



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 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 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.

DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
Outstanding (High Distinction)	A	93+	4.0	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.
Excellent (Distinction)	A-	90 - 92	3.7	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.
Very good	B+	87 - 89	3.3	Shows evidence of a capacity to generalise from the taught content, or

(High Credit)				the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.
Good (Credit)	B	83 - 86	3.0	The work is well organised and contains coherent or logical argumentation and presentation.
Good (Credit)	B-	80 - 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.
Average (Good Pass)	C+	77-79	2.3	The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.
Adequate (Pass)	C	73 - 76	2.0	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.
Below Average (Borderline Pass)	C-	70-72	1.7	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.
Inadequate (Borderline Fail)	D+	67 - 69	1.3	Fails to show a clear understanding or much insight into the material in the textbook and notes
Poor (Fail)	D	60 - 66	0.7 - 1.0	Besides the above for D+, student has not shown interest or engagement in the class work or study.
Poor (Fail)	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in the Faculty Handbook.

Dress Code

No requirements.

Course Materials

REQUIRED READINGS

- 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, Ontario: McClelland and Stewart Limited
- K. Deprez and L. Vos., eds. (1998). *Nationalism in Belgium*. Palgrave, Basingstoke.
- 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

RECOMMENDED READINGS

- 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

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:

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

SESSION 4

Class content: Nationalism in Catalonia since the Civil War I

Required readings:

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

SESSION 5

Class content: Nationalism in Catalonia since the Civil War II

Required readings:

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

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:

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

SESSION 8

Class content: Violence and Nationalism in the Basque Country

Required readings:

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

SESSION 9

Class content: Movie: *El Lobo*

Required readings:

- None.

SESSION 10

Class content: Spanish Nationalism

Required readings:

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

SESSION 11

Class content: Nationalism as Novelty

Required readings:

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

SESSION 12

Class content: The Successive Transformations of Nationalism as a Political Ideology

Required readings:

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

SESSION 13

MIDTERM

SESSION 14

Class content: Nationalism and Internationalism

Required readings:

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

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:

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

SESSION 17

Class content: Nationalism and the Break-up of Yugoslavia

Required readings:

- Mojzes, P. "The Unresolved National Question". Mojzes, P. *Yugoslavian Inferno*. New York: Continuum, pp. 71-124.

SESSION 18

Class content: The Dispute over Northern Ireland

Required readings:

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

SESSION 19

Class content: Exhibition visit: TBA

Required readings: None

SESSION 20

Class content: Belgium: Nationalism in Flanders and Wallonia

Required readings:

- Maddens, B., Roeland, B. 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.

SESSION 21

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

Required readings:

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

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.