

**Political Geography: Nation and Nationalism
Geography 248
Macalester College**

Professor Dan Trudeau

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Office Hours: M/W 1-2 pm, T/R 9:30-10:30 am,
and by appointment

Fall 2019

MWF 2:20 - 3:20 pm

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TA: Emma Carray

Office hours on the 2nd floor of the
campus center: T 8-10 pm
F 4-6 pm

Description

The purpose of this course is to investigate how nations and nationalism affect social identity and the organization of territory in our world. Political geography helps us think through the complex intersections of people, place, and politics that constitute the struggle to create and maintain nation-states. The first part of the course is devoted to enhancing your understanding of core concepts in political geography, such as nation, state, territory, sovereignty, scale, borders, and geographical imagination. This will allow us to assemble a framework for understanding why our contemporary organization of territory throughout the world looks the way it does. Equipped with these foundations, we explore topics in the second part of class that help you think critically about the stability of nations and the organization of territory into the nation-state system as well as challenges to these institutions. Toward this end, you will also conduct an independent research project of an attempt to create a nation-state. Throughout this course, we will bring our investigations to bear on everyday life, exploring how nations and nationalism shape our world in dramatic and mundane ways.

Goals

By the end of this course, I expect you to:

- Be able to explain why the nation-state system looks the way it does, including how it has developed and how it might change in the future.
- Understand nationalism in an international and historical context that emphasizes difference, complexity, and change.
- Examine how nation-state building contributes to basic processes of social control, especially as it relates to the inclusion and exclusion of particular people, ways of life, and ideas in a given social context.
- Apply theories and concepts from political geography to better understand real world events and issues.
- Improve your reading, analytical, and argumentative writing skills

Format

Our three meetings per week will include a mix of discussions, group and individual learning activities, and lectures. Your regular attendance, preparation, and full participation are necessary to sustain an optimal environment for learning. I therefore expect you to have completed all readings and assignments before coming to class and be prepared to talk about them in detail.

‘WA’ requirement

This course satisfies Macalester College’s general education writing as argument requirement. In practice, this means that there is a fair bit of writing involved in the course, including an in-depth research paper to which you will make two rounds of revisions.

Equitable learning environments

I am committed to providing a safe and equitable learning environment for students. We as learners and teachers all bring various experiences and life contexts to this course. These differences will emerge in class and be part of what we negotiate and benefit from as a developing community. I acknowledge that academic institutions have evolved within a historical context that privileges certain students over others, and in this classroom, I will do my best to be aware of how these inequities may manifest. I hope you will feel comfortable coming to me to express any concerns or suggestions; this is an iterative process that requires the collaboration of all.

Health and well-being.

Here at Macalester, you are encouraged to make your well-being a priority throughout this semester and your career. Investing time into taking care of yourself will help you engage more fully in your academic experience. It is important to acknowledge any stressors you may be facing, which can be mental, emotional, physical, cultural, financial, etc., and how they can have an impact on your academic experience. I encourage you to remember that sleeping, moving your body, and connecting with others can be strategies to help you be resilient at Macalester. If you are having difficulties maintaining your well-being, please don’t hesitate to contact me and/or find support from other resources, including those listed on the Hamre Center for [Health and Wellness](#).

Policies

Cell phones and Laptops: Cell phone use is not allowed in the classroom. Please silence your phones at the start of class. Should you need to answer a phone call, quietly step out of the classroom. Texting is not allowed either as this is both disruptive and disrespectful to other students and the instructor. Laptop use in the classroom is allowed only for referring to course readings, in-class exercises, or unless you personally discuss the matter with me.

Academic honesty is expected at all times. All work for this course must be your own. You must properly cite any work on which you draw in your written assignments. Plagiarism or cheating will not be tolerated and will result in a failing grade for the course. Furthermore, such behavior will be reported to the Dean and may result in suspension or even dismissal from the college. Please see me if you have questions about what counts as plagiarism.

Changes. As the semester unfolds, there may be reason to make changes to the course. I will announce any changes to readings, topics, or the schedule in class and via Moodle. It is your responsibility to keep up with any changes.

Deadlines. Deadlines for assignments are firm. Unless otherwise noted, there is a 10% per calendar day penalty for missed deadlines. Note: in a couple of cases, assignments

will not be accepted past their deadlines. If you have obligations that conflict with this class' scheduled assignments, you must see me no later than Thursday, September 19th so that we can discuss appropriate accommodations.

Moodle. A fair amount of course information will be disseminated via Moodle. I will post pertinent documents, notices, and announcements on the class Moodle page. If you are looking for a handout, for instance, you will likely find it there.

No extra credit. The number of assignments on which grades in this course are based is non-negotiable.

Respect for learning. Respect for your peers and professor are absolutely essential to create and sustain a supportive learning environment free of disruptions and distractions. Please take care to do your part to promote your and other's learning.

Do not hesitate to talk with me if you have any questions or concerns regarding this class. Open communication is key to successful learning. The sooner you voice your concerns, the more opportunity I will have to respond.

Text

There is one book that you are required to read in this course. It is available for purchase through the campus bookstore and on e-reserve in the library.

- Anderson, Benedict. 2016. *Imagined communities: reflections on the origin and spread of nationalism*, New Edition. Verso: London. (Hereinafter referred to as "Anderson").

Additional Readings

In addition to the required texts, we will be reading a number of peer-reviewed journal articles and select chapters from political geography books. This format allows us to explore a variety of writing styles, perspectives, and empirical cases. These readings are referenced in the schedule by last name of the author. These are available through our course Moodle page. Let me know if you have any problems accessing these materials in a timely manner. **Bring a copy (electronic or paper) of assigned readings to class.**

Assignments (1000 points total)

This is a writing-intensive course. Writing regularly will help you to improve your writing skills (one of the goals for this course). It will also facilitate a deep engagement with ideas and concepts that are central to political geography. Nearly all the in-class and out-of-class exercises in this course consist of writing essays. Moreover, nearly all of these exercises contribute to your writing a substantive research paper. Writing is thus a major part of this course and written work will form a substantial portion of your final grade. **All assignments are submitted via Moodle.**

Your grade in the course will be based on performance in the following assignments (I will provide detailed instructions and grading criteria for each one at an appropriate time):

- Term paper (300 points). You will write a 3500 word scholarly argumentative paper as a capstone to this course. The final paper will be due on **December 9th**. The basic assignment is to use different frameworks for understanding nationalism to analyze an attempt to create or redefine nation-state formation. You may select the case to analyze, which hopefully plays to your strengths and interests.
 - This assignment comprises a substantial portion of your grade because I want to emphasize the importance of writing, reading and analysis skills that come together in completing the term paper. Furthermore, the remaining assignments in this course are designed to help you enhance the skills and foundational knowledge you will need to excel with this assignment.
- Proposal (50 points). A brief essay describing your interest in a research topic. It is due **October 14th**.
- Rough draft (50 points). Your first rough draft of the term paper is due **November 8th**. This is a firm deadline. You must turn in a rough draft in order to participate in the subsequent peer-review exercise.
 - Late papers will not be accepted. Furthermore, students who fail to complete the rough drafts by the due date cannot participate in the peer review. Thus, **failure to complete the rough draft means a net loss of 100 points from the total number of points you could earn in this course.**
- Peer review of term paper (50 points). There will be an in-class writing workshop on **November 11th** in which you will exchange constructive criticism on rough drafts with two of your peers. You will receive detailed instructions for providing critique of your peers' work at a later date in the semester.
 - **** You must be in-class on November 11th in order to participate in this assignment. ****
 - Your participation in this assignment depends on you submitting a rough draft. If you do not submit a rough draft, you will be given a zero on this assignment. Note: failure to complete the rough draft means a net loss of 100 points from the total number of points you could earn in this course.
- Revised draft and response to reviewers (50 points). Your second draft of the term paper is due on **November 22nd**. In addition to the revised draft, you will submit a short letter in which you identify the changes you have made in response to peer review comments.
- Writing Exercises (200 points). You will have 3 writing assignments leading up to your research paper. The assignments are designed for you to gain a deeper understand of key concepts, to creatively engage course material, and to progress your research project. The grade breakdown on these assignments are as follows:
 1. National artifact assignment (100 points) – due September 30th
 2. Profile of nation-making movement (25 points) – due October 4th
 3. Summary of research case (75 points) – due November 1st

- News Media Reflection Groups (50 points). Students will be assigned to work in a small group that finds, reflects on, and reacts to relevant stories in the news. Over the course of the semester each student will be responsible for finding and reflecting on two news media stories that relate to relevant ideas, theories, or concepts encountered in the course. Additionally, they must post a brief reaction to the reflections of their fellow group members. These will be scheduled to achieve an even distribution across members and over time.
- Exams (250 points)
 - Midterm exam (100 points) on October 7th covering the initial part of class.
 - Final exam (150 points) on December 14th that is cumulative.
 - There are no opportunities for make-up exams. Students who do not submit an exam on the scheduled day will receive no credit.

Your final grade will be based on performance in all parts of the course. Letter grades will be assigned according to the following distribution:

<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Unsatisfactory</u>	<u>Failing</u>
A (1000-930)	B+ (899-880)	C+ (799-780)	D+ (699-680)	NC (< 600)
A- (929-900)	B (879-830)	C (779-730)	D (679-630)	
	B- (829-800)	C- (729-700)	D- (629-600)	

List of Required Readings

- In Herb, G., and Kaplan, D. (eds.) *Nations and Nationalism: A Global Historical Overview*, vol. 2. ABC-CLIO: Denver, CO.
- Agnew, J. 2016. "Nationalism" in *A companion to cultural geography*. Malden, MA: Blackwell Publishers.
- Agnew, J. A., Mamadouh, K., Secor, A., Sharp, J. 2015. "Introduction" in *A companion to political geography*. Malden, MA: Blackwell Publishers.
- Anderson, B. 2006. *Imagined communities: reflections on the origin and spread of nationalism*, New Edition. Verso: London.
- Antonsich, M. 2008. European attachment and meanings of Europe: A qualitative study in the EU-15. *Political Geography* 27: 691-710
- Articles of Interest [podcast]. 2018. Plaid. Available online: <https://99percentinvisible.org/episode/plaid-articles-of-interest-2/>
- Barrington, L. 2006. "Nationalism and independence," in Barrington, L. (ed.) *After Independence: making and protecting the nation in postcolonial and postcommunist states*. The University of Michigan Press: Ann Arbor.
- Bernal, V. 2004. Eritrea goes global: reflections on nationalism in a transnational era. *Cultural Anthropology* 19 (1): 3–25.
- Billig, M. 2004 [1995]. *Banal nationalism*. Chapter 1 & 3. London: Sage Publications.

- Booth, W., Colomb, G., and Williams, J. 2003. *The craft of research*, second edition. University of Chicago Press: Chicago.
- Carter, E. 2010. Misiones Province, Argentina: How Borders Shape Political Identity. In Diener, A., and Hagen, J. (eds.) *Borderlines and Borderlands: Political Oddities at the Edge of the Nation State*, pp. 155-172. Lanham, MD: Rowman & Littlefield.
- Chouinard, V. 2004. Making feminist sense of the state and citizenship. In Staeheli, L., Kofman, E., and Peake, L. (eds.) *Mapping Women, Making Politics*. Routledge: New York.
- Conversi, D. 2012. Irresponsible Radicalisation: Diasporas, Globalisation and Long-Distance Nationalism in the Digital Age. *Journal of Ethnic and Migration Studies* 38(9): 1357-137.
- Cram, L. 2009. Identity and European Integration: diversity as a source of integration. *Nations and Nationalism* 15(1): 109-128.
- Culcasi, K. 2016. Warm nationalism: mapping and imagining the Jordanian nation. *Political Geography* 54: 7-20.
- Eriksen, T. 2007. Nationalism and the Internet. *Nations and Nationalism* 13(1): 1 – 17.
- Forrest, J. 2006. Nationalism in postcolonial states. In Barrington, L. (ed.) *After Independence: making and protecting the nation in postcolonial and postcommunist states*. Ann Arbor: The University of Michigan Press.
- Graff, G., and Birkenstein, C. 2010. *They say, I say*, second edition. Norton & company New York.
- Harvey, M. 2003. *The nuts and bolts of college writing*. Hackett Publishing: Indianapolis.
- Hechter, M. 2000. *Containing nationalism*. Chapter 2. Oxford University Press: Oxford.
- Herb, G. 2018. Power, territory, and national identity. In Herb, G., and Kaplan, D. (eds.) *Scaling Identities: Nationalism and Territoriality*, pp. 7-30. Rowman and Littlefield, Lanham, MD.
- Hirsh, M. 2016. Why the new nationalists are taking over. *Politico Magazine*, June 27. Online: <http://www.politico.com/magazine/story/2016/06/nationalism-donald-trump-boris-johnson-brexit-foreign-policy-xenophobia-isolationism-213995>
- Hutchinson, John and Anthony Smith (eds.). 1994. *Nationalism: A Reader*. Oxford: Oxford University Press.
- Itzigsohn, J., and vom Hau, M. 2006. Unfinished imagined communities: states, social movements, and nationalisms in Latin America. *Theory and Society* 35(2): 193-212.
- Jones, R. and Merriman, P. 2009. Hot, banal and everyday nationalism: bilingual road signs in Wales. *Political Geography* 28: 164-173.
- Kaplan, D. 2018. National identity and scalar processes. In Herb, G., and Kaplan, D. (eds.) *Scaling Identities: Nationalism and Territoriality*, pp. 31-48. Rowman and Littlefield, Lanham, MD.

- Koch, N., and Paasi, A. 2016. Banal nationalism 20 years on: re-thinking, re-formulating and re-contextualizing the concept. *Political Geography* 54: 1-6.
- Lane, A. 2010. Only mr. god knows why: the meaning of the Eurovision song contest. *The New Yorker* 86(18).
- Mann, M. 1984. The Autonomous Power of the State: Its Origins, Mechanisms and Results." *Archives europeennes de sociologie*, 25, 185-213.
- Murphy, A. 1996. The sovereign state system as political-territorial ideal: historical and contemporary considerations. In Biersteker, T. J., & Weber, C. (eds.), *State sovereignty as social construct*. Cambridge: Cambridge University Press.
- Murphy, A. 2018. Toward a meaningful European identity. In Herb, G., and Kaplan, D. (eds.) *Scaling Identities: Nationalism and Territoriality*, pp. 107-122. Rowman and Littlefield, Lanham, MD.
- National Public Radio. 2019. Should rivers have the same legal rights as humans? <https://www.npr.org/2019/08/03/740604142/should-rivers-have-same-legal-rights-as-humans-a-growing-number-of-voices-say-ye>
- Palmer, M. 2012. Cybernationalism: terrorism, political activism, and national identity creation in virtual communities and social media. *Annals of Information Systems* 15: 115-134.
- Rinnawi, K. 2012. 'Instant Nationalism' and the 'Cyber Mufti': The Arab Diaspora in Europe and the Transnational Media. *Journal of Ethnic and Migration Studies* 38(9): 1451-1467.
- Silvern, S. 2018. Native American resurgence and scales of identity. In Herb, G., and Kaplan, D. (eds.) *Scaling Identities: Nationalism and Territoriality*, pp. 159-184. Rowman and Littlefield, Lanham, MD.
- The Secret Ingredient [podcast]. 2016. Nationalism. Available online: <http://thesecretingredient.org/tag/arjun-appadurai/>

SCHEDULE

Wk	Day	Topic	Readings	Assignment
<u>Introduction & Overview</u>				
1	Sept 4 (W)	Introduction to the class		
	Sept 6 (F)	Core concepts: scale and territory	Agnew et al. Herb	
2	Sept 9 (M)	Core concepts: landscape and geographical imagination	Silvern NPR	
<u>States & Nations</u>				
	Sept 11 (W)	The state in historical perspective	Murphy	
	Sept 13 (F)	Strategies in argumentative writing	Graff & Berkstein	
3	Sept 16 (M)	The territorial state	Mann Chouinard	Research paper assigned National profile assigned
	Sept 18 (W)	What is a nation? And who says so?	Nationalism Reader Secret Ingredient	
	Sept 20 (F)	Nation as an imagined community	Anderson Ch1	
<u>Nation and Nationalism in Everyday Life</u>				
4	Sept 23 (M)	Banal nationalism	Billig Articles of Interest	
	Sept 25 (W)	Everyday nationalism	Koch & Paasi Culcasi	
	Sept 27 (F)	<i>No class</i>	Jones & Merriman	

Wk	Day	Topic	Readings	Assignment
5	Sept 30 (M)	Narrating and representing nations		National artifact due
	Oct 2 (W)	Narrating and representing nations		
		<u>Nationalism and nation-states</u>		
	Oct 4 (F)	Types of nationalism & its geographical aspects	Hechter Barrington	Profile due
6	Oct 7 (M)	<i>Mid-term exam</i>		
	Oct 9 (W)	Rise of the nation-state	Anderson Ch 2&3	
	Oct 11 (F)	Peripheral nationalism	Anderson Ch 4 Nairn	
7	Oct 14 (M)	Official nationalism	Anderson Ch 5&6 Itzigsohn	Proposal due
	Oct 16(W)	Nationalism & post-colonial independence	Anderson Ch 7 Forrest	
	Oct 18 (F)	<i>No class</i>		
8	Oct 21 (M)	Patriotism & Racism	Anderson Ch 8	News Media Check-in
	Oct 23 (W)	State-building nationalism & Renewal	Anderson Ch 9-11 Kedourie	
	Oct 25 (F)	<i>No class - Fall Break</i>		
9	Oct 28 (M)	Explaining nationalism		In-class: what models apply to your case?
	Oct 30 (W)	Geographical perspectives on nationalism	Agnew Kaplan	
		<u>Writing Workshop</u>		
	Nov 1 (F)	Framing your case		Case Summary
10	Nov 4 (M)	Strategies for effective writing	Booth et al. Harvey	

Wk	Day	Topic	Readings	Assignment
	Nov 6 (W)	Constructing persuasive arguments		
	Nov 8 (F)	<i>No Class</i>		Rough Draft
11	Nov 11 (M)	Peer Review		
	Nov 13 (W)	Revising your work	OWL: Reverse Outlining	In-class exercise: reverse outlining
<u>States and nationalism in the 21st Century</u>				
	Nov 15 (F)	Subnational regions	Carter	
12	Nov 18 (M)	Nationalism and the internet in a transnational era	Eriksen TBD	
	Nov 20 (W)	The power of networks		
	Nov 22 (F)	<i>No Class</i>		Revised Draft
13	Nov 25 (M)	The continuing significance of nationalism	Hirsch	News-media check in
	Nov 27 (W)	<i>No Class - Thanksgiving Break</i>		
	Nov 29 (F)	<i>No Class - Thanksgiving Break</i>		
14	Dec 2 (M)	Beyond Nationalism in the EU?	Murphy Lane	
	Dec 4 (W)	The meaning of the EU	Antonsich	
	Dec 6 (F)	EU and postnational imagined communities	Cram	
15	Dec 9 (M)	Will a European identity succeed?		Final Paper
	Dec 11 (W)	Wrap up		
16	Dec 14 (Sa)	<i>Final exam</i> 10:30 am – 12:30 pm		