Soc 913: Social Change  
Nations and Nationalism  
Spring 2005  
Tuesdays 2:25-5:25  
6304 Social Science Building  

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Nationalism has exerted a profound influence on the modern world, an influence that – despite predictions to the contrary – does not appear to be waning. Indeed, the current era seems marked by a resurgence of nationalism as a major force in world affairs, not its obsolescence. In part reflecting the prominence of nationalist politics in recent and current events, in the past few decades nationalism has become a major focus of research in the social sciences. This course will provide a survey of major theoretical controversies, conceptual distinctions, and empirical debates in recent social scientific scholarship on nationalism. It will also provide a glimpse into the diversity of methodological approaches and empirical interests that drive research in this area. Readings will be interdisciplinary, drawing from sociology, history, political science and anthropology, and will include case material from around the world (including the United States, Canada, France, Germany, Brazil, Mexico, Cuba, Iraq, Rwanda, Great Britain and Japan, among others). By the end of the course, students will have a firm grasp of the major theoretical, conceptual, and analytical controversies in scholarship on nationalism. Perhaps more importantly, students will be in a position to recognize how much remains to be done. Many of the debates in this field remain unresolved, many key questions unanswered, and many more questions remain to be asked. This makes it an exciting time to do research on nationhood and nationalism. A primary objective of this course is to equip students with theoretical and analytical tools to undertake independent research in this and related areas.

Requirements: The basic requirement of the course is critical reading of all assigned texts before each class meeting and active participation in class discussions. Additionally, all students are expected to:

(I) Write weekly memos. These are short (no more than one typed page) written responses to the reading for each week. The point of this exercise is to get you in the habit of writing as a natural accompaniment to critical, reflective reading. The memos should not summarize the week’s reading, but critically engage it. This might mean discussing central analytical or conceptual issues, noting the particular weaknesses or strengths of an author’s argument or analytical framework, drawing connections or noting divergences between the ideas of different authors, or elaborating on how the reading pertains to your own research interests (among other possibilities). Memos should be e-mailed to the instructor by 3pm on Mondays (to allow sufficient time to read them before
the class meets on Tuesdays). They should also be posted to the class website. The memos will not be graded, but their timely completion is a firm requirement of the course; no student who neglects to write weekly memos will earn a grade higher than a “C” in the class. Two grace weeks are allowed over the course of the semester, chosen at the students’ discretion. For the two weeks you choose not to write a memo, simply send me an email with the subject heading “grace week” before the weekly class meeting.

(2) *Initiate and facilitate discussion:* Each student will initiate one week’s discussion with a short (15-20 minute) presentation at the beginning of class raising critical issues, questions and comments based on the week’s reading. The presentations should very briefly synthesize the major points of each reading, and then draw out key analytical issues, note similarities and/or differences in the approaches and arguments of different authors, critique specific arguments, etc. Together with the instructor, the student will facilitate the class discussion that follows.

(3) *Complete either a take-home final exam OR an independent research paper.* Students have two options for the final assignment: (a) Complete a take-home final exam consisting of essay questions provided by the instructor, or (b) write an independent research paper on a topic chosen in consultation with the instructor. Students who wish to do a research paper must arrange to meet with the instructor during the first three weeks of the semester.

The following books will be on reserve at the Social Science Reference Library and are also available for purchase at Rainbow Books.

Benedict Anderson *Imagined Communities*
Craig Calhoun. *Nationalism*. (selections)
Ernest Gellner. *Nations and Nationalism*
Andreas Wimmer. *Nationalist Exclusion and Ethnic Conflict: Shadows of Modernity*

All other required reading will be available on electronic reserves through the Social Science Reference Library.

**Course Outline**

**Week 1. (January 18)** Introduction.

**Week 2. (January 25)** Concepts and Definitions.

Hugh Seton-Watson, Nations and States, pp.1-5
Joseph Stalin, excerpt from “Marxism and the national question” (in Hutchinson and Smith [eds].)
Connor, Walker “A nation is a nation is a state is an ethnic group is a. . .” Ethnic and Racial Studies 1(4). October 1978.
Benedict Anderson, Imagined Communities, pp.1-7
Katherine Verdery, “Whither Nation and Nationalism?”
Crag Calhoun, Nationalism, pp.1-12, 18-28

Week 3. (February 1) Gellner’s Theory of Nationalism: The Modernist Perspective

Connor, Walker. “When is a nation?” pp.154-159 in Hutchinson and Smith (eds).

Week 4. (February 8) Critiques of Modernist Perspectives


Week 5. (February 15) Nationalism and the modern state

Breuilly. Nationalism and the State, 2nd ed. Pp.366-403
Eric Hobsbawm. Pp 80-100 in Nations and Nationalism since 1780
Craig Calhoun. “State, Nation and Legitimacy” Ch. 4 of Nationalism
Mann, Michael. “A political theory of nationalism and its excesses”
John Meyer. “The world polity and the Authority of the Nation-State”

**Week 6. (February 22)** Imagined Communities


**Week 7. (March 1)** Constructivist approaches

Anderson, Benedict. *Imagined Communities*, ch.10
Bourdieu, Pierre. “Identity and Representation”
Calhoun, Craig. *Nationalism*. Ch.3. “Nationalist Claims to History”.

**Week 8. (March 8)** Group boundaries and identities

Barth, Frederick. Introduction to *Ethnic Groups and Boundaries*
Jenkins, Richard. *Rethinking Ethnicity*. Chapter 5
Brubaker, Rogers. “Ethnicity without groups”

**Week 9. (March 15)** Micro-analytical approaches

Stern, P.C. “Why do people sacrifice for their nations?” *Political Psychology* 16(2) 1995.
Billig. *Banal Nationalism*. Chs 1 and 3.


**Week 10 (March 22)** *Spring Recess*. No Class this Week.

**Week 11 (March 29)** Immigration, citizenship and nationhood.

Brubaker. *Citizenship and Nationhood in France and Germany* (selections)


Grillo. *Politics of Cultural Difference*, (selections)

**Week 12. (April 5)** Nationalism, Ethnicity and State in Colonial/Post-Colonial Contexts

Clifford Geertz. “The integrative revolution”


**Week 13. (April 12)** Nationalist Exclusion and Ethnic Conflict: A Comparative Analysis of Mexico, Iraq and Switzerland


**Week 14. (April 19)** Nation, Race and Gender


McCintock, Anne. “’No Longer in a Future Heaven’: Nationalism, Gender, and Race” Pp. 259-284 in Eley and Suny (eds) *Becoming National*.


**Week 15. (April 26)** Post-nationalism?


Soysal, Yasemin. *Limits of Citizenship* (Chs 1 and 8)

Habermas. “Postnational constellation” (pp.59-112)

Joppke, Christian. “Immigration challenges the nation-state”

Michael Mann. “Nation states in Europe and other continents: diversifying, developing, not dying”.


**Week 16. (May 3)** Multiculturalism and Cosmopolitanism: Normative Debates


Kymlicka, Will. *Multicultural Citizenship*, chs.2 and 5.

Stepan, Alfred. “Modern multinational democracies: transcending a Gellnerian oxymoron”
