

Political Geography of Nation and Nationalism

Geography 248-01
Macalester College



Eugène Delacroix, *La Liberté guidant le peuple* (1830)

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FUNDAMENTALS

Course 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, land, 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 and alternatives to these institutions. Toward this end, you will conduct independent research concerning an actually-existing attempt to create a nation-state. Course exercises will help you relate ideas and theories in the course to the ways that nations and nationalism shape our world and appear in everyday life.

Learning goals

Through full participation in the work of this course you will:

- (1) examine how nation-state building contributes to basic processes of social control, especially as it relates to the inclusion and exclusion of particular people, social identities, and ways of life in a given social context;
- (2) apply theories and concepts from political geography to better understand real world events and issues;
- (3) inquire and share with the class a topic of your choosing that examines a particular nationalism movement to create or alter a nation-state;
- (4) grow in your ability to articulate ideas through writing, speaking, and creating;
- (5) build and benefit from a collaborative learning environment; and
- (6) engage in self-reflection as a way to integrate learning.

By the end of this course, I expect you will 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;
- deepen your understanding of nationalism in an international and historical context that emphasizes difference, complexity, and change;
- craft a reflective portfolio that illustrates individual growth in writing over time;
- demonstrate engaged learning through inclusive participation in class, small + large group discussions, and collaborative projects; and
- reflect upon your learning process and outcomes in this course.

We pursue these goals in a number of ways, including interacting with course content, working on assignments, and supporting and challenging each other in this work. There are multiple principles,

norms, and expectations that help to ensure that our engagement rests on an inclusive and supportive foundation.

Class format and expectations

Our course involves a mix of out-of-class and synchronous or in-class activities. The asynchronous activities include watching video recordings (e.g., presentations, YouTube media), completing course readings and listening to podcasts, and working on course assignments. The synchronous activities focus on structured discussion and small group activities that will reinforce and deepen content experienced through asynchronous activities. In this way, our course will follow a “flipped classroom” format. Such an approach generates a more engaging and impactful learning experience but it also requires that learners come to class prepared, that is, having completed the assigned out-of-class work.

We will participate in an extended field trip as part of our course. This will take place on on Sunday, October 8th. The field trip is coordinated by the Minnesota Humanities Center, following their [Bdote: Learning from Place](#) program. The program is led by members of the Dakota community who offer an indigenous perspective on human-land relationships and inform our exploration nations and nationalism.

I have taught this course for 18 years and revise it with every iteration. For this offering, I have designed and scheduled assignments that highlight specific skills pertinent to argumentative writing and adopted a writing portfolio approach. In order to emphasize personal growth, I have adopted a “Contract for a B.” And in order to foster flexibility with fulfilling course expectations, there is a token system to empower you to personalize the course to a limited degree.

The schedule in this syllabus identifies dates for the completion of out-of-class assignments, including reading assignments and written work. Please do your best to stay on top of these. The course content is designed to be sequential, meaning later material builds on previous material. Falling behind can thus have a compounded effect on your ability to stay up-to-date. There is some room for accommodation, yet it is important to stay on track.

In sum, I expect that you do your best to stay current with course readings and assignments. This means completing out-of-class activities by their stated deadlines and showing up on time to class meetings, prepared for the day’s work. I will communicate detailed steps for completing this work in due course.

Moodle

Moodle will serve as a virtual home for our class. I will post copies of the syllabus and assignments on Moodle and use its announcement forum. Any post to the announcement forum will also be sent to your e-mail. Following the schedule outlined in this syllabus, there is a link to a separate page for each class day, which lists relevant activities, including resources to review and tasks to complete ahead of our meeting. All assignments are turned in via Moodle. Feedback is shared via Moodle as well. I will do my best to remind you of tasks and assignments during our class meetings. That said, *a best practice* will be checking our course Moodle page regularly each day to see any announcements and review tasks to complete so that you are prepared for the day’s activities.

Communication

I will make regular announcements to our class through Moodle. I will do my best to reiterate these announcements during class meetings. You may reply to announcements issued through Moodle, however these replies are sent to everyone in the class by default. Take care using this feature.

For one-on-one communication, I invite you to contact me via email or schedule a time during my drop-in hours.

Please allow for a 24-hour response time to your email messages during the week and a 48-hour response time for messages sent on the weekend. Generally speaking, I plan to reply to email messages during my weekday drop-in hours, or shortly thereafter.

Office Drop-in Time

Drop-in time or Drop-in Hours are when you're welcome to drop by my office in 104e Carnegie Hall. No appointment is necessary, but I do recommend that you make one. You can sign up by navigating to my Google calendar:

<https://calendar.google.com/calendar/selfsched?sstoken=UUdZZm5wZURDYXBhfGRlZmF1bHR8ZjQ5MjlmNTdmMTAzYmU1ZDlhODkxYmZjODQ0Yzc3ZWU>

Think of “drop-in hours” as an extension of our class. These offer an opportunity to work through something challenging or perplexing and/or a chance to share connections, realizations, and excitement about the course or related material. We can also use them for academic advising and to get to know each other better. Above all, I understand that coming to drop-in hours is an act of trust. I pledge to respect you and earn your trust through careful listening and compassionate support.

My drop-in hours will be held in Carnegie 104e. We can also arrange to meet via Zoom instead, but we will have to communicate in advance to make this happen. Drop-in times for Fall semester are scheduled for Mondays, 1:15 – 2:15 pm; Tuesdays 10 – 11 am; Wednesdays 10:45 – 11:45 am; Fridays 1:15 – 2:15 pm; and by appointment. There are no Drop-in Times on September 8 and October 20 and I will not hold office drop-in times during the Fall and Thanksgiving breaks. If the scheduled times do not work for you, don't hesitate to contact (via email or otherwise) and we can make an appointment for an alternative time.

How to show up for drop-in time

Make an appointment for a specific time by navigating to my google calendar:

https://docs.google.com/document/d/1D260a0Arw5Jrfeh9V8dohURcWv9_LJc4Kw5hu92hLy0/edit?usp=sharing

or scan here →



Why I am teaching this course

As a student of democracy and citizenship, I am deeply interested in the ways that nationalism shapes and is shaped by political movements for self-governance. I'm always looking for ways to stay current in this topic. I also believe everyone is a teacher and a learner and so appreciate the opportunity to learn from others' interest in this topic as well. You can learn about my research on state restructuring and citizenship [here](#).

Inclusivity

I am committed to providing a safe and equitable learning environment that welcomes and supports everybody. 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 certain perspectives and knowledges over others. 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. Indeed, I resolutely believe that the work of anti-racism is essential to inclusion. Furthermore, this work is an ongoing process in which we must strive to understand and unpack inherited assumptions and create more emancipatory and egalitarian practices so that we might dismantle systems of oppression and exclusion wherever we encounter them.

Participation

In our first meetings, we will work together to generate a set of shared norms and expectations that ground how we participate and interact with each other. The norms we generate will reflect our unique situation, but will be grounded in principles of mutual respect, inclusion, and maintaining a focus on learning. We may need to revisit these norms and expectations and adjust them according to how our interactions unfold. These will be recorded and made available through Moodle.

Accommodations

I am committed to ensuring access to course content for all students, including those with disabilities. If you have a disability, please meet with me early in the term to discuss your accommodation plan. If you have not yet obtained a plan or are unsure if you have a disability that requires accommodation, please contact Disability Services: disabilityservices@macalester.edu, or call 651-696-6974.

Public Health Expectations

When we are in class together on campus, we will follow the [Mac Stays Safer Community Commitment](#).

If you do not feel well, please do not come to class. This includes if you are experiencing common cold symptoms. If you miss class, we can make arrangements to cover missed material, activities, and assignment deadlines.

Attendance

Being there plays an essential role in learning. I encourage and expect you to attend all scheduled synchronous class meetings. Attendance will be important not only for your learning, but also for our ability to build a community together and maintain a sense of connection and commitment to one another. Your presence in class matters. And to re-iterate, support is available for you to attend class via remote connection if needed.

I recognize that there are unavoidable circumstances that sometimes make it impossible for you to attend class. If you will not participate in class for any reason, it is your responsibility to inform me via email. It is also your responsibility to make up work you missed in your absence.

If you anticipate missing a scheduled class, for instance for religious observance, please let me know as soon as possible and before the add/drop period so that we can plan to accommodate the absence.

Academic Honesty

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. This includes Artificial Intelligence tools like Chat GPT and Google Bard. 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 of Students and may result in suspension or even dismissal from the college. Please see me if you have questions about what counts as plagiarism.

Use of Artificial Intelligence

In this course, you may use AI tools (such as Bard or ChatGPT) to help you generate ideas and to brainstorm. However, you should note that the material generated by these tools may be inaccurate, incomplete, or otherwise problematic. Beware that overuse of AI may stifle your own independent thinking and creativity, and use any tools (for generating text, code, video, audio, images, or translation) wisely and carefully.

You may not submit any work generated by an AI program as your own. If you include material—including both *ideas* and *language*—generated by an AI program, it should be cited like any other reference material, both in this course and at Macalester College in general. If you have any questions, please feel free to contact me.

Changes

As the term 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.

COLLEGE RESOURCES

Personal health and well-being

Here at Macalester, you are encouraged to make your well-being a priority throughout this module and your career. In fact, research shows that health and wellness are integral to sustainability! 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. 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: macalester.edu/healthandwellness

Title IX concerns

Macalester is committed to providing a safe and open learning and living environment for all students, staff, and faculty. If you (or someone you know) has experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, please know that you are not alone, and that help and support are available.

It is my role as a professor to make sure our learning environment is as safe as possible for everyone in our community. ***I am a mandatory Title IX reporter.*** This means that I can serve as a resource for you, but I am required by law to report any violations, including sexual assault, to the Title IX office. For a list of confidential resources, see the Title IX office's [support resources page](#). For more information about Title IX, see Macalester's [Title IX website](#).

Academic Excellence

Support with writing projects is available through the Macalester Academic Excellence ([MAX](#)) Center. I consider the MAX Center to be a fantastic complement to ***any*** course you take at college as its mission is to support your ongoing growth and development as a critical thinker, reader, and writer. Whenever you want to boost your skills and abilities, I fully recommend connecting with the helpful and supportive folks at the MAX Center.

Working with a Librarian

Working with scholarly literature on a specific research topic can be a complex process. Consulting with the research and instruction librarians for the discipline(s) in which you are studying will save you time and help you discover relevant and appropriate sources. You can make an appointment for a personalized consultation with a librarian using the "[Ask Us](#)" page on the library website or email your librarian(s) directly.

Advising

Ella and I are available during drop-in times and by appointment to discuss the course or other matters. Ella is familiar with the course material and has been trained to help you with your writing. I have been designated as your academic adviser, although you may choose another when you declare a major. Consider the following suggestions for working with me effectively as your adviser and seminar leader:

- Let me know how I can support you. *Do not hesitate to find a time to meet with me.* No one expects you to master the coursework easily or to know how to navigate Macalester from the day you arrive. The most successful students—and the most effective people—are those who know how to ask for help. Try to visit with me during my drop-in hours or by appointment. You can also always email; I check it regularly.
- Use me as a resource. I know my field (and am acquainted with several others), and I know the institution well enough to answer your questions or to suggest someone else who can help you.
- Learn how to help yourself. Take advantage of the considerable resources you already have. Use me as a resource for knowledge you cannot easily acquire.
- Let the professors and staff members at Macalester know what is on your mind. People will not know what you think, feel or need without telling them. Although many professors believe it is invasive to question you about your thoughts and experiences, this does not mean they are indifferent to them. They are interested and can offer support, if you ask them. At Macalester, the prevailing ethic among professors and staff is to work hard for students and to be responsive to their concerns.
- Check the catalog. It can answer many questions. Call the registrar's office at 651-696-6200 if after checking the catalog you still have questions about academic rules.
- Take initiative for managing your time. First-year students at Macalester have tended to be surprised at the speed at which many courses move and the hours of work per week required to do well in them. Some are surprised at the level of written work expected. You are obligated to keep up by doing readings, asking questions, and completing your assignment with care and in a timely manner. Since learning in many college-level courses is cumulative, falling behind in a course may have serious consequences. If you are having trouble keeping up, help is available. The MAX Center can be most helpful, although you may have to be clear about your needs.

All of that is a lot to take in. It may take a while to absorb. Some of the preceding statements will serve as resources or reminders that are more in the background. Others may be more active and involved in our day-to-day interaction. I share all of this information to be as transparent as possible and to let you know about expectations and resources right away. I may have left something out. Don't hesitate to ask questions or make suggestions.

Above all, I want you to have a rewarding and impactful experience in our course and feel connected to the college community and well positioned to pursue your college goals, however they take shape at Macalester.

The preceding content might be thought of as the connective tissue for the course. Supporting this is a curriculum that provides the skeletal structure. Put another way, after contemplating 'how' we will work, let's consider 'what' we will do in our course.

ASSIGNMENTS

Readings

We will be reading a number of scholarly articles and book chapters, organizational websites, watching videos, and listening to podcasts. This diversity allows us to explore a variety of communication styles, perspectives, and cases. These readings are referenced in the schedule by last name of the author, hyperlinked to external source, and are also available 24 hours a day through our course Moodle page. Let me know if you have any problems accessing this material in a timely manner. Please have a personal copy of any assigned readings available to you during a synchronous meeting that is scheduled to work with that material.

Text

There is one book that you are required to read in this course. It is available for purchase through the campus bookstore and (an older version is) available as an [e-book 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”).

Writing Portfolio

Your grade in this course will come from a writing portfolio you will work on throughout the semester. There are several motivations behind using the portfolio format. This course fulfills the Argumentative Writing general education requirement, which means that over the semester you will compose about 20-25 double-spaced pages of original work and revise it. Throughout this process you will:

- Utilize library resources and primary data to craft well-informed arguments.
- Conceptualize, draft, revise, and structure evidence-based argumentative papers.
- Develop strong thesis statements supported by effective analysis and argumentation.
- Adapt writing for specific audiences, master proper citation, and avoid plagiarism.

A writing portfolio supports these aims by encouraging you to make writing and revision a habit, since the best way to improve your writing is through constant practice. The portfolio format means that you and I can work collaboratively to identify areas of strength and areas in need of improvement in your writing. Moreover, the portfolio format ensures that you are able to be graded on your best work.

The writing assignments are divided into high- and low-stakes exercises. The high-stakes exercises call for moderate length essays and revision. First drafts of these essays will be due at specific times, noted below, and you will receive feedback from Dan and/or Ella in return. A revised version of three of the first four high-stakes essays will form your final portfolio. The final portfolio will also include a reflection on your writing experiences, growth, and goals. The low-stakes exercises represent shorter-length and/or reflective writing tasks. These exercises are not part of the final portfolio and therefore do not require revision. They are a required part of the course, nonetheless.

Specific details for each high-stakes assignment will be available as the term unfolds.

High-stakes writing exercises

1. Defining ‘Nation’– due Sept 22
2. National artifact assignment – due Oct 13
3. Thinking geographically about nations and nationalism - due Nov 17
4. Using evidence to identify causality – due Dec 4
5. Culminating reflection on your final portfolio – due by Dec 19

*These are denoted on the scheduled as WE# [for Writing Exercise]

Low-stakes writing exercises

- Profile of a nation-making movement

You will conduct some preliminary research to identify a nationalism movement that attempts to create or alter a nation-state. You will explain some of the basics of the movement in the profile and identify potentially useful sources for further inquiry. This assignment will help you start to conduct independent research on which you will draw for some of the high-stakes writing exercises. It is due October 20th.

- Proposal: Thinking geographically and critically about the causes of nationalism

In preparation for the independent research you will complete a proposal, which will inform your work on high-stakes writing exercises 3 & 4, you will submit a proposal by October 25th.

- A one-on-one meeting with the professor to discuss progress on writing goals.
Sign up for a meeting during drop-in times to facilitate this by September 29th.

Grading: Contract for a B

In this course, we will follow a “Contract for a B.” This will help us focus on the process of meeting assignment specifications.

Ella and I will provide you with ample and constructive feedback on your high-stakes work throughout the semester, but I will *only grade your final writing portfolio* (the final drafts of your high-stakes essays along with a culminating reflection). By the time you turn in this work, you will have had multiple opportunities to receive feedback on your work. This will give you space to grow in your writing and will give me the chance to guide and mentor you without grades getting in the way. Besides your final portfolio, you will be graded only on meeting the responsibilities outlined in our Contract for a B. If you meet the contract—that is, if you fulfill all the responsibilities listed in the contract—you are guaranteed at least a grade of B for this course.

Grades other than a B

While fulfilling the terms of the grading contract will earn you a B, grades of A, A-, and B+ require excellent work. This can be achieved by generating work that exceeds expectations AND by demonstrating improvement with your final draft of assignments that exceed expectations. I do not expect your work to be perfect, but I do expect you to meet the basic responsibilities of the course and to work to improve your knowledge and skills. If you stayed on contract the entire term, the

lowest grade you can earn is a B. However, if there is an outstanding contract breach at the end of regular classes, your final grade will be lower than a B.

Meeting Contract: tokens and flexibility

You are a human being before you are a student. I understand that academics are only a part of your life and that unforeseen circumstances can affect your plans and capacities for completing academic work. To reduce the stress and unease that can accompany unforeseen challenges and generate flexibility for managing the work of Political Geography, everyone will start the course with *six tokens*, which can assist with juggling course demands and/or support wellness.

A token may be used to excuse an absence or extend a deadline; one token will extend a deadline for a low-stakes writing exercise; and two tokens will grant you a 48-hour extension on a high-stakes writing exercise.

With the Contract for a B, earning a B depends on fulfilling all the participant responsibilities. Missing deadlines and/or in-person meetings beyond what the six tokens can afford constitutes a contract breach. This may result in a final grade lower than a B. If there is a contract breach, I expect you to arrange a meeting with me so that we can determine a path for you to get back on contract. Again, if there is an outstanding contract breach at the end of regular classes, your final grade will be lower than a B.

These contingencies are noted in the contract, which is available in a separate document posted on Moodle.

If you are having difficulties with any of the course responsibilities, please contact me as soon as possible so that we can discuss your progress and figure out a way to get you on contract. I want you to succeed and to do your best in this course, so please talk with me about how things are going for you at any point in the module.

List of assigned readings

Agnew, J. A., Mamadouh, K., Secor, A., Sharp, J. 2015. "Introduction" in *A companion to political geography*. Malden, MA: Blackwell Publishers.

Anderson, B. 2016. *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/>

Association of American College & Universities [AACU] (2018). *Fulfilling the American Dream: Liberal Education and the Future of Work: Surveys of Business Executives and Hiring Managers*. Washington, DC: Association of American College & Universities. Available online:
<https://www.aacu.org/research/2018-future-of-work>

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. 2016. *The craft of research*, second edition. University of Chicago Press: Chicago.
- Bose, P. 2018. Indian diasporas and the creation of subnational identities. In Herb, G., and Kaplan, D. (eds.) *Scaling Identities: Nationalism and Territoriality*, pp. 255-270. Rowman and Littlefield, Lanham, MD.
- Chatterjee, P. 2000 [1991]. "Whose imagined community?" In Hutchinson, J., and Smith, A. (eds.). *Nationalism: critical concepts in Political Science*. New York: Routledge.
- 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.
- Cronon, W. (1998). "Only connect..." The goals of liberal education. *The American Scholar* 67(4): 73 – 80.
- Culcasi, K. 2016. Warm nationalism: mapping and imagining the Jordanian nation. *Political Geography* 54: 7-20.
- Finley, A. (2020). Call it what it is: Liberal Education. *Liberal Education BLOG*. Available online: <https://www.aacu.org/liberaleducation/articles/call-it-what-it-is-liberal-education>
- 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. 2018. *They say, I say*, fourth edition. Norton & company New York.
- Harvey, M. 2003. *The nuts and bolts of college writing*. Hackett Publishing: Indianapolis.
- Hechter, M. 2000. *Containing nationalism*. 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.
- Hutchinson, John and Anthony Smith (eds.). 1994. *Nationalism: A Reader*. Oxford: Oxford University Press.
- 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.
- Lane, A. 2010. Only mr. god knows why: the meaning of the Eurovision song contest. *The New Yorker* 86(18).
- Mann, M. 2003 [1984]. The Autonomous Power of the State: Its Origins, Mechanisms and Results. In Brenner, N., Jessop, B., Jones, M., and MacLeod, G. (eds.) *State/Space Reader*, pp.53-64. Oxford, UK: Blackwell Publishing.
- Mihelj, S. 2023. Platform Nations. *Nations and Nationalism* 29: 10-24.
- Mihelj, S, Jiménez-Martínez, C. 2021. Digital nationalism: Understanding the role of digital media in the rise of 'new' nationalism. *Nations and Nationalism* 27: 331–346.

- 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.
- Said, E. 2014 [2000]. Invention, memory, and place. In Giesecking, J. and Mangold, W. (eds.). *The people, place, and space reader*. New York: Routledge.
- The Secret Ingredient [podcast]. 2016. Nationalism. Available online: <https://kutkutx.studio/the-secret-ingredient/nationalism-arjun-appadurai-ep-14>
- Winichakul, T. 2014 [1996]. Maps and the formation of the geo-body of Siam. In Giesecking, J. and Mangold, W. (eds.). *The people, place, and space reader*. New York: Routledge.

SCHEDULE OF READINGS AND ASSIGNMENTS

Wk	Day	Topic	Lesson Plan	Assigned Materials	Assignment deadlines
1	Sept 1	Introduction to the class	<p><u>When we meet</u></p> <ul style="list-style-type: none"> • Presentation: introducing the course • Participant introductions • Discussing the differences between “nation” and “state” 	<input type="checkbox"/> Read Syllabus	
	Sept 6	Collaborative Learning & the Liberal Arts	<p><u>When we meet</u></p> <ul style="list-style-type: none"> • Exercise: Formalizing practices for inclusive and collaborative learning • Discussion: What is a Liberal Arts Education? 	<input type="checkbox"/> Cronon <input type="checkbox"/> Finley <input type="checkbox"/> AACU Report	
	Sept 8	Core Concepts: Territory & Scale	<p><u>Before we meet</u></p> <ul style="list-style-type: none"> • Presentation: Defining Territory & Scale <p><u>When we meet</u></p> <ul style="list-style-type: none"> • Meet in the Idea Lab [2nd floor Library] • Discussion: Placing Political Geography 	<input type="checkbox"/> Agnew et al. <input type="checkbox"/> Herb	

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2	Sept 11	Core Concepts: Geographical Imagination	<u>Before we meet</u> <ul style="list-style-type: none"> • Presentation: Ways of seeing in Political Geography <u>When we meet</u> <ul style="list-style-type: none"> • Discussion: What difference does a worldview make? The implications of how we understand places 	<input type="checkbox"/> Said <input type="checkbox"/> Wright <input type="checkbox"/> NPR	
	Sept 13	Core Concepts: Nation	<u>When we meet</u> <ul style="list-style-type: none"> • Discussion: What is a nation? And who says so? • WE1 assigned 	<input type="checkbox"/> Nationalism reader selections <input type="checkbox"/> Secret Ingredient Podcast	
	Sept 15	Nation as an imagined community	<u>Before we meet</u> <ul style="list-style-type: none"> • Presentation: Situating <i>Imagined Communities</i> <u>When we meet</u> <ul style="list-style-type: none"> • Discussion: Understanding the argument in <i>Imagined Communities</i> • Discussion: Tips on reading in the academic genre 	<input type="checkbox"/> Anderson ch 1	

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3	Sept 18	Strategies in Argumentative Writing	<u>When we meet</u> <ul style="list-style-type: none"> Exercise: using <i>They say, I say</i> in argumentative writing National profile assigned 	☐ Graff & Berkstein	
	Sept 20	Library Visit: Foundations	<u>When we meet</u> <ul style="list-style-type: none"> Meet in Library Room 206 		
	Sept 22	What is a nation?	<u>When we meet</u> <ul style="list-style-type: none"> Discussion: Making sense of multiple definitions of the nation <u>Discussion: Does territory matter?</u> 	☐ Winichakul	WE1
4	Sept 25	What is a state?	<u>Before we meet</u> <ul style="list-style-type: none"> Presentation: Core Concept – the territorial state <u>When we meet</u> <ul style="list-style-type: none"> Exercise: Applying Mann’s Ideas 	☐ Mann	
	Sept 27	Library Visit: Investigation techniques	<u>When we meet</u> <ul style="list-style-type: none"> Meet in Library Room 206 		
4	Sept 29	Nation & Homeland	<u>When we meet</u> <ul style="list-style-type: none"> Health and Wellness – Mac Facts Discussion: Diaspora, homeland, and the evolving significance of territorial states 	☐ Bose	

Wk	Day	Topic	Lesson Plan	Assigned Materials	Assignment deadlines
5	Oct 2	Banal Nationalism	<u>Before we meet</u> <ul style="list-style-type: none"> • Presentation: Nationalism & everyday life <u>When we meet</u> <ul style="list-style-type: none"> • Discussion: Hot and banal nationalism • WE2 assigned 	<input type="checkbox"/> Billig <input type="checkbox"/> Articles of Interest podcast	
	Oct 4	Nationalism in everyday life	<u>Before we meet</u> <ul style="list-style-type: none"> • Presentation: The political geographies of <i>Banal Nationalism</i> <u>When we meet</u> <ul style="list-style-type: none"> • Discussion: Warm nationalism? • A conversation with David Seitz '10 about everyday nationalsim 	<input type="checkbox"/> Culcasi	
	Oct 6	Digital media and nationalism	<u>When we meet</u> <ul style="list-style-type: none"> • Discussion: Nationalism online? • Checking in about WE2 	<input type="checkbox"/> Mihelj and Rodriguez	
	Oct 8	<i>Bdote: Learning from Place Field Trip</i>	<i>Meet at Carnegie hall 9:00 am</i>		
6	Oct 9	Field trip debriefing	<u>When we meet</u> <ul style="list-style-type: none"> • Reflect on the field trip • Mid-course feedback 		

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6	Oct 11	Resources and practices for effective Argumentative Writing	<u>When we meet</u> <ul style="list-style-type: none"> • Visit with MAX center staff • Discussion: expectations and resources for effective argumentative writing • Presentation: Introducing OWL Resources 	<input type="checkbox"/> Booth et al. 1 <input type="checkbox"/> Booth et al. 2 <input type="checkbox"/> Harvey	
	Oct 13	Narrating and Representing Nations	<u>When we meet</u> <ul style="list-style-type: none"> • Discussion: Reflections and insights about national artifacts 		WE2
7	Oct 16	Narrating and Representing Nations	<u>When we meet</u> <ul style="list-style-type: none"> • Discussion: Reflections and insights about national artifacts 		
	Oct 18	Nationalism and nation-states	<u>Before we meet</u> <ul style="list-style-type: none"> • Presentation: Different types of nationalism <u>When we meet</u> <ul style="list-style-type: none"> • Discussion: making sense of multiple forms of nationalism • Proposal assigned and we will discuss selecting a nationalism movement and how it relates to the work of WE 3 & WE4 	<input type="checkbox"/> Hechter	

Wk	Day	Topic	Lesson Plan	Assigned Materials	Assignment deadlines
7	Oct 20	Nationalism and nation-states	<u>On your own</u> <ul style="list-style-type: none"> Share your National Profile via this forum on Moodle <p><i>No class meeting</i></p>		National Profile
8	Oct 23	The Rise of the nation state	<u>Before we meet</u> <ul style="list-style-type: none"> Presentation: Understanding Anderson’s argument about the social construction of “nation” <p><u>When we meet</u></p> <ul style="list-style-type: none"> Health and Wellness: Personal Sustainability Discussion: How are nations “socially constructed”? 	□ Anderson Ch 2 & 3	
	Oct 25	Open work time	<u>When we meet</u> <ul style="list-style-type: none"> Discussion: revising high-stakes work in your portfolio Time to work on assignments 		Proposal
	Oct 27	Fall Break	Rest and restore!		

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9	Oct 30	Peripheral Nationalism	<p><u>Before we meet</u></p> <ul style="list-style-type: none"> • Presentation: Nationalism as a response to uneven development <p><u>When we meet</u></p> <ul style="list-style-type: none"> • Discussion: the geography of print capitalism and the geographical imagination of nations then and now. 	<p>☐ Anderson Ch 4</p> <p>☐ Milhelj</p>	
	Nov 1	Geographical perspectives on Nationalism	<p><u>Before we meet</u></p> <ul style="list-style-type: none"> • Presentation: Geographic tools for understanding the spread of nationalism <p><u>When we meet</u></p> <ul style="list-style-type: none"> • Discussion: the spatial dimensions of the origin and spread of nationalism • Exercise: brainstorming your approaches to WE 3 & 4 	<p>☐ Kaplan</p>	
	Nov 3	Official Nationalism	<p><u>Before we meet</u></p> <ul style="list-style-type: none"> • Presentation: territorial states and the power of nationalism <p><u>When we meet</u></p> <ul style="list-style-type: none"> • Exercise: comparing causes of peripheral and official nationalisms 	<p>☐ Anderson Ch 5 & 6</p>	

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10	Nov 6	Nationalism and post-colonial independence	<u>When we meet</u> <ul style="list-style-type: none"> • Discussion: Understanding the ‘Last Wave’ and nationalism after independence • Exercise: Thinking Geographically in the case you’ve selected to research 	☐ Anderson Ch 7	
	Nov 8	Nationalism and post-colonial independence	<u>When we meet</u> <ul style="list-style-type: none"> • Discussion: Thinking beyond <i>Imagined Communities</i> 	☐ Chatterjee	
	Nov 10	Perspective on the causes of Nationalism	<u>Before we meet</u> <ul style="list-style-type: none"> • Presentation: Primordialist, constructivist, and instrumentalist perspectives of nationalism <u>When we meet</u> <ul style="list-style-type: none"> • Discussion: Using theory to examine the causes of nationalism 	☐ Forrest	
11	Nov 13	Regional autonomy and pluri-national states	<u>Before we meet</u> <ul style="list-style-type: none"> • Presentation: New Nation-state frameworks and pluri-national citizenship <u>When we meet</u> <ul style="list-style-type: none"> • Discussion: Does pluri-nationalism threaten the nation-state ideal? 	Fontana	

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11	Nov 15	Performing nationalism	<u>When we meet</u> <ul style="list-style-type: none"> Activity: Nationalism after independence – A simulation 		
	Nov 17	The geography of nationalism movements	<u>When we meet</u> <ul style="list-style-type: none"> Exercise: Sharing your work in WE3 Discussion: Moving forward with WE4 		WE3
12	Nov 20	Patriotism & Racism	<u>When we meet</u> <ul style="list-style-type: none"> Discussion: Is nationalism inherently destructive? 	□ Anderson Ch 8	
	Nov 22	Thanksgiving Break	No Meeting		
	Nov 24	Thanksgiving Break	No Meeting		
13	Nov 27	State-building nationalism & renewal	<u>Before we meet</u> <ul style="list-style-type: none"> Presentation: Remembering and forgetting the nation in the Jordan National Museum <u>When we meet</u> <ul style="list-style-type: none"> Discussion: To what extent is nationalism just a tool states use for their own ends? 	□ Anderson Ch 10	

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13	Nov 29	Explaining Nationalism	<ul style="list-style-type: none"> • <u>When we meet</u> • Exercise: Working on WE4 - What theoretical frameworks fit your case? 		
	Dec 1	States and nationalism in the 21 st Century	<u>Before we meet</u> <ul style="list-style-type: none"> • Presentation: Nationalism and the Internet <u>When we meet</u> <ul style="list-style-type: none"> • Peer teaching: case studies of nationalism and the internet 	☐ TBD	
14	Dec 4	States and nationalism in the 21 st Century	<u>When we meet</u> <ul style="list-style-type: none"> • Discussion: Does the Internet lead to the rise of a deterritorialized national identity? 		WE4
	Dec 6	Writing workshop	<u>When we meet</u> <ul style="list-style-type: none"> • Activity: peer feedback on WE4 		
	Dec 8	Writing workshop	<u>When we meet</u> <ul style="list-style-type: none"> • Activity: Revising your work • Discussion: Completing your portfolio 		
15	Dec 11	Beyond nationalism	<u>When we meet</u> <ul style="list-style-type: none"> • Presentation: the prospects for a postnational world – the case of the EU 	☐ Murphy ☐ Lane	

Wk	Day	Topic	Lesson Plan	Assigned Materials	Assignment deadlines
15	Dec 13	Beyond nationalism	<u>When we meet</u> <ul style="list-style-type: none"> Discussion: will the EU create a postnational imagined community? 	☐ Antonsich	
16	Dec 19	Wrapping up	<p><i>No Class Meeting</i></p> <p>Turn in your Final portfolio and Culminating Reflection by 12:30 pm</p>		Final portfolio and Reflection