



**Political Science 4P38/5P38  
Nationalism and Ethnic Politics  
Winter 2022**

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**Office Hours: TBA**

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**Course description:** This course is a survey of theories and cases studies of nationalism in the contemporary world. We will read theory, examine case studies, and try to address central questions about the role ethnicity and nationalism play in contemporary politics.

**Learning objectives:**

- Students will learn to critique and contrast varying theories in the field of nationalism.
- Students will hone their communication skills, especially writing and speaking skills.
- Students will learn in depth the historical and cultural contexts of contemporary nationalist politics.

**Mark breakdown 4P38:**

Seminar	35 %
Reflective paper	20% (2000 words) Due Feb. 2
Paper outline	10% (1000 words) Due March 2
Paper	35 % (4000 words) Due April 6

**Mark breakdown 5P38:**

Seminar	35%
Reflective paper	20% (2000 words) Due Feb. 2
Paper outline	10 % (1000 words) Due March 2
Paper	35 % (5000 words) Due April 6

**Text:** Ozkirimli, Umut. 2017. *Theories of Nationalism: A Critical Introduction* 3<sup>rd</sup> ed. London: Palgrave (available in the Brock bookstore).

All readings (aside from the text) can be accessed via Sakai.

**Important: The last date for withdrawal without academic penalty is March 4, 2022.**

**Reflective piece:** Each student will write a 2000-word essay analysing and evaluating the main theoretical schools presented in the Ozkirimli text. This is not intended to be a research project but rather a critical analysis of the perspectives. You should try to choose the best theoretical approach and explain why this school is superior for understanding the various instances of nationalism. Your only source should be the text itself. Due February 2<sup>nd</sup>.

**Paper outline:** This 1,500-word paper should incorporate a thesis statement and a general discussion of the line of inquiry/central question being posed. A working bibliography of at least 6 quality sources should be included. Due March 2<sup>nd</sup>.

**Paper:** Get started early to avoid late penalties. The instructor must approve all topics. Books and journal articles are to be the primary research resources. You should have at least 10 academic sources. Please refer to back of outline for the departmental late penalty. I use the program Turnitin.com, and all students will submit their paper to that site. If you do not want to submit your paper to Turnitin.com, you must submit all your notes and photocopies of the first page of each source you use in your paper. Due April 6<sup>th</sup>.

**Seminar:** This component is graded on evidence of preparedness and quality of participation. Unexcused absences will reduce your grade.

### **Seminar Schedule:**

#### **January 12 Introductions/Debates about Nationalism**

This seminar has two goals. Our first is meeting each other and putting names to faces. The second is to trace the ‘genealogy’ of nationalist thought over the last two centuries. This will also bring our attention to definitions of the concept and the thinkers who have contributed to the development of nationalist theory.

- Discussion of Ozkirimli, Umut Chapter 1 (1-8) and Chapter 2 (11-47)

#### **January 19 Primordialism/Perennialism and Modernism**

The goal of this seminar will be to understand the primordialist and modernist schools of thought in nationalist theory. As you read consider the following questions:

1. What are the key assumptions of each school of thought?
2. How do they differ fundamentally?
3. What kind of evidence is used by each school? Is it persuasive?

4. Who are the most important proponents of each school of thought?

Reading: Ozkirimli, Umut Chapter 3 pp. (51-75) and Chapter 4 (81-147)

**January 26 Theories of Nationalism**

This week we discuss the ethnosymbolist school of nationalism and a variety of others grouped under the general title of “contemporary approaches”. As you read consider the four questions we considered when discussing last week’s theoretical approaches.

Reading: Ozkirimli, Umut Chapters 5-6 (154-217)

**February 2 Quebec (Reflective essay due today)**

We begin our look at cases of nationalism with Quebec. These articles look at the ideological underpinnings of contemporary Quebecois nationalism and the extent to which Quebecois nationalism can integrate cultural minorities within the nation building project.

Dufresne, Yannick *et al.* 2019. “Religiosity or racism? The bases of opposition to religious accommodation in Quebec” *Nations and Nationalism* 25 (2) pp. 673–696.

Erk, Jan. 2010. “Is Nationalism Left, or Right? Critical Junctures in Quebecois Nationalism” *Nations and Nationalism* 16(3), 423-441.

**Background:** Taras, Raymond and Rajat Ganguly. 2010. “Separatist Movements in Constitutional Democracies: Canada and Quebec Nationalism” *Understanding Ethnic Conflict* 4<sup>th</sup> Ed. Longman: Boston. pp. 150-176.

**February 9 The Breakup of Britain?**

In the aftermath of the Brexit referendum, politics in the UK are in a state of flux. The constitutional status of minority nations in the UK is even more salient than usual. These articles discuss the ideology of Scottish nationalism, the place of minority nationalism in the global economy, and the rise of English nationalism.

Black, Jack. 2019. “From mood to movement: English nationalism, the European Union and taking back control” *Innovation: The European Journal of Social Science Research* 32:2, pp. 191–210.

Hamilton, Paul. 2004. “Converging Nationalisms: Quebec, Scotland and Wales in Comparative Perspective” *Nationalism and Ethnic Politics* 10:4, 657-85.

Jackson, Ben. 2014. “The Political Thought of Scottish Nationalism” *The Political Quarterly*, 85:1, 50-56.

## February 16 Indigenous People and Nationalism

Indigenous peoples are diverse and each one deals with a unique colonial context. On the other hand, there are similarities which confront Indigenous people everywhere as they seek to assert their self-determination projects. What similarities can you see between indigenous people in Nordic Europe and North America?

Lantto, Patrik. 2010. "Borders, Citizenship and Change: The Case of the Sami People, 1751-2008" *Citizenship Studies* 14:5, pp. 543-556.

Nadasdy, Paul. 2012. "Boundaries among Kin: Sovereignty, the Modern Treaty Process, and the Rise of Ethno-Territorial Nationalism among Yukon First Nations" *Comparative Studies in Society and History* 54(3):499–532.

## March 2 Social Structure and Ethnic Conflict

Today we probe the causes of the Rwandan genocide of 1994. Several causal variables are considered by Magnarella. Mason compares Rwanda with Sri Lanka and finds that the nature of social structure in a society can lead to quite different forms of conflict. In some cases, they can lead to genocidal violence, in others, civil war.

Magnarella, Paul. 2005. "The Background and Causes of the Genocide in Rwanda" *Journal of International Criminal Justice* 3:4 pp.801-822.

Mason, T. David. 2003. "Structures of Ethnic Conflict: Revolution versus Secession in Rwanda and Sri Lanka" *Terrorism and Ethnic Violence* 15:4 pp. 83-113.

## March 9 Race, Identity and Politics in the United States

Hajnal, Z. 2021. "Immigration & the Origins of White Backlash" *Daedalus* 150 (2) pp. 23-39.

Monk, Jr., Ellis P. 2021. "The Unceasing Significance of Colorism: Skin Tone Stratification in the United States" *Daedalus* 150 (2) pp. 893-917.

Rutland, P. 2021. "Racism and Nationalism" *Nationalities Papers* (2021), pp. 1–14.

## March 16 Africa

In this seminar we consider the importance of nationalism in Africa. Dorman, Larmer and Lecocq stress the commonalities African nationalism shares with nationalisms elsewhere. Kpessa *et al* consider the important role that welfare state policy plays in acting as a social glue in relatively new states.

Dorman, Sara Rich. 2015. "The Varieties of Nationalism in Africa" *Current History* pp. 189-193.

Kpessa, Michael, Daniel Be'land and Andre Lecours. 2011. "Nationalism, development, and social policy: The politics of nation-building in sub-Saharan Africa" *Ethnic and Racial Studies* Vol. 34:12 pp. 2115-2133

Larmer, Miles and Lecocq, B. 2018. "Historicising nationalism in Africa" *Nations and Nationalism* 24(4) 893-917. Pp. 893-917.

### **March 23      Yugoslavia**

Yugoslavia was considered a progressive, socialist model of multi-ethnic harmony until it abruptly splintered apart in the early 1990s. How did this happen? What can we learn from the disintegration of this federal state?

Bozic-Roberson, Agneza. 2005. "Words Before the War: Milosevic's Use of Mass Media and Rhetoric to Provoke Ethnopolitical Conflict in Former Yugoslavia" *East European Quarterly* Vol. 37:4 pp. 395-408.

Dragovic'-Soso, Jasna. 2008. "Why did Yugoslavia Disintegrate? an Overview of Contending Explanations" in Cohen, Lenard and Jasna Dragovic-Soso eds. *State Collapse in South-Eastern Europe: New Perspectives on Yugoslavia's Disintegration*. Purdue University Press, pp. 1-41.

Kaufman, Stuart J. 2017. "Government Jingoism and the Fall of Yugoslavia" *Modern Hatreds: The Symbolic Politics of Ethnic War*. Cornell University Press, pp. 165-201.

**Background:** "Bosnia: War in the Balkans" in *Ethnic Conflict: A Systematic Approach to Cases of Conflict* Jesse, Neal G. and Kristen P. Williams eds. Washington, DC: CQ Press pp. 141-188.

### **March 30 Secession**

Krasner points out that the acquisition of statehood is less rational than we might expect. Why do some ethnic groups get a state (the Portuguese, for example) while much larger groups like the Kurds get none? Also, we consider why secession is rare in democracies, a point still valid two decades after Dion wrote this piece. Finally, what are the moral issues surrounding secession? Under what circumstances should it be permitted?

Dion, Stephane. 1996. "Why is Secession Difficult in Well-Established Democracies? Lessons from Quebec" *British Journal of Political Science* Vol. 26, No. 2 pp. 269-283

Krasner, Stephen. 2009. "Who Gets a State, and Why?" *Foreign Affairs*

Wellman, Christopher. 2010. "The Morality of Secession" in *Secession as an International Phenomenon* Don H. Doyle ed. Athens: University of Georgia Press pp.19-36

### **April 6 Islam in the West**

The integration of Muslims in Western societies has preoccupied politicians and media observers since the late 1990s. Joppke examines two poles of debate about this issue. Foner compares racial difference with religious ones and finds they differ in important ways.

Foner, Nancy. 2015. "Is Islam in Western Europe Like Race in the United States?" *Sociological Forum* Vol. 30:4 pp. 885-899.

Joppke, Christian. 2014. "Europe and Islam: Alarmists, Victimists, and Integration by Law" *West European Politics* 1314-1335.

**Late Submission Policy:**

The penalties for late submission of assigned coursework (e.g., papers, assignments, weekly reflections) are 2% per day, unless accompanied by medical documentation. See Medical Exemption Policy and the medical health certificate at <https://brocku.ca/registrar/toolkit/forms/>

**Relationship between attendance and grades:**

Students are expected to attend all classes .

**Important dates:** (check the section on sessional or important dates in the relevant online University calendar at <http://brocku.ca/webcal/>)

**Academic Policies****Academic Integrity:**Statement for undergraduate courses

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing, and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section VII, "Academic Misconduct", in the "Academic Regulations and University Policies" entry in the Undergraduate Calendar, available at <http://brocku.ca/webcal> to view a fuller description of prohibited actions, and the procedures and penalties.

This course uses Turnitin.com, phrase-matching software. If you object to uploading your assignments to Turnitin.com for any reason, please notify the instructor to discuss alternative submissions.

**Intellectual Property Notice:**

All slides, presentations, handouts, tests, exams, and other course materials created by the instructor in this course are the intellectual property of the instructor. A student who publicly posts or sells an instructor's work, without the instructor's express consent, may be charged with misconduct under Brock's Academic Integrity Policy and/or Code of Conduct, and may also face adverse legal consequences for infringement of intellectual property rights.

**Special Accommodation:**

The University is committed to fostering an inclusive and supportive environment for all students and will adhere to the Human Rights principles that ensure respect for dignity, individualized accommodation, inclusion and full participation. The University provides a wide range of resources to assist students, as follows:

- a) If you require academic accommodation because of a disability or an ongoing health or mental health condition, please contact Student Accessibility Services at [askSAS@brocku.ca](mailto:askSAS@brocku.ca) or 905 688 5550 ext. 3240.
- b) If you require academic accommodation because of an incapacitating medical condition, you must, as soon as practicable, inform your instructor(s) of your inability to complete your academic work. You must also submit a Brock University Student Medical Certificate (found at <https://brocku.ca/registrar/toolkit/forms>). The University may, at its discretion, request more detailed documentation in certain cases. If you are unable to write a scheduled examination due to an incapacitating medical condition, you must follow the process set out in the [Faculty Handbook III:9.4.1.](#)
- c) If you are experiencing mental health concerns, contact the Student Wellness and Accessibility Centre. *Good2Talk* is a service specifically for post-secondary students, available 24/7, 365 days a year, and provides anonymous assistance: <http://www.good2talk.ca/> or call 1-866-925-5454. For information on wellness, coping and resiliency, visit: <http://brockmentalhealth.ca/mental-well-being/>.
- d) If you require academic accommodation on religious grounds, you should make a formal, written request to your instructor(s) for alternative dates and/or means of satisfying requirements. Such requests should be made during the first two weeks of any given academic term, or as soon as possible after a need for accommodation is known to exist.
- e) If you have been affected by sexual violence, the Human Rights & Equity Office offers support, information, reasonable accommodations, and resources through the Sexual Violence Support & Education Coordinator. For information on sexual violence, visit [Brock's Sexual Assault and Harassment Policy](#) or contact the Sexual Violence Support & Response Coordinator at [humanrights@brocku.ca](mailto:humanrights@brocku.ca) or 905 688 5550 ext. 4387.
- f) If you feel you have experienced discrimination or harassment on any of the above grounds, including racial, gender or other forms of discrimination, contact the Human Rights and Equity Office at [humanrights@brocku.ca](mailto:humanrights@brocku.ca)

## DEPARTMENT OF POLITICAL SCIENCE

### *POLICY ON LATE ESSAYS*

The policy of the Department is that essays received by the instructor or deposited in the Political Science Department essay box after 4:00 p.m. or at a time designated by the instructor, of the date on which they were due will be penalized two per cent for each day late from Monday through Friday and five per cent for the period from Friday 4:00 p.m. to Monday 8:30 a.m., and that no paper will be accepted two weeks after the due date. Papers are last collected from the essay box each weekday at 4:00. **Instructors may establish more restrictive deadlines or more severe penalties in particular courses – check the course outline.** Extensions of due dates are granted only in circumstances that are beyond the student's control, such as health problems that are supported by a medical certificate, or other, clearly equivalent situations.

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An essay is considered received when the original hard copy (printed) of the paper is in the hands of the instructor or in the box outside the Political Science Department's office. (ALL ESSAYS MUST INCLUDE A TITLE PAGE WITH THE FOLLOWING INFORMATION CLEARLY MARKED: STUDENT NUMBER, TA and INSTRUCTOR'S NAME, COURSE NAME and NUMBER).

Having an essay date-stamped by security, or the library, or anyone else does not constitute receipt of the essay by the Political Science Department. Instructors may require that essays be submitted electronically through turnitin.com. In this case, students must consult with the instructor on what constitutes a late essay.

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Time management problems are not grounds for extensions. You are strongly urged to avoid these penalties by beginning to work on essays early in the term; by setting your own target dates for completion that are several days before the due date; and by carefully budgeting your time.

### ***POLICY ON RETURNING MARKED ESSAYS***

Marked essays will normally be returned during class meetings or at the final examination. Students who are not in class to receive their essays or do not receive them at the final examination can obtain them in two ways:

- directly from the instructor during his/her office hours (unless the instructor specifies in the course outline or by notice on his/her office door that this option is not available), and/or
- directly from the instructor on specific days and at specific times announced in class or posted on his/her office door.