I. Overview

In an increasingly borderless world of open markets and global economies, how and why does nationalism continue to be a powerful force? How are old and new nations built and sustained? Do multiculturalism and globalization challenge what it means to belong to a nation? To tackle these questions, we bring to bear the vocabularies of feminist and critical race theory and postcolonial critique. Using these tools, we will learn to think about how nations work. Ultimately, we will come to an understanding of the continued power of a sense of belonging in a globalized society.

The readings will develop the idea of the nation as a tenuous synthesis of gendered, racial, religious, and class meanings that work together differently in various historical and spatial contexts. This synthesis must be constantly rebuilt, refreshed, and reframed to conceal its own contradictions. We will explore how the nation as a set of cultural meanings interacts with the institutions of the state. To do this, we employ a transnational approach in this course—shifting away from comparisons across contexts towards a practice of drawing connections between contexts. We begin with American nationalisms, move outward to understand colonial and postcolonial nationalisms, and end up examining emergent identity cultures influenced by the discourses and practices of multiculturalism and globalization.

II. Course Requirements:

1. Readings: This is a reading intensive seminar course. The following books are available from the campus bookstore and on Amazon. These items are also on reserve at the Clapp library. If you do not purchase all the books, then please make arrangements to have a copy of the book in advance of when we will be reading it for class. I will be unable to help you locate a book at the last moment.


2. Grading & Assignments:

a) **Course Participation:** This course is a seminar that will only be useful and successful if each of us comes to class having completed the assigned readings and ready to engage in discussion. Many of the readings assigned here are dense and are designed to push your reading and critical analytical skills, so rise to the challenge! Class discussions will be a dialogue not only between you and I, but also, just as importantly, between you and your other colleagues in the class. Since this is a weekly seminar with only 13 class meetings, attendance is MANDATORY. More than one absence during the course of the term will dramatically affect your participation grade. Tardies will also affect your participation grade.

b) **Weekly reading responses (<300 words):** In these assignments, you will reflect upon the readings for the week and connect them with material covered earlier in the class. These are not summaries, but it will be useful for you to state the key concept/contribution of the reading in your response. Mainly, the responses should focus on what stood out to you about the readings and what it made you think about. Each student must post one response to the course conference per week and I encourage you to read one another's responses.

c) **Take-home exam (3-4 pages):** You will be required to address a particular question pertaining to the material in the first section of the course. This exam will be due on March 15th and you will have no readings assigned for that day.

d) **In-Class Debate & Report:** On the last day of the course (May 3), we will use most of the course session to stage an in-class debate on a topic to be specified two weeks prior. On the day of the debate, each individual will present her research in support of her team. Meetings outside of class for this debate will be required. On this day, each student should turn in a report of the research they did for the debate. Further details TBA.

e) **Historical Final Paper:** By integrating in-class readings as well as outside sources, you must construct a convincing narrative around a particular nation-state, diaspora, or nationalist group. A successful paper will explore and explain how a sense of belonging was created and legitimized within the group or nation being studied. There will be at
least two distinct ways in which students will be able to choose to approach this paper, details to be discussed in class.

**Grades will be calculated as follows:**

- Course participation & reading responses: 30%
- Take-home exam: 20%
- In-class debate and report: 20%
- Historical Paper: 30%

*A note about grading:* I grade work according to quality, effort, and a demonstrated understanding of the key concepts of the course/assignment. A grade of “B” indicates good work. It means that you have made adequate effort, have shown that you understand the main ideas, and have met the expectations of the class. To get a grade in the “A” range, your work must surpass those expectations. In short, “A’s” are for work at an excellent level. Grades of “C” or below indicate that you have not fulfilled the expectations of the coursework, either by not completing the assignment or by not putting in the required time and effort.

All work must be submitted electronically through the Sakai assignment interface only. **Documents must be in .doc, .docx, or .rtf format. NO PDFs!! File name must include last name first and the name of the assignment (i.e. Radhakrishnan_TakeHomeExam.doc)**

IV. Course Outline and Readings

January 25th: Introduction to course

**AMERICAN NATIONALISMS**

February 1st: Nationalism in Contemporary America

February 8th: Making America through Gender

February 15th: A Red Nation?

**COLONIAL AND POSTCOLONIAL NATIONS**

February 22nd: Nation-making I, From center to colony and back
- Anderson, Benedict. *Imagined Communities.* Chapters 1-5, 7.

March 1st: Nation-making II, The Colonies Talk Back
- Chatterjee, Partha. *The Nation and its Fragments.* (selections)

March 8th: Nation-making III, The Nation’s Women Talk Back

March 15th: In-class reflections/Activity/Film
• TAKE-HOME EXAM DUE

March 22nd: NO CLASS, SPRING BREAK

IDENTITY MOVES: MULTICULTURAL NATIONS AND THE “GLOBAL” MOMENT

March 29th: The Multicultural Nation-State
• HISTORICAL PAPER PROPOSAL DUE

March 29th: A Global Identity Crisis?
• Bernal, Victoria. 2006. “Diaspora, cyberspace, and political imagination: The Eritrean diaspora online.” *Global Networks.* Vol 6 (2) pp 161-179 (to be on e-reserve)

April 5th: Practices of Multiculturalism & Citizenship

April 12th: Emergent Cultures I, Racial Identities in Post-Apartheid South Africa

April 19th: NO CLASS (Monday schedule)
April 26th: Emergent Cultures II, Minority Youth in California

May 3rd: Looking Ahead
  ○ IN-CLASS DEBATE (REPORTS DUE!)

**FINAL HISTORICAL PAPER DUE MAY 16th, 4:30PM**