This course aims to investigate how the configuration of nationality, citizenship and sovereignty was established in Europe. The course starts with an examination of nationalism theories that try to answer the questions such as “What is a nation? Are national identities primordial or are they constructs? What is nationalism? Are there good and bad nationalisms?” etc. After discussing various theoretical approaches to nations and nationalisms, the course moves on to engage deeply with the modernist approach and deals with the relation between state formation and the production of nation. We will discuss the revolutionary formula of ethnos/demos nexus consolidated after the French Revolution by situating the emergence of modern citizenship within the capitalist/colonialist division of the world. Following this, the course will engage with the contemporary challenges to the nationality/citizenship equation that emerge as a result of globalization and the flow of people from the periphery to the metropole. We will explore the novel ways of inclusion to and exclusion from the city and the new nationalist movements in Europe. Finally, we will discuss the postcolonialist and feminist critiques of the nationalist projects.

WEEKLY SCHEDULE AND READING LIST

**Week 1: Introductions**

**Jan 7** Overview of the syllabus and the course requirements

**Week 2: Different approaches to nations and nationalism**


**Jan 14** Discussion

**Week 3 Formation of Nations: Nation-State and Interstate System** *

Recommended reading: Chapter 2.

**Jan 21** Schmitt, Carl (1996) The State as the Agency of New, Interstate, Eurocentric Spatial Order of the Earth (140-151). (P 1)

**Week 4 The Production of a Nation’s People and the Others** *


Week 5 French Revolution and the ethnos/demos link *


Week 6 Exclusionary logic of citizenship I*


Week 7 Exclusionary logic of citizenship II *


Week 8 The colonial Other *


Week 9

March 1 Film screening: Battle of Algiers

March 3 Discussion

Week 10 Spring Break

Week 11 French versus German Nationalism

March 17 Discussion

**Week 12 Immigration, Nationalism and Citizenship Today I * **


**Week 13 Immigration, Nationalism and Citizenship Today II **
March 29 Asad, Talal “Muslims and European Identity” in Anthony Pagden *The Idea of Europe from Antiquity to the European Union*. (P 5)

March 31 Discussion

**Week 14 Postcolonial and Feminist Critiques of Nationalism I * **


**Week 15 Postcolonial and Feminist Critiques of Nationalism II * **


**Week 16 **

April 19 Final papers due in class

**COURSE REQUIREMENTS AND GRADING**

**Attendance and participation (15 pts.):** This class consists of lecture and class discussions. You are expected to be present in class and participate daily in the discussions and to take notes carefully during all activities. Students will be expected to come to class prepared to discuss and reflect upon the readings assigned that week. As a result, active participation in the lectures, posing questions, offering opinions, engaging in dialogue and debate is a crucial component of
the course. Students will therefore be marked on the level of engagement in the lectures throughout the semester. Overall, this is what I will look for in participation:

(a) Attendance and professional classroom demeanor. You must attend class to participate. Students with habitual attendance problems cannot expect to receive a favorable participation mark. Your grade will be lowered by one letter if you have more than three unexcused absences. Excessive absences will result in further grade penalties and may include removal from the course roll. Additionally, students will be expected to conduct themselves with professionalism. This means arriving on time, and focusing on course activities (i.e., no cell phones, texting, browsing on your laptop, etc.).

(b) Contributions to class lectures, discussions. I will look for contributions that demonstrate you are engaged with others’ arguments in class and that you have completed the assigned readings by analyzing the issues covered critically.

Presentation (15 pts): All students are required to serve as facilitators once over the course of the semester on the days marked with a (P). The facilitator will be responsible for providing a brief introduction to the day’s readings, in which s/he highlights main arguments, addresses the discussion questions posted by me on the course site, suggest the relevance of these arguments to other materials we’ve considered in class, and outlines other possible directions for class discussion.

Critical reflection paper (45 pts, 15 pts. each): You will be asked to write 3 critical response essays that cover the readings of the marked (*) weeks (that is, except for the weeks 2, 9, 11, 13). You are expected to be able to: i) compare the key features of the arguments, ii) engage in thoughtful analysis that ties the pieces to a well formulated argument of your own, iii) convey the depth of your understanding of the material, and iv) organize your ideas clearly without unnecessary stylistic errors. The essays will be 3-4 double spaced pages, written in Times New Roman, 12-pts. The deadlines for the response papers are the first Tuesday of February, March and April respectively.

Final paper (20 pts): You should view the final paper as an opportunity to dig deeper into any issue you found most interesting (e.g. formation of the nation-states system, the implications of the nationality and citizenship nexus, the current debates on immigration and national identity etc.) You should use 10 scholarly resources (journal articles, books), 8 of which should be other than the course material. Final papers –7/8 double-spaced pages, Times new Roman, 12-pts—are due on last day of class. You should bring in a hard copy to the class and also upload a digital copy on OAKS.

Final paper outline (5 pts.) Students will be asked to submit an outline of their final papers. Outlines should include a short summary of the paper’s topic, a thesis statement (i.e, the main idea/argument/claim of the paper), an outline of sections or paragraphs that will form the main body of the argument, and a list of 10 scholarly resources. The deadline for final paper outlines is April 7th.

Academic Honesty
When you enrolled in the College of Charleston, you signed an Honor Code. I expect that you will abide by that Code. I have zero tolerance for academic dishonesty. I reserve the right to prosecute to the fullest any act of academic dishonesty, that is, plagiarism and/or cheating, etc., by reporting it to the Honor Board. Students should be aware of the College’s policies on plagiarism as published in the Student Handbook. If you are unfamiliar with the College’s plagiarism policy please consult your student handbook.

**Students with special circumstances**
The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services/ SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me at least one week before any accommodation is needed.

**Grading scheme:**

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<th>Letter Grade</th>
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<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
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