CAS HI 549 Nationalism in the 19th and 20th Centuries
Professor Simon Payaslian

Office: 508 @ 226 Bay State Road
Office hours: M 12:00–1:30pm
F 11:30am–1:00pm | or by appointment
Phone: 617–353–8313 | Email: payas@bu.edu
Unless otherwise noted, your instructor checks his emails at least once a day.

Note: Computers and phones cannot be used during class and must be turned off

Course Summary

This course examines the emergence and development of modern nationalism and its impact on different parts of the world (e.g., Europe, the Middle East, Africa, Asia, and the former Soviet Union). First, we discuss some of the theoretical issues concerning the origins and definitions of nationalism. Two general approaches are identified: 1) the primordialist view, which holds that nationalism and national loyalty can be traced back to antiquity; and 2) the modernist approach, according to which nationalism is a product of the social and intellectual developments in and after the 17th century (e.g., the Enlightenment) and serves as an instrument of state power.

Nationalism is a major force in modern history. Why and how did nationalism become such a powerful political force? What combination of social, economic, cultural, religious, and political factors contribute to the development of nationalism? When and how does the transformation from ethnic identity to nationalism take place? The books assigned in this course attempt to answer these questions, and throughout this course we seek to explain the phenomenon of nationalism as a political force and as the repository of symbols and myths of the modern nation-state.

Required Texts

Aviel Roshwald, Ethnic Nationalism and the Fall of Empires: Central Europe, the Middle East and Russia, 1914–1923, Routledge, 2000.
COURSE REQUIREMENTS

The final grade for the course will be assessed on the basis of the following:

- Attendance & participation 15% Undergraduate & Graduate students
- Four reflection essays 20% Undergraduate students
- Midterm exam 20% Undergraduate & Graduate students
- Final exam 25% Undergraduate & Graduate students
- Term paper & presentation
  - Undergraduate students 20% Book Review Essay, 2,500 words in length
  - Graduate students 40% Research paper, 6,500 words in length

Attendance and Participation (15%)
Attendance and participation are essential in this course and will be evaluated based on the student’s contribution to the class discussions. Participation involves familiarity with the reading material, and as part of their attendance and participation, students are required to contribute to class discussion by doing short presentations based on the assigned readings.

Reflection Essays (500 words each) 4 x 5% each (total 20%)
These short assignments are not meant to be chapter reviews per se, but rather “thought essays” on a particular aspect of the history of nationalism as covered in the assigned readings. Please note that these essays are separate from your term paper, although they may be integrated into your term paper if they are relevant.

Midterm Exam (20%) / Final Exam (25%)
The midterm and the final are in-class exams. They cover the material presented in lectures and the assigned readings. A week in advance, your instructor will hand out a list of terms and essay questions. Each exam consists of two parts: Part I requires that you define/identify terms; Part II requires that you write an essay on a question.

Term Paper & Presentation

Undergraduate students: Book Review Essay (20%)
Undergraduate students write a review essay of three books: they choose one book from the assigned books in this course plus two books of their choice on the same topic. A book review guide appears at the end of this syllabus, but in general a book review examines each author's approach to the topic, his/her analytical framework and methodology, ideological orientation, and interpretations. Full bibliographical information of the books reviewed should appear at the end of the paper. If you do use other sources, be sure to include documentation in footnotes or endnotes. There is no need for footnotes/endnotes for the books being reviewed; instead, insert references in parentheses—for example: (Hobsbawm 1993, 100).

Graduate students: Research Paper (40%)
Graduate students choose their research paper topic in consultation with the instructor. The paper must be based on primary sources and be of professional quality.
Presentation of Paper. Each student will have an opportunity to present his/her paper in class for 15–20 minutes. There are several important reasons for this assignment. First, class presentations provide an opportunity to share your findings with colleagues in the class. Second, you learn how to present papers before your colleagues at major scholarly conferences (e.g., the American Historical Association, the American Political Science Association) and professional meetings. Finally, class presentations encourage students—as leaders-in-training—to practice and improve on their public speaking skills. The development of both written and oral communication skills is an essential part of education, and the more you practice these skills, the more successful you will be in your career.

Students with Documented Disabilities
If you have a disability that requires extra time for exams and assignments, please bring a note from the BU Office of Disabilities Services by Friday, February 8, 2019.

Note on Extensions & University Academic Conduct Code.
Extensions for written assignments are strongly discouraged and will be allowed in extremely urgent emergencies only and with adequate documentation. Otherwise, 10 points will be subtracted from the grades for each day delayed after the scheduled due dates. Students must adhere to all university standards of academic conduct. Please consult the Boston University Code of Academic Conduct. Plagiarism and other forms of academic misconduct will not be tolerated. Students violating the rules of academic conduct will automatically fail the course. Please become familiar with the University’s Code of Academic Conduct by visiting the following page: http://www.bu.edu/academics/resources/academic-conduct-code/.

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Course Outline

In case any changes are needed in the schedule for reading assignments below, your instructor will announce them in class.

Jan. 28  Introduction to the course: Nation, Nation-State, and Nationalism

Feb. 4  The Emergence of Liberal Nationalism: The Enlightenment Background of Internationalism and Nationalism
        Zimmer, Nationalism in Europe, Intro. & Ch. 1, pp. 1–26
        Hobsbawm, Nations and Nationalism, Intro. & Chs. 1–2, pp. 1–45, 46–79
        Dahbour/Ishay, Nationalism Reader, Intro. & Parts I–II, pp. 1–57, 60–125

Feb. 11  Socialism, Internationalism, and WWI
        Zimmer, Nationalism in Europe, Chs. 2–3, pp. 27–49, 50–79
        Hobsbawm, Nations and Nationalism, Chs. 3–4, pp. 80–100, 101–30
        Roshwald, Ethnic Nationalism, Chs. 1–4, pp. 1–114
Feb. 18  M Feb. 18 classes suspended / T Feb. 19 scheduled as “Monday”
ETHNIC NATIONALISM AND THE FALL OF EMPIRES
Suny, Revenge of the Past, Chs. 1–2, pp. 1–83
Roshwald, Ethnic Nationalism, Chs. 5–8, pp. 116–223

Feb. 25  NATIONAL UNIFICATION, CONSERVATIVE NATIONALISM; FASCISM, AND NAZISM
Hobsbawm, Nations and Nationalism, Ch. 5, pp. 131–62
Zimmer, Nationalism in Europe, Ch. 4, pp. 80–106

March 4  Midterm exam

March 11  Spring recess

March 18  ANTI-COLONIALISM AND NATIONAL LIBERATION MOVEMENTS
Hobsbawm, Nations and Nationalism, Ch. 6, 163–92
Paper presentations begin

March 25  NATIONALISM IN THE MIDDLE EAST IN THE 20TH CENTURY
Dahbour/Ishay, Nationalism Reader, Part VI, pp. 255–67

April 1  NATIONALISM IN ASIA IN THE 20TH CENTURY
Leifer, Asian Nationalism, Chs. 1–6, pp. 1–125
Dahbour/Ishay, Nationalism Reader, Part VI, pp. 240–54

April 8  NATIONALISM IN ASIA IN THE 20TH CENTURY (Continued)
Leifer, Asian Nationalism, Chs. 7–10, pp. 126–95

April 15  M April 15 classes suspended / W April 17 scheduled as “Monday”
NATIONALISM AND THE COLLAPSE OF THE SOVIET UNION
Suny, Revenge of the Past, Chs. 3–4, pp. 84–160

April 22  THE FUTURE OF NATIONALISM IN THE AGE OF GLOBALIZATION
Zimmer, Nationalism in Europe, Ch. 5 & Conclusion, pp. 107–123
Dahbour/Ishay, Nationalism Reader, Part VIII, pp. 322–71
Term paper due

April 29  End class presentations
Last day of class

Final Exam: Tuesday, May 7, 2019  Time: 3:00–5:00pm
BOOK REVIEW ESSAY GUIDE
Due date: April 22, 2019

Undergraduate students are required to write a critical analysis of three books (one book from the assigned books in this course plus two books of their choice on the same topic). Unlike “book reports,” the review essay does more than summarize the material covered in each book. The review essay compares and contrasts the authors’ approaches to specific issues as presented in their books, their analytical frameworks and methodologies, and their ideological orientation and interpretations. Accordingly, it is essential that the essay be organized thematically rather than as separate reviews on each book.

The review essay must
• Not include more than three short quotes.
• Include full bibliographical information of the books reviewed at the end of the paper. If you do use other sources, be sure to include documentation in footnotes or endnotes. There is no need for footnotes/endnotes for the books being reviewed; instead, insert references (in parentheses) in the text of your paper—for example: (Suny 1993, 50).

The following outline is to guide you in preparing your essay:

I. Introduction
1) What are the books about?

2) What is each author’s purpose in writing his/her book? Usually, but not always, this is clearly stated in the preface or in the introduction. Who is their intended audience—for example, the general public, university students/scholars, policy makers?

3) What are the principal theses presented in their books?

4) What are the three or four major themes your paper will focus on?

II. Analysis
1) What are the major components of each book—for example, how many chapters (mention some examples of chapter titles), charts, and tables? If the author does include charts and tables, are they useful?

2) Discuss the major themes you have identified in your introduction.

3) How do the books support their theses? This is done by answering the following questions:
  ▶ What are some of the major arguments regarding specific issues, events, personalities, and so forth? Do the authors agree on specific points and disagree on others?
  ▶ What evidence do they present to support their theses?
  ▶ What type of primary sources do the authors rely on—for example, government archives, personal papers, interviews? And secondary sources?
4) What is the mode of analysis used by each author—descriptive, explanatory?

III. Conclusion
1) How successful is each book in accomplishing what it promised in the preface or the introduction?

2) How useful do you think are these books—for example, for the general public, university students/scholars, policy makers? Would you recommend them to your friends? Why or why not? Explain.