Nationalism in Comparative Perspective

COURSE DESIGNATOR: [DESIG XXXX]  LANGUAGE OF INSTRUCTION: Spanish
NUMBER OF CREDITS: 3  CONTACT HOURS: 45

COURSE DESCRIPTION

This course studies the relationship between states and nations in both a theoretical and comparative perspective with a particular focus on the Catalan, Basque and Spanish experiences. It analyzes state building processes and the development of nationalism, as well as the social, economic and technological conditions behind its emergence, transformation and contrasting discourse. The course aims at providing a solid theoretical background on the subject of nationalism as well as introducing the students into the social and political reality that permeates in Spain’s daily life and shapes Spaniard’s political mind-frames and identities.

In the first part of the course, we will examine the development of nationalism in Spain. We analyze the failure of the Spanish nation-building process, and the conditions that explain the emergence of Basque and Catalan peripheral nationalism, their evolution through time and the development contrasting strategies and goals: terrorism and secession in the case of the Basque Country and politics and autonomy in Catalonia. Lastly, we will investigate Spanish nationalism, its origins and current status.

Next, we will turn to examine a host of the main theoretical issues associated with nationalism in general. We will explore the origins and transformations of nationalisms and national claims, from the French and American revolutions to today’s formulations. The students will understand the definition and changing interactions of states and nations as contemporary modes of political organization and the purposes they fulfill. We will also study the between nationalism and other ideologies and attitudes such as internationalism, racism, liberalism and communism.

Having equipped the students with an understanding of existing general and theoretical stances, the course will turn to examine several concrete cases outside of Spain. We will spend a session on each of the following: (1) the civil war in Yugoslavia; (2) the dispute over Northern Ireland; (3) Belgium; and (4) Canada. Through these cases we will explore the development of con-temporary types of nationalism and national claims, as well as the availability of different types of institutions to address the national question.

COURSE OBJECTIVES

By the end of the course students will be able to:

1. distinguish between nations as a form of political identity and states as distinct political organizations, and their correspondence in the form of nation-states;
2. Identify the conditions under which nation-states emerged and spread, as well as their transformation through centuries and the threats and challenges that they currently face;
3. Analyze the process of formation of Spain as a nation-less state and the impediments it historically faced to build a national discourse that would permeate through its whole territory;
4. Identify the factors that account for the development of peripheral national sentiments in Catalonia and the Basque Country, the different strategies led by the promoters of those nationalist movements and the evolution of their claims;
5. Assess the relationship between nationalism and other ideologies and processes such as globalization, racism, liberalism and communism;
6. Compare the Spanish experiences to those of other countries that face similar demands from peripheral nationalist groups, as well as countries where national feelings and state boundaries coincide, such as the United States;
7. Attain critical analysis skills on issues of identity formation and mobilization, which will be very useful for them to understand the undergoing political processes in Spain as well as attitudes, ideology and identity of the Spaniards they will encounter in their stay.

METHODOLOGY

**Field studies:** These are classes on site. For this class, we will visit the Museum of National History, where students not only will be able to recognize the symbols of Catalan national identity but also analyze the museum itself as an important element of national reconstruction. On another day, we will have a meeting with representatives from a Catalan political party. Field studies provide students the opportunity to deepen their knowledge on certain issues beyond the scope of class materials and on the historical significance of some of the most prominent sites in the city they live in, as well as a visual image of the processes covered in class.

**Self-guided field studies:** There is one self-guided filed study. This report entails a photo report on symbols of national identity. Students will be asked from the beginning of the course to take pictures of symbols that are representative of people’s attitudes towards the nation as well as government-led nation building efforts.

**Lectures:** Lectures provide the theoretical and historical background to the course’s contents. It explores the debates, theories and events which surround the readings and other class materials. It clarifies and systematizes concepts that are necessary to understand events and institutions in a larger framework.

**Class discussion:** Class discussions facilitate the students’ ability to analyze course materials, apply concepts, compare events, and express their analytical views on the theories and processes discussed in the course.

**Student presentation:** There will be group presentations in which students present the outcomes of their self-guided field study on “who are your Catalans?” They will be expected to interview a number of local individuals, build a collective data set, and present the results of their interviews.

**Reader:** The reader is the fundamental source of information for students. It includes a selection of key academic readings, which will introduce the students into the processes, concepts, and events discussed in class. The chosen with the aim of providing a general understanding of the subject matter.

REQUIRED READINGS/MATERIALS

**REQUIRED READINGS**
• Conversi, Daniele (1997) *The Basques, the Catalans and Spain: Alternative Routes to Nationalist Mobilisation* London: Hurst
• Cook, Ramsay (1986) *Canada, Quebec, and the Uses of Nationalism*, Toronto, Ontario: McClelland and Stewart Limited
• Szporluck, Roman (1988) *Communism and Nationalism: Karl Marx versus Friedrich List* New York: Oxford University Press

**RECOMMENDED READINGS**

• Mojzes, Paul (1994) *Yugoslavian Inferno*, New York: Continuum

**GRADING**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>Achievement that is outstanding relative to the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>Achievement that meets the course requirements in every respect.</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>D</td>
<td>60-66</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.</td>
</tr>
</tbody>
</table>

**SUMMARY OF HOW GRADES ARE WEIGHTED**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>25%</td>
</tr>
<tr>
<td>Photo Report (Oral presentation and short paper)</td>
<td>25%</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final exam</td>
<td>25%</td>
</tr>
<tr>
<td>Overall grade</td>
<td>100%</td>
</tr>
</tbody>
</table>

**ASSESSMENT DETAILS**

Participation: Students are expected to prepare the assigned readings before class and take an active role in discussing the issues discussed in each session. Attendance is therefore mandatory. Students missing over 4 classes in the whole period will automatically drop one full letter grade.

Photo report (Oral presentation and short paper): Students will take pictures of symbols of national identity in Catalonia during the semester and will then be asked to make a class presentation, in which the student will describe the meaning and origin of each symbol, in the context of the history, attitudes and institutions of nation formation discussed in class. They will also be asked to investigate the themes which emerge from one of those pictures in further detail in a short paper, addressing questions relevant to issues raised in the class.

Exams: There will be an in-class mid-term and a take home final exam.

**COURSE CONTENT**

**UNIT 1**

Class content: Introduction to concepts and definitions and the Catalan national question.
Required readings: None

**UNIT 2**

Class content: Failed nation-building and the development of peripheral nationalism
Required readings:

**UNIT 3**
Class content: Nationalism in Catalonia up through the Transition to Democracy
Required readings:

UNIT 4

Class content: Nationalism in Catalonia since the Civil War I
Required readings:

UNIT 5

Class content: Nationalism in Catalonia since the Civil War II
Required readings:

UNIT 6

Class content: Field Trip
Field study:
• Guided tour: Class visit to the head-quarters of a political party (most likely Convergència i Unió). Students will have the chance to discuss with a representative of that party how the party has evolved from opposition in the late years of Francoism, its position in the transition, and its electoral strategies in democracy.

UNIT 7

Class content: The Ideological Origins of Basque Nationalism
Readings:
| UNIT 8 | Class content: Violence and Nationalism in the Basque Country  
Required readings:  
|---|---|
| UNIT 9 | Class content: Movie: El Lobo  
Required readings: None. |
| UNIT 10 | Class content: Spanish Nationalism  
Required readings:  
| UNIT 11 | Class content: Nationalism as Novelty  
Required readings:  
| UNIT 12 | Class content: The Successive Transformations of Nationalism as a Political Ideology  
Required readings:  
<table>
<thead>
<tr>
<th>UNIT 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIDTERM</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class content: Nationalism and Internationalism</td>
</tr>
<tr>
<td>Required readings:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class content: Nationalism Versus Racism</td>
</tr>
<tr>
<td>Required readings:</td>
</tr>
<tr>
<td>• Anderson, Benedict. “Patriotism and Racism”. In Imagined Communities, pp. 141-154.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class content: Nationalism and Communism</td>
</tr>
<tr>
<td>Required readings:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class content: Nationalism and the Break-up of Yugoslavia</td>
</tr>
<tr>
<td>Required readings:</td>
</tr>
</tbody>
</table>

| UNIT 18 |
Class content: The Dispute over Northern Ireland
Required readings:

UNIT 19

Class content: Exhibition visit: TBA
Required readings: None

UNIT 20

Class content: Belgium: Nationalism in Flanders and Wallonia
Required readings:

UNIT 21

Class content: The Quiet Revolution and the New Nationalism in Quebec
Required readings:

UNIT 22

Class content: Student presentations of self-guided field study results. Photo report: Symbols of nationalism.
Required readings: None.

UNIT 23
Class content: Student presentations of self-guided field study results. Photo report: Symbols of nationalism.

Required readings: None.

UNIT 24

Final exam

ATTENDANCE POLICY

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the onsite syllabus for specific class requirements.

UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

SCHOLASTIC DISHONESTY:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

STUDENT CONDUCT:

The University of Minnesota has specific policies concerning student conduct. This information can be found on the Learning Abroad Center website.