com/content/11/4/467.full.pdf+html</a></li> </ul>
<b>Week 9 (12.12.2017)</b>	<b>Social Identity Approach</b>
	<ul style="list-style-type: none"> <li>• Reicher, S., Spears, R. &amp; Haslam, S.A . (2010). "The Social-Identity Approach in Social Psychology" In Wetherell, M., &amp; Mohanty, C. T. (eds.) <i>The sage handbook of identities</i> (1st ed.). Thousand Oaks, CA: SAGE Publications.</li> <li>• Otten, S., &amp; Cohrs, J. C. (2010). Nationalism and patriotism <i>JM Levine, MA Hogg, Encyclopedia of Group Processes and Intergroup Relations</i>: Sage.</li> <li>• Cameron, J. E. (2004). A Three-Factor Model of Social Identity. <i>Self and Identity</i>, 3(3), 239-262. doi:10.1080/13576500444000047</li> <li>• Parker, C. S. (2010). Symbolic versus Blind Patriotism: Distinction without Difference? <i>Political Research Quarterly</i>, 63(1), 97-114. doi: 10.1177/1065912908327228 <a href="http://prq.sagepub.com/content/63/1/97.full.pdf+html">http://prq.sagepub.com/content/63/1/97.full.pdf+html</a></li> </ul>

<b>Week 10 (19.12.2017)</b>	<b>First Case: Turkey</b>
	<ul style="list-style-type: none"> <li>Çinar, A. (2010). Globalism as the Product of Nationalism: Founding Ideology and the Erasure of the Local in Turkey. <i>Theory, Culture &amp; Society</i>, 27(4), 90-118. <a href="http://tcs.sagepub.com/content/27/4/90.full.pdf+html">http://tcs.sagepub.com/content/27/4/90.full.pdf+html</a></li> <li>Çağaptay, S. (2002). Reconfiguring the Turkish nation in the 1930s. <i>Nationalism and Ethnic Politics</i>, 8(2), 67-82.</li> <li>Grigoriadis, I. (2007). Türk or Türkiyeli? The Reform of Turkey's Minority Legislation and the Rediscovery of Ottomanism. <i>Middle Eastern Studies</i>, 43(3), 423-438.</li> </ul>

<b>Christmas break</b>
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<b>Week 11 (09.01.2018)</b>	<b>Second Case: Germany</b>
	<ul style="list-style-type: none"> <li>Blank, T., &amp; Schmidt, P. (2003). National identity in a united Germany: Nationalism or patriotism? An empirical test with representative data. <i>Political Psychology</i>, 24(2), 289-312. <a href="http://onlinelibrary.wiley.com/doi/10.1111/0162-895X.00329/pdf">http://onlinelibrary.wiley.com/doi/10.1111/0162-895X.00329/pdf</a></li> <li>Wagner, U., Becker, J. C., Christ, O., Pettigrew, T. F., &amp; Schmidt, P. (2010). A Longitudinal Test of the Relation between German Nationalism, Patriotism, and Outgroup Derogation. <i>European Sociological Review</i>. <a href="http://esr.oxfordjournals.org/content/early/2010/12/02/esr.icq066.full.pdf+html">http://esr.oxfordjournals.org/content/early/2010/12/02/esr.icq066.full.pdf+html</a></li> <li>Miller-Idriss, C., &amp; Rothenbergnn, B. (2012). Ambivalence, pride and shame: conceptualisations of German nationhood. <i>Nations and Nationalism</i>, 18(1), 132-155. <a href="http://onlinelibrary.wiley.com/doi/10.1111/j.1469-8129.2011.00498.x/pdf">http://onlinelibrary.wiley.com/doi/10.1111/j.1469-8129.2011.00498.x/pdf</a></li> <li>Bauder, H., &amp; Semmelroggen, J. (2009). Immigration and Imagination of Nationhood in the German Parliament. <i>Nationalism and Ethnic Politics</i>, 15(1), 1-26.</li> <li>Kopf-Beck, Johannes ; Gaisbauer, Felix ; Dengler, Susanne. (2013). Engaging with German history: Reactions of the third post-war generation to cinematic representations of the Holocaust. <i>Conflict &amp; Communication Online</i>, 12 (2013), 1, 1-34. <a href="http://www.cco.regener-online.de/2013_1/pdf/kgd_engl.pdf">http://www.cco.regener-online.de/2013_1/pdf/kgd_engl.pdf</a></li> </ul>

<b>Week 12 (16.01.2018)</b>	<b>Third Case: the UK</b>
	<ul style="list-style-type: none"> <li>Kumar, K. (2010). Negotiating English identity: Englishness, Britishness and the future of the United Kingdom. <i>Nations and Nationalism</i>, 16(3), 469-487. <a href="http://onlinelibrary.wiley.com/doi/10.1111/j.1469-8129.2010.00442.x/pdf">http://onlinelibrary.wiley.com/doi/10.1111/j.1469-8129.2010.00442.x/pdf</a></li> <li>Asari, E.-M., Halikiopoulou, D., &amp; Mock, S. (2008). British National Identity and the Dilemmas of Multiculturalism. <i>Nationalism and Ethnic Politics</i>, 14(1), 1-28. <a href="http://www.tandfonline.com/doi/pdf/10.1080/13537110701872444">http://www.tandfonline.com/doi/pdf/10.1080/13537110701872444</a></li> <li>Aughey, A. (2012). Englishness as class: A re-examination. <i>Ethnicities</i>, 12(4), 394-408. <a href="http://etn.sagepub.com/content/12/4/394.full.pdf+html">http://etn.sagepub.com/content/12/4/394.full.pdf+html</a></li> <li>Mycock, A., &amp; Hayton, R. (2014). The Party Politics of Englishness. <i>The British Journal of Politics &amp; International Relations</i>, 16(2), 251-272. <a href="http://onlinelibrary.wiley.com/doi/10.1111/j.1467-856X.2012.00543.x/pdf">http://onlinelibrary.wiley.com/doi/10.1111/j.1467-856X.2012.00543.x/pdf</a></li> </ul>

	<ul style="list-style-type: none"> <li>Henderson, A., Jeffery, C., Liñeira, R., Scully, R., Wincott, D., &amp; Wyn Jones, R. (2016). England, Englishness and Brexit. <i>The Political Quarterly</i>, 87(2), 187-199. doi:10.1111/1467-923X.12262</li> </ul>
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<b>Week 13 (23.01.2018)</b>	<b>Fourth Case: the US</b>
	<ul style="list-style-type: none"> <li>Graham E. Fuller (2006). America's Uncomfortable Relationship With Nationalism. <i>The Stanley Foundation Policy Analysis Brief</i>, 1-12 <a href="http://www.stanleyfoundation.org/publications/pab/pab06nationalism.pdf">http://www.stanleyfoundation.org/publications/pab/pab06nationalism.pdf</a></li> <li>Huddy, L., &amp; Khatib, N. (2007). American patriotism, national identity, and political involvement. <i>American Journal of Political Science</i>, 51(1), 63-77. <a href="http://onlinelibrary.wiley.com/doi/10.1111/j.1540-5907.2007.00237.x/pdf">http://onlinelibrary.wiley.com/doi/10.1111/j.1540-5907.2007.00237.x/pdf</a></li> <li>Smith, D. M. (2012). The American melting pot: A national myth in public and popular discourse. <i>National Identities</i>, 14(4), 387-402.</li> </ul>
<b>Week 14 (30.01.2018)</b>	<b>Comparative: cross-country &amp; cross-time</b>
	<ul style="list-style-type: none"> <li>Davidov, E. (2009). Measurement Equivalence of Nationalism and Constructive Patriotism in the ISSP: 34 Countries in a Comparative Perspective. <i>Political Analysis</i>, 17(1), 64-82. <a href="http://pan.oxfordjournals.org/content/17/1/64.full.pdf+html">http://pan.oxfordjournals.org/content/17/1/64.full.pdf+html</a></li> <li>Davidov, E. (2011). Nationalism and Constructive Patriotism: A Longitudinal Test of Comparability in 22 Countries with the ISSP. <i>International Journal of Public Opinion Research</i>, 23(1), 88-103. <a href="http://ijpor.oxfordjournals.org/content/23/1/88.full.pdf+html">http://ijpor.oxfordjournals.org/content/23/1/88.full.pdf+html</a></li> <li>Sarrasin, O., Green, E. G. T., Berchtold, A., &amp; Davidov, E. (2013). Measurement Equivalence Across Subnational Groups: An Analysis of the Conception of Nationhood in Switzerland. <i>International Journal of Public Opinion Research</i>, 25(4), 522-534. <a href="http://ijpor.oxfordjournals.org/content/25/4/522.full.pdf+html">http://ijpor.oxfordjournals.org/content/25/4/522.full.pdf+html</a></li> </ul>