

# Nationalism in Comparative Perspective

## COURSE DETAILS

**Course Designator and Number: BCLA 3001**

**Number of Credits: 3**

**Language of Instruction: English**

**Contact Hours: 45**

**Instructor: On-Site Faculty**

## COURSE DESCRIPTION

This course studies the relationship between states and nations from 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 students to the social and political reality that permeates Spain's daily life and shapes Spaniards' political mindsets and identities.

In the first part of the course, we will examine the development of nationalism in Spain. We will 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 of 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 its current status.

Next, we will 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. 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 difference between

nationalism and other ideologies and attitudes such as internationalism, racism, liberalism, and communism.

Having equipped 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 contemporary 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 Spain's process of formation as a nation-less state and the impediments it has 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 students in understanding the current political processes in Spain as well as the attitudes, ideology, and identity of the Spaniards students 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 will not only be able to recognize the symbols of Catalan national identity, but will also analyze the museum itself as an important element of national reconstruction. On a separate day, we will have a meeting with representatives from a Catalan political party. Field studies provide students the opportunity to deepen their knowledge of certain issues beyond the scope of class materials and their understanding of the historical significance of some of the most prominent sites in the city they live in, as well as providing a visual image of the processes covered in class.

**Self-guided field studies:** There is one self-guided field 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 toward the nation, as well as government-led nation-building efforts.

**Lectures:** Lectures provide the theoretical and historical background to the course's contents. They explore the debates, theories, and events that surround the readings and other class materials. They clarify and systematize concepts that are necessary to understand events and institutions in a larger framework.

**Class discussion:** Class discussions facilitate 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 to the processes, concepts, and events discussed in class. These readings are chosen with the aim of providing a general understanding of the subject matter.

## Required Readings/Materials

- Anderson, Benedict (1983). *Imagined Communities*. London: Verso.
- 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: McClelland and Stewart Limited.
- K. Deprez and L. Vos, eds. (1998). *Nationalism in Belgium*. Basingstoke: Palgrave.
- Hennessey, Thomas (1997). *A History of Northern Ireland (1920-1996)*. London: Macmillan.
- Hobsbawm, E.J. (1990). *Nations and Nationalism since 1780: Programme, Myth, Reality*. Second edition. New York: Cambridge University Press.
- Linz, Juan J. (1973). "Early State-Building and Late Peripheral Nationalisms Against the State: The Case of Spain," in S.N. Eisenstadt and Stein Rokkan, eds., *Building States and Nations: Analyses by Region*, Volume Two. Beverly Hills: Sage Publications.
- McRoberts, Kenneth (2001). *Catalonia: Nation-Building without a State*. New York: Oxford University Press.
- Moreno, L. (2001). "The Development of the Spanish National State": *The federalization of Spain*. London; Frank Cass.
- Szporluck, Roman (1988). *Communism and Nationalism: Karl Marx versus Friedrich List*. New York: Oxford University Press.

## Readings Subheader

- Anderson, Perry (2002). "Internationalism: a Breviary," *New Left Review*, 14: 5-25.

- Banac, Ivo (1984). *The National Question in Yugoslavia: Origins, History, Politics*. Ithaca: Cornell University Press.
- Bickerton, James, and Alain Gagnon (1999). *Canadian Politics*. Ontario: Broadview Press.
- Carr, E.H. (1996). "The Bolshevik Doctrine of Self-Determination," in *The Bolshevik Revolution, 1917-1923*, Volume One. Baltimore, MD: Penguin.
- Linz, Juan J. (1985). "From Primordialism to Nationalism," in E.A. Tiryakian and R. Rogowski, eds., *New Nationalisms in the Developed West*. Winchester, MA: Allen Unwin.
- Mojzes, Paul (1994). *Yugoslavian Inferno*. New York: Continuum.
- Payne, Stanley G. (1975). *Basque Nationalism*. Reno: University of Nevada Press.

## Grading

### Grading Rubric

Letter grade	Score or percentage	Description
A	93-100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87-89	
B	83-86	
B-	80-82	Achievement that meets the course requirements in every respect.
C+	77-79	
C	73-76	
C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67-69	
D	60-66	

F	0-59	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.
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## Summary of How Grades Are Weighted

Assignments	Percentage of grade
Class participation	25%
Photo report (oral presentation and short paper)	25%
Midterm exam	25%
Final exam	25%
Overall grade	100%

## Assessment Details

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 four 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 they 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 that emerge from one of those pictures in further detail in a short paper, addressing questions relevant to issues raised in the class.

There will be an in-class midterm and a take-home final exam.



# COURSE CONTENT

## Unit 1

**Introduction to concepts and definitions and the Catalan national question**

## Unit 2

### **Failed Nation-Building and the Development of Peripheral Nationalism**

- Moreno, L. (2001). "The Development of the Spanish National State," in *The Federalization of Spain*, pp. 36-77.
- Linz, J.J. (1973). "Early State-Building and Late Peripheral Nationalisms Against the State: The Case of Spain," in S.N. Eisenstadt and Stein Rokkan, eds. *Building States and Nations: Analyses by Region*, pp. 32-60.

## Unit 3

### **Nationalism in Catalonia up through the Transition to Democracy**

- Conversi, Daniele (1997). *The Basques, the Catalans and Spain: Alternative Routes to Nationalist Mobilisation*. London: Hurst, pp. 11-43; 109-140.

## Unit 4

### **Nationalism in Catalonia Since the Civil War I**

- McRoberts, Kenneth (2001). *Catalonia: Nation-Building without a State*. New York: Oxford University Press, pp. 45-114; 139-160.

## Unit 5

### **Nationalism in Catalonia Since the Civil War II**

- Puig i Scotoni, P. "The Four Dimensions of the Catalan Model." *Scottish Affairs*, no. 33, Autumn 2000, pp. 100-111.

## Unit 6

### **Field trip**

- Field study

- Guided tour: Class visit to the headquarters 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

### The Ideological Origins of Basque Nationalism

- Conversi, Daniele (1997). *The Basques, the Catalans and Spain: Alternative Routes to Nationalist Mobilisation*. London: Hurst, pp. 44-108.

## Unit 8

### Violence and Nationalism in the Basque Country

- Conversi, Daniele (1997). *The Basques, the Catalans and Spain: Alternative Routes to Nationalist Mobilisation*. London: Hurst, pp. 222-256.

## Unit 9

### Movie: *El Lobo*

## Unit 10

### Spanish Nationalism

- Muro, D., and Quiroga, A. (2005). "Spanish Nationalism, Ethnic or Civic?" *Ethnicities* 5(1), pp. 9-29.

## Unit 11

### Nationalism as Novelty

- Hobsbawm, E.J. (1990). *Nations and Nationalism since 1780: Programme, Myth, Reality*. Second Edition. New York: Cambridge University Press, pp. 14-45.

## Unit 12

### The Successive Transformations of Nationalism as a Political Ideology

- Hobsbawm, E.J. (1990). *Nations and Nationalism since 1780: Programme, Myth, Reality*. Second Edition. New York: Cambridge University Press, pp. 101-130.



## Unit 13

### Midterm

## Unit 14

### Nationalism and Internationalism

- Hobsbawm, E.J. (1990). *Nations and Nationalism since 1780: Programme, Myth, Reality*. Second Edition. New York: Cambridge University Press, pp. 130-192.

## Unit 15

### Nationalism Versus Racism

- Anderson, Benedict. "Patriotism and Racism," in *Imagined Communities*, pp. 141-154.

## Unit 16

### Nationalism and Communism

- Szporluck, Roman (1998). *Communism and Nationalism: Karl Marx versus Friedrich List*. New York: Oxford University Press, pp. 1-75.

## Unit 17

### Nationalism and the Breakup of Yugoslavia

- Mojzes, P. "The Unresolved National Question," in *Yugoslavian Inferno*, pp. 71- 124.

## Unit 18

### The Dispute over Northern Ireland

- Hennessey, Thomas (1997). *A History of Northern Ireland (1920-1996)*. London: Macmillan, pp. 235-300.

## Unit 19

**Exhibition visit: TBA**

## Unit 20

### **Belgium: Nationalism in Flanders and Wallonia**

- Maddens, B., B. Roeland, and J. Billiet (1998). "The National Consciousness of the Flemings and the Walloons. An Empirical Investigation," pp. 198-208.
- Bouveroux, J. (1998). "Nationalism in Present-Day Flanders," pp. 209-218.
- Destatte, P. (1998). "Present-Day Wallonia. The Search for an Identity without Nationalist Mania," pp. 219-227.

## Unit 21

### **The Quiet Revolution and the New Nationalism in Quebec**

- Cook, Ramsay (1996). *Canada, Quebec, and the Uses of Nationalism*. Toronto, Ontario: McClelland and Stewart Limited, pp. 85-171.

## Unit 22

**Student presentations of self-guided field study results. Photo report:  
Symbols of nationalism**

## Unit 23

**Student presentations of self-guided field study results. Photo report:  
Symbols of nationalism**

- Hennessey, Thomas (1997). *A History of Northern Ireland (1920-1996)*. London: Macmillan, pp. 235-300.

## Unit 23

### Final exam

## POLICIES

### 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 on-site syllabus for specific class requirements.

### University of Minnesota Policies & 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.