BCLA PSCI/SPAN 3365
Nationalism in Comparative Perspective
CAPA BARCELONA PROGRAM

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 contemporary types of nationalism and national claims, as well as the availability of different types of institutions to address the national question.

Requirements and Prerequisites
There are no prerequisites for this course.

Learning Outcomes
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.
**Developmental Outcomes**
Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

**Class 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.

**Assessment/Grading Policy**

Class participation: 25%
Photo report (Oral presentation and short paper): 25%
Mid-term exam: 25%
Final exam: 25%

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.

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<thead>
<tr>
<th>DESCRIPTOR</th>
<th>ALPHA</th>
<th>NUMERIC</th>
<th>GPA</th>
<th>REQUIREMENT/EXPECTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding (High Distinction)</td>
<td>A</td>
<td>93+</td>
<td>4.0</td>
<td>Maximum grade: In addition to description for grade “A-“, the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.</td>
</tr>
<tr>
<td>Excellent (Distinction)</td>
<td>A-</td>
<td>90 - 92</td>
<td>3.7</td>
<td>Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.</td>
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<tr>
<td>Very good</td>
<td>B+</td>
<td>87 - 89</td>
<td>3.3</td>
<td>Shows evidence of a capacity to generalise from the taught content, or</td>
</tr>
<tr>
<td>Grade</td>
<td>Credit</td>
<td>Score Range</td>
<td>Description</td>
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<tr>
<td>High Credit</td>
<td>B+</td>
<td>90 - 100</td>
<td>Superior performance, exceptional understanding of the subject matter.</td>
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<tr>
<td>Good Credit</td>
<td>B</td>
<td>83 - 86</td>
<td>The work is well organised and contains coherent or logical argumentation and presentation.</td>
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<tr>
<td>Good</td>
<td>B-</td>
<td>80 - 82</td>
<td>Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.</td>
<td></td>
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<tr>
<td>Average Credit</td>
<td>C+</td>
<td>77-79</td>
<td>The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives.</td>
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<tr>
<td>Adequate Credit</td>
<td>C</td>
<td>73-76</td>
<td>Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.</td>
<td></td>
</tr>
<tr>
<td>Below Average</td>
<td>C-</td>
<td>70-72</td>
<td>Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.</td>
<td></td>
</tr>
<tr>
<td>Inadequate</td>
<td>D+</td>
<td>67-69</td>
<td>Fails to show a clear understanding or much insight into the material in the textbook and notes.</td>
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</tr>
<tr>
<td>Poor</td>
<td>D</td>
<td>60-66</td>
<td>Besides the above for D+, student has not shown interest or engagement in the class work or study.</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>F</td>
<td>&lt;60</td>
<td>Shows little or no understanding of any of the material.</td>
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<tr>
<td>Incomplete</td>
<td>I</td>
<td>&lt;60</td>
<td>Please see CAPA policy in the Faculty Handbook.</td>
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**Dress Code**

No requirements.

**Course Materials**

**REQUIRED READINGS**

**RECOMMENDED READINGS**
• Mojzes, Paul (1994) Yugoslavian Inferno. New York: Continuum
• Payne, Stanley G. (1975) Basque Nationalism, Reno: University of Nevada Press

**Weekly Course Schedule**

**SESSION 1**
Class content: Introduction to concepts and definitions and the Catalan national question.
Required readings: None

**SESSION 2**
Class content: Failed nation-building and the development of peripheral nationalism
Required readings:
  • 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.

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

**SESSION 4**
Class content: Nationalism in Catalonia since the Civil War I
Required readings:

**SESSION 5**
Class content: Nationalism in Catalonia since the Civil War II
Required readings:

**SESSION 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.

**SESSION 7**
Class content: The Ideological Origins of Basque Nationalism
Readings:

**SESSION 8**
Class content: Violence and Nationalism in the Basque Country
Required readings:

**SESSION 9**
Class content: Movie: El Lobo
Required readings:
  • None.

**SESSION 10**
Class content: Spanish Nationalism
Required readings:
SESSION 11
Class content: Nationalism as Novelty
Required readings:

SESSION 12
Class content: The Successive Transformations of Nationalism as a Political Ideology
Required readings:

SESSION 13
MIDTERM

SESSION 14
Class content: Nationalism and Internationalism
Required readings:

SESSION 15
Class content: Nationalism Versus Racism
Required readings:
• Anderson, Benedict. “Patriotism and Racism”. In Imagined Communities, pp. 141-154.

SESSION 16
Class content: Nationalism and Communism
Required readings:

SESSION 17
Class content: Nationalism and the Break-up of Yugoslavia
Required readings:

SESSION 18
Class content: The Dispute over Northern Ireland
Required readings:

SESSION 19
Class content: Exhibition visit: TBA
Required readings: None

SESSION 20
Class content: Belgium: Nationalism in Flanders and Wallonia
Required readings:

SESSION 21
Class content: The Quiet Revolution and the New Nationalism in Quebec
Required readings:

SESSION 22
Class content: Student presentations of self-guided field study results. Photo report: Symbols of nationalism.
Required readings: None

SESSION 23
Class content: Student presentations of self-guided field study results. Photo report: Symbols of nationalism. Required readings: None.

FINAL EXAM
Final exam

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and potentially a failure for the course.

Missing classes for medical reasons: If you need to miss a class for medical reasons or for a family emergency, you must send an e-mail to let the Resident Director know at least one hour in advance of your class or meeting at the following e-mail: ___________. Note that calling the CAPA Center (__________) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

Class Participation: Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

Use of electronic equipment in class: All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Resident Director at the beginning of Term.

Use of Electronic Translators: In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

Behavior during Examinations: During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.