

San José State University
Department of Political Science

Pols 190-01/190H-01: Senior Seminar
Fall 2019

Course and Contact Information

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| Instructor: | Sabrina Pinnell |
| Office Location: | Clark 404D |
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| Email: | SLPinnell@gmail.com (preferred method of contact) |
| Office Hours: | M 4:30-5:30, W 9-10, F 1:30-2:30; additional hours by appointment ¹ |
| Class Days/Time: | F 9:30-12:15 |
| Classroom: | Clark 303A |
| Prerequisites: | 100W or instructor consent ² for 190; 3.2 GPA and instructor consent for 190H |

Course Format

This class is primarily discussion using a seminar format: the instructor will make a short introduction to a topic each week, then students who have been assigned readings for that week will lead discussion for majority of class time, with other students participating. Students will also be working on independent research projects that they will present to the class at the end of the semester. This course uses Canvas for announcements, reserve readings, uploading of discussion questions, uploading of electronic copies of your project materials, and recording of scores on exams/assignments. Students should have access to a computer capable of accessing this page at <http://sjsu.instructure.com>. You will need to use your student ID information to log on, and you can access the class webpage on your Dashboard.

Discussion questions will be uploaded to Canvas (see under “Participation,” below), but notes or slides will not be posted to Canvas in this course. Students are expected to attend class to gain this information and to take notes. If you are absent for any reason, you have the options of either getting notes from a colleague or seeing the instructor in office hours.

1. Aside from scheduled meetings regarding the research project, appointments for office hours will not be available Tuesdays or Thursdays this semester.

2. I will expect students to either have 100W or an equivalent course completed to gain entrance to the class.

Course Description

From the SJSU Catalog: Capstone course that serves as culminating experience for the political science major. Seminar class with significant participation required. Specific course topics vary each semester. Prerequisite: POLS 100W or instructor consent. The Honors section requires an “original project.”

This version of 190/190H focuses on the issue of *nationalism*, how it has been studied in political science and other social sciences, and how it has affected American, comparative and international politics.

Department of Political Science Learning Outcomes

The Political Science Department has the following objectives for its students:

- 1) Breadth: Students should possess a broad knowledge of the theory and methods of the various branches of the discipline.
- 2) Application and Disciplinary Methods: Students should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, evaluate research studies, and critically analyze and interpret influential political texts. Students should be able to apply these techniques to identify, understand, and analyze domestic and international political issues and organizations.
- 3) Communication Skills: Students should master basic competencies in oral and written communication skills and be able to apply these skills in the context of political science. This means communicating effectively about politics and/or public administration, public policy, and law.
- 4) Citizenship: Students should acquire an understanding of the role of the citizen in local, state, national, and global contexts and appreciate the importance of lifelong participation in political processes.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Define nationalism and connected concepts such as nations, nation-states and the goals of nationalism as an ideology.
2. Describe how nationalism has affected issues of comparative politics such as majority-minority relations in countries; citizenship; political parties and institutions; populist political change; immigration.
3. Describe how nationalism is a component of international politics in terms of the development of nation-states; the rise and fall of empires; liberation movements and war.
4. Explain the current clash between internationalist and isolationist positions in international politics, where nationalism has been used as the basis for the dispute.

5. Create an independent research project that considers a question involving nationalism and how it is an element of political change.

These requirements will be fulfilled through a combination of readings and class discussion, a midterm exam, and the various stages of the research project.

Required Texts/Readings

Textbook

There is no required textbook you need to purchase for the class. However, there are readings either on Canvas under “Files” or in electronic books available in King Library. See the Schedule for locations of where to find the readings. Students are expected to prepare for discussion each week by doing the readings even if they are not leading discussion; this is particularly true for the Coakley readings, which are meant to be informative and should be read by all when they are assigned. *All readings listed in the Schedule are required readings.*

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit, including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found at <http://www.sjsu.edu/senate/docs/S16-9A.pdf>. Since this is a four-unit course, you should expect to spend about nine hours a week working outside of class on class readings and other material including your research projects. You will also be meeting with your instructor outside of class at least twice this semester to discuss aspects of your research project.

This course includes the following methods to evaluate student performance:

| | |
|--------------------------|------------------|
| Participation | |
| Reading presentation | 30 points |
| Weekly discussion | 10 points x 10 |
| Project presentation Q&A | 10 points |
| Midterm | 50 points |
| Research Project | |
| Topic | 10 points |
| Preliminary proposal | 30 points |
| Proposal meeting | 10 points |
| Rough draft | 60 points |
| Rough draft meeting | 10 points |
| Presentations | 30 points |
| Final draft | <u>40 points</u> |
| | 390 points |

Participation: See the campus policy on attendance at <http://www.sjsu.edu/senate/docs/F15-12.pdf>. This class is a seminar, which means there will be considerable discussion in class and student participation. I will have an introduction at the start to the topic at the beginning of each class (usually about 30 minutes), and then we will move on to the readings for the week. For your participation grade, this means that in a given class section, you will either be presenting and leading discussion for a particular reading or participating in that discussion. I will be a participant for this part of the class; the presenter is in charge for their particular reading.

On the first day of class, students will be required to sign up for one of the readings over the course of the Schedule to serve as presenter. To prepare to lead discussion, the presenter must do two things: 1) create an outline of the major points of the reading, plus observations on how they relate to the topic for that week, and 2) create a set of questions that will help students understand the essential elements of the reading (thesis, major points, conclusions, possible points of criticism, and how it relates to the topic for the week). There should be 10-15 questions per reading, depending on length of the piece and what the student feels needs to be covered. Presenters need to send the materials for 1) and 2) to me via e-mail for review on the Monday preceding the day we will cover them; please do so by 5 p.m. I will upload the questions on Tuesday morning, so students will have three days to prepare. This part of your job as presenter will be worth 20 points of your grade.

When you present, you should go over your outline briefly (try to keep it to ten minutes), and then we will go on to your questions; the latter will enable your colleagues to show their understanding of the material. Each presentation should be about ten minutes summarizing the major points of the reading, at which point we will move on to discussion, with the presenter taking the lead in asking the questions. This is the other 10 points of your grade as presenter.

If you are not a presenter for a particular week, you are still expected to prepare for the class by doing the readings and participating in discussion. In addition, you will need to answer in writing the questions for one of the readings and turn in your answers at the end of the class for credit. Each student must prepare his/her own hard copy of answers for submission. Your work in this role will be 10 points a day for each class.

Honors students will be expected to turn in written answers for two readings per week, except for Week 6, to cover participation for the honors course. You do not need to do a second presentation.

If you miss class due to an illness or emergency, you will have to make up for the lost work. If you are a presenter, you need to contact me ASAP so I can cover in class; you will still need to submit the outline and questions. If you are a participant, you will still need to submit answers. In either case, I will need written verification of the emergency, or you will not get credit for the work.

Finally, during the project presentation sessions for the class, you are expected to spectate and ask questions when you are not presenting. Any absences must be due to emergencies and will require verification to be excused. This affects 10 points of your grade.

Collectively, these activities affect 130 points (~37%) of your course grade.

Midterm: There will be a midterm exam at the end of the comparative portion of the course (October 18th). A list of question possibilities will go out a week before the test. You will have a choice of one of two of the essay questions from the list, which you will answer in 2-3 pages in a

large, blank greenbook. The test will happen at the end of the course day during the last 75 minutes. The exam affects 50 points (~13%) of your course grade.

Students are expected to take the exam on the day scheduled, barring a verifiable emergency. Exams will not be given in advance of the date for any reason. If you are unable to take an exam due to an emergency, you must contact the instructor ASAP to arrange a makeup within one week of the scheduled day, and present proof of the emergency. Failure to do so will mean a zero for this part of your course grade. Travel is not considered an emergency; please plan accordingly.

Research Project: The remainder of your course grade will be fulfilled through a research project, including a paper of approximately 18-20 pages (4500-5000 words) on a topic that deals with how nationalism affects American, comparative or international politics. If you are an Honors student, the paper requirement is extended to a minimum of 25 pages (~6250 words).

This project will be completed in stages, as outlined below. You should also see the longer handout appended to this syllabus for the specific details to complete the assignment.

Topic: I will require a preliminary topic from you by September 13th, in a one-page, double-spaced statement describing it. This is one of the few stages of the project you may change later, as I am sure that you may want to alter it before the proposal, and we may need to meet if it appears you are hazy on where to go with the project. The topic is worth 10 points of your course grade.

Preliminary Proposal: On October 11th, I will need a 3-4 page (750-1000 word) proposal that covers the essential elements of your paper in terms of background and where you intend to go with your research. This is a paper, not an outline. Please see the handout appended to the syllabus for more information. You must turn in both a hard copy and an upload to Canvas by the due date. I will then meet with students the week of 10/14-10/18 to go over your proposals and make comments. The proposal is worth 30 points of your course grade, with the meeting an additional 10 points.

Rough Draft: Students are required to turn in a rough draft of their paper on November 15th, in hard copy form and uploaded to Canvas. This paper should be the length and format of the finished paper and cover all elements of the project. There will be a set of meetings with students the week of 11/18-11/22 to go over your drafts at this stage. This stage of the project is worth 60 points for the paper and an additional 10 for the meeting to go over the draft. Please note that at this stage, you are expected to have completed the research part of your project.

Presentations: Students will summarize the major points of their project in a 10-15 minute presentation in class, during the last two class sessions and the final period (so, November 22nd, December 6th or December 12th). There will be additional minutes for questions from the audience. You will need to have an audiovisual component for your presentation, either as electronic slides or a handout; a copy of these needs to be submitted for evaluation as well. Students are expected to attend all sessions, whether or not they are presenting. Presentations will be worth 30 points of your course grade.

Final Draft: The final draft of your project paper or prospectus is due in hard copy form and uploaded to Canvas on December 12th. No papers will be accepted late after this point without a verifiable emergency. This draft should be mostly revisions of the rough draft and is not supposed to include additional research work. Again, please see the handout appended to the syllabus for more information. The final draft is worth 40 points of your course grade.

Grading Policy

This course is based upon a point system, with percentage of points earned on assignments and exams corresponding to the following grades: 97-100% is an A+, 93-96% is an A, 90-92% is an A-, 87-89% is a B+, 83-86% is a B, 80-82% is a B-, etc. Keep track of your points over the course of the semester as noted above, and you should have an idea how you stand in the class.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Extra Credit Policy

Note that per Academic Senate policy (<http://www.sjsu.edu/senate/docs/S09-7.pdf>), any extra credit opportunities must be extended to all students in the class; this means that individual appeals for extra credit may not be considered apart from the entire class. If any extra credit is assigned for the course, it will be available to all students to complete.

Policy on Submitting Written Work in this Course

In order to make sure all students complete their work under equal and fair conditions and to facilitate turnaround on grading, the following policy applies to submitting written work (the various parts of the research project) for this course:

- 1) Students must submit their work by the day designated in the syllabus, barring an emergency that is verifiable in writing.
- 2) The topic, preliminary proposal, rough draft and final draft must be submitted as hard copies on the day they are due to qualify for full credit. No assignments may be submitted via e-mail in place of the hard copy. Late hard copies of papers will lose the equivalent of one letter grade per day (if 60 points, then six points a day) late, barring an excused emergency.
- 3) The preliminary proposal, rough draft and final draft must also be uploaded via the Canvas page under “Assignments” in order to qualify for credit, as this will check the paper for source use via Turnitin. If the paper is not submitted to the Canvas page, it is not considered “turned in.” Uploads are due by 11:59 p.m. on the due date for the paper.³
- 4) If a student must turn in a hard copy late due to an emergency, the student should submit the work as soon as possible and provide the written verification of the emergency with the hard copy, to restore any lost grade points as well as have the work graded.
- 5) After the last day of class (December 6th), the only part of your project that will be accepted for grading is the final draft.

3 . I strongly suggest that you verify your uploads to Canvas when you do them, as Turnitin on Canvas does not always accept files, or evaluate them after accepting them. .pdf files appear to work best.

6) Barring adjustments to grade points on late work because of an emergency, all grades on written work are final. While the instructor may ask you to rewrite parts of your preliminary proposal or rough draft of the project to improve them, this will not change the grade for that stage of the project. At this level of academic work, you should be prepared to submit work that is ready for scrutiny in your first effort.

Students at the college level are expected to submit written work that fits the grammatical, stylistic and citation expectations for college-level work in English. All written assignments in this course are therefore graded in two ways: both in terms of content (information in terms of logic, quality of evidence, etc.) and in terms of writing. If you are at all uncomfortable with writing at the college level, you need to take steps to rectify this. The instructor is willing to preview rough drafts of work in office hours before assignments are due to provide feedback, and you will definitely get feedback in the scheduled meetings.

Travel Policy

Students are expected to attend class sessions when scheduled, to participate in discussions, complete assignments and take exams as scheduled in the syllabus. For this course, if you know that you will be absent due to athletic or other campus activities, it is your responsibility to clear any extensions or excusals with the instructor ahead of the due date.⁴ Travel for other reasons, barring emergencies, may not be accepted as reasons for extensions or excusals for late work or makeup exams; any exceptions require instructor approval. If you have an emergency that makes it impossible to take an exam or complete an assignment, contact the instructor ASAP to discuss options to complete your work. But as noted above, the midterm will not be given in advance for any reason, and there are no extensions for the preliminary proposal, rough draft or final draft of the project paper.

Classroom Protocol

A course on nationalism, particularly at this time, can be a hotbed of strong viewpoints. We will be considering issues such as identity politics, self-determination, rights of majority and minority groups, immigration, citizenship, forms of discrimination and misconduct in war. It is not unusual that arguments may result from these issues.

Students are expected to come prepared to class discussions and conduct themselves in a civil and respectful manner, particularly to their fellow students. With that in mind, students should avoid any colloquial language, characterizations, remarks or outright slurs that pertain to groups in the abstract or to their fellow students in particular. Any remarks made in ways that attack a student's personality or physical characteristics that have nothing to do with his or her actual points in a discussion will not be tolerated. Students may be asked to leave if this occurs.

4. Ideally, athletes should present a schedule of away events that may affect the class and send the instructor an e-mail alerting her before each event to make sure that absences are excused.

Recordings of lectures for personal use outside of class is permitted, provided the instructor is consulted and approves such recording. Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. If you feel you may need to do this, please contact Dr. Pinnell and clear this with her at the start of the course.

Collaboration and Source Use Policy

The University has a clear policy on Academic Integrity, but I feel that some issues need to be made more explicit within the body of this syllabus.

The following actions on papers could be considered plagiarism:

- 1) Copying words or passages of text from an in-class (lecture, discussion, slides, text or assigned reading) source without proper quotation and citation;
- 2) Using ideas, definitions or arguments from in-class sources, even if paraphrased or summarized, without proper citation;
- 3) Copying words or passages of text from sources outside of class (including electronic sources) without proper quotation and citation;
- 4) Using ideas, definitions or arguments sources outside of class, even if paraphrased or summarized, without proper citation.

Per the SJSU Academic Integrity Policy and taking into account that this is Pals 190, you may not submit work done in another course, in whole or in part, for evaluation in this course without prior instructor approval. Your project must reflect a topic you have not done before. If you use work done in another course, you risk a significantly lower grade on the project and possibly other academic penalties, given that you are not putting in the labor that a student doing an entirely new project is. If you have done anything in a previous course or are working on something in a another current course that you would like to use in this one, you need to see the instructor prior to using it.⁵ If it is not approved, you may not use it.

You are not permitted to collaborate with other students on written work in this class unless expressly permitted by the instructor. If collaboration is permitted, it will be made clear in the requirements for the assignment; you should not assume you can do this.

Collaboration in preparing for exams such as sharing notes before exams and group study is encouraged, but keep in mind that there may be more than one answer to an exam question.

5. An example is a proposal you created in 195A, and now would like to turn it into a paper. The proposal needs to be reviewed by the 190 instructor to make sure it fits in with the class subject matter and can generate original research.

If there are issues with source use or possible cheating, it is the policy of SJSU for the instructor to have a face-to-face meeting with a student to clarify the issue and specifics of the situation before any decisions are made about possible sanctions. Serious infractions must be reported to the University per the Academic Integrity Policy for recording purposes, and possible administrative action.

To sum up – the University is serious about cheating and plagiarism, and so is your instructor. If you are concerned about how to cite and use sources, come to office hours, consult the Library sources on how to deal with these issues (<http://library.sjsu.edu/research-support/research>), or one of the writing centers for assistance.

Final Exam Policy

Per University Policy S17-1, all classes must have a culminating activity that finishes the class; if a sit-down final, it must be held during the scheduled date and time for the class. While we are not having an exam, the last set of presentations for the class will be on December 12th, 2019 from 7:15-9:30 p.m. in Clark 303A, and your final drafts will be due then as well. You should plan on attending at this time unless you have a verifiable emergency; if you know that you have three or more finals on the 12th, you should not present that day. Please see the relevant policy at <http://www.sjsu.edu/senate/docs/S17-1.pdf> for more information on the final exam policy.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>. Please peruse these policies at the link, which cover academic integrity, religious holidays and recording information in class.

Disclaimer

All information in this syllabus, including due dates for evaluation instruments such as exams or papers may be subject to change with fair notice by the instructor, the Department of Political Science or San Jose State University.

Pols 190/190H: Course Schedule

Course Schedule

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|------|---|
| 1 | 8/23 | <p><u>Course Introduction; Social Identity and Group Identification (No presenters)</u> Coakley, John. 2014. <u>Nationalism, Ethnicity and the State</u>. London, UK: Sage, 4-14. (Sage Knowledge. Link: http://dx.doi.org.libaccess.sjlibrary.org/10.4135/9781473915107)</p> <p>Tajfel, Henri and Turner, John C. 2004. “The Social Identity Theory of Intergroup Behavior,” in <u>Political Psychology: Key Readings</u>, Jost, J.T. and Sidanius, J., eds. New York: Taylor & Francis. (ProQuest. Link: https://ebookcentral-proquest-com.libaccess.sjlibrary.org/lib/sjsu/detail.action?docID=199187).</p> |
| 2 | 8/30 | <p><u>Topic 1: Origins of Nationalism: Theories (3 presenters)</u> Coakley, John. 2014. <u>Nationalism, Ethnicity and the State</u>. London, UK: Sage, 2012, 195-198. (Sage Knowledge. Link: http://dx.doi.org.libaccess.sjlibrary.org/10.4135/9781473915107)</p> <p><u>Presenters:</u> Anderson, Benedict. 2006. “The Origins of National Consciousness,” in <u>Imagined Communities</u>, 2006 Ed. London, UK: Verso, 2006, 37-47. (Fulcrum. https://hdl-handle-net.libaccess.sjlibrary.org/2027/heb.01609)</p> <p>Hazon, Yoram. 2018. <u>The Virtue of Nationalism</u>. New York: Basic Books, 61-72. (On Canvas.)</p> <p>Smith, Anthony D. 2012. “Paradigms,” in <u>Nationalism</u>, 2nd ed. Cambridge, UK: Polity Press, 46-65. (On Canvas.)</p> |
| 3 | 9/6 | <p><u>Topic 2: Nations and Nation-States (2 presenters)</u> <u>Presenters:</u> Anderson, Benedict. 2006. “Official Nationalism and Imperialism,” in <u>Imagined Communities</u>, 2006 Ed. London, UK: Verso, 83-111. (Fulcrum. Link: https://hdl-handle-net.libaccess.sjlibrary.org/2027/heb.01609)</p> <p>Hutchinson, John. 2017. “European War-Making and the Rise of Nation-States,” in <u>Nationalism and War</u>. Oxford, UK: Oxford University Press, 12-49. (On Canvas.)</p> |
| 4 | 9/13 | <p><u>Topic 3: Ethnic vs. Civic Nationalism (2 presenters)</u> Coakley, John. 2012. <u>Nationalism, Ethnicity and the State</u>. London, UK:</p> |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|------|---|
| | | <p>Sage, 30-40. (Sage Knowledge. Link: http://dx.doi.org.libaccess.sjlibrary.org/10.4135/9781473915107)</p> <p><u>Presenters:</u></p> <p>Kwan, Justin P. 2016. “The Rise of Civic Nationalism: Shifting Identities in Hong Kong and Taiwan,” <u>Contemporary Chinese Political Economy and Strategic Relations: An International Journal</u> 2, no. 2 (Aug/Sept): 941-973. (On Canvas.)</p> <p>Smith, Anthony D. 2012. “Ideologies,” in <u>Nationalism</u>, 2nd ed. Cambridge, UK: Polity Press, 24-46. (On Canvas.)</p> |
| 4 | 9/13 | Research Project Topics due as a hard copy in class |
| 5 | 9/20 | <p><u>Topic 4: Domestic Institutions and Accommodation (1 presenter)</u></p> <p>Coakley, John. 2012. <u>Nationalism, Ethnicity and the State</u>. London, UK: Sage, 229-238. (Sage Knowledge. Link: http://dx.doi.org.libaccess.sjlibrary.org/10.4135/9781473915107)</p> <p><u>Presenter:</u></p> <p>Norris, Pippa and Inglehart, Ronald. 2019. “Party Fortunes and Electoral Rules,” in <u>Cultural Backlash: Trump, Brexit and Authoritarian Populism</u>. Cambridge, UK: Cambridge University Press, 294-330. (Cambridge Core. Link: https://doi-org.libaccess.sjlibrary.org/10.1017/9781108595841)</p> |
| 6 | 9/27 | <p><u>Topic 5: Nationalism and Citizenship (2 presenters)</u></p> <p><u>Presenters:</u></p> <p>Brubaker, Rogers. 1992. “Citizenship as Social Closure,” in <u>Citizenship and Nationhood in France and Germany</u>. Cambridge, MA: Harvard University Press, 21-34. (ACLS Humanities. Link: https://hdl-handle-net.libaccess.sjlibrary.org/2027/heb.01814).</p> <p>Lockhart, Charles. 2012. “Immigration and Citizenship in the United States and Japan,” in <u>The Roots of American Exceptionalism: Institutions, Culture and Policies</u>. New York: Palgrave Macmillan, 125-158. (ProQuest. Link: https://link-springer-com.libaccess.sjlibrary.org/book/10.1057%2F9781137016409)</p> |
| 7 | 10/4 | <p><u>Topic 6: Immigration and Nationalism: Old and New Positions (2 presenters)</u></p> <p><u>Presenters:</u></p> <p>Portes, Alejandro and Rumbault, Ruben G. 2006. From Immigrants to Ethnics: Identity, Citizenship, and Political Participation,” in <u>Immigrant America</u>, 3rd ed. Berkeley: University of California Press, 117-167. (On Canvas)</p> |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|--------------|--|
| | | <p>Norris, Pippa and Inglehart, Ronald. 2019. "Immigration," in <u>Cultural Backlash: Trump, Brexit and Authoritarian Populism</u>. Cambridge, UK: Cambridge University Press, 175-214. (Cambridge Core. Link: https://doi-org.libaccess.sjlibrary.org/10.1017/9781108595841)</p> |
| 8 | 10/11 | <p><u>Topic 7: Populism, Nationalism and "Cultural Backlash" (2 presenters)</u> <u>Presenters:</u> Norris, Pippa and Inglehart, Ronald. 2019. "The Cultural Backlash Theory" and "Brexit," in <u>Cultural Backlash: Trump, Brexit and Authoritarian Populism</u>. Cambridge, UK: Cambridge University Press, 32-65 and 368-409. (Cambridge Core. Link: https://doi-org.libaccess.sjlibrary.org/10.1017/9781108595841)</p> <p>Note: There will be one presenter for each chapter of the book this week.</p> |
| 8 | 10/11 | <p>Research Project Preliminary Proposals due in class as a hard copy and uploaded to Canvas</p> |
| 9-10 | 10/18-10/25 | <p><u>Topic 8: Nationalism vs. Imperialism and Conflict (2 presenters)</u> Coakley, John. 2012. <u>Nationalism, Ethnicity and the State</u>. London, UK: Sage, 219-228. (Sage Knowledge. Link: http://dx.doi.org.libaccess.sjlibrary.org/10.4135/9781473915107)</p> <p><u>Presenters:</u> Hutchinson, John. 2017. "War, Imperial Collapse and the Mass Creation of Nation-States," in <u>Nationalism and War</u>. Oxford, UK: Oxford University Press, 86-106 and 107-124. (On Canvas.)</p> <p>Note: The Hutchinson chapter is split into two with two presenters. Both will present on 10/25.</p> |
| 9 | 10/18 | <p>Midterm (last 75 minutes of class – bring a large greenbook)</p> |
| 11 | 11/1 | <p><u>Topic 9: Nationalism and Liberation (2 presenters)</u> <u>Presenters:</u> Anderson, Benedict. 2006. "The Last Wave," in <u>Imagined Communities</u>, 2006 Ed. London, UK: Verso, 113-140. (Fulcrum. Link: https://hdl-handle-net.libaccess.sjlibrary.org/2027/heb.01609)</p> <p>Aslan, Reza. 2006. "An Awakening in the East," in <u>No god but God: The Origins, Evolution, and Future of Islam</u>. New York: Random House, 220-248. (On Canvas.)</p> |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------------|--------------|---|
| 12 | 11/8 | <p><u>Topic 10: International Solutions to Nationalistic Conflict (2 presenters)</u></p> <p><u>Presenters:</u></p> <p>Brown, Michael E. and Chantal de Jonge Oudraat. 1997. "Internal Conflict and International Action," in <u>Nationalism and Ethnic Conflict</u>, Michael E. Brown, Owen R. Cote, Jr., Sean M. Lynn-Jones and Steven E. Miller, eds. Cambridge, MA: The MIT Press, 235-264. (On Canvas.)</p> <p>Chandler, David. 2000. "Dayton and Sovereignty," in <u>Bosnia: Faking Democracy after Drayton</u>. Pluto Press, 34-65. (ProQuest. Link: https://ebookcentral-proquest-com.libaccess.sjlibrary.org/lib/sjsu/detail.action?docID=3386100).</p> |
| 13 | 11/15 | <p><u>Topic 11: Nationalism and Isolationism in the 21st Century (3 presenters)</u></p> <p><u>Presenters:</u></p> <p>Hazon, Yoram. 2018. <u>The Virtue of Nationalism</u>. New York: Basic Books, 16-58, 99-140 and 141-187. (On Canvas.)</p> <p>Note: There will be one presenter for each of the parts of the book listed above.</p> |
| 13 | 11/15 | Rough Draft of Project due in class and uploaded to Canvas; meetings with instructor 11/18-11/22 to discuss drafts |
| 14 | 11/22 | Presentations |
| 15 | 11/29 | Thanksgiving Holiday – NO CLASS |
| 16 | 12/6 | Presentations |
| Final Exam | 12/12 | Presentations from 7:15-9:30 in Clark 303A Final Draft Due in Class and Uploaded to Canvas by 11:59 p.m. |

Research Project Guidelines

As this is a capstone class, you will be creating a project that considers nationalism as it affects political institutions or behavior. This paper could take an American, comparative or international path in terms of topic. Whichever path you decide to take for this project, you will have to write approximately 18-20 pages (4500-5000 words)¹, excluding bibliography. Please note that if you are an Honors student, the paper requirement is extended to a minimum of 25 pages (~6250 words), excluding bibliography. The guidelines for the project are below.

Before you decide on a topic, ask yourself this question: which of these three sub-disciplines of political science are you comfortable with, and how would nationalism fit into it? You should pick a topic that you are both familiar with in terms of discipline but also interested in. This is not a matter of “path of least resistance” to do your work – if you do not have the ability to do independent research and an interest in the topic area, then do not do a paper in that area. This is also not a reason to repeat work done in another class, although you may draw from some previous work to take this current project in a particular direction.²

Choosing a Topic

This class focuses on nationalism and how it affects institutions and political behavior. That is a broad area of study, as it could fit into the American, comparative or international subfields of political science. I am therefore fairly flexible with where you can take your topic. But here are some things to keep in mind:

If you’re focusing on an American political topic, you need to consider how nationalism works on the American stage, and a question that connects to it. This doesn’t necessarily mean *ethnic politics*, although we are considering ethnic nationalism in this class, and there’s more than one form of ethnic nationalism at play in the U.S. But nationalism as an identity/ideological element of particular groups could be applicable here. There is also citizenship and how it has changed. You might put changing American foreign policy here, as nationalism might affect it. If you’re planning on considering an American topic, the key concern is to consider change in political institutions or behavior, as it shows up in research. You may need to consider other countries or forms of institutions/behavior outside the U.S. to give your topic context; how the U.S. deals with citizenship is a good example, as the U.S. is one of the relatively few countries to allow birthright citizenship.

If you’re considering a comparative topic, then you will need to plan on researching nationalism and how it affects political institutions/behavior in at least two countries. You should consider countries you already know something about if you’re going in this direction and be planning to give them equal coverage in the paper. If you wish to use the U.S. as a full case, I will allow it – but the other case cannot be North American. Otherwise, the field is open on choosing countries. Keep in mind that choosing countries just based on the dependent

¹. Based on double-spaced text, 1" margins and numbered pages. You should plan on this format.

². As noted in the Syllabus, anything drawn from work you did/are doing in other classes needs to be run by the instructor before it can be used in this class.

variable can lead to poor results.³ Topic areas under comparative could include immigration; citizenship; elections and parties; institutional inclusion of minorities in government; changing domestic attitudes on interaction with other countries or international institutions.

If you're considering an international topic, this means considering a phenomenon that occurs primarily at the international level of analysis, but where nationalism of countries/groups could still affect it. You still need to consider a phenomenon of change in political behavior or institutions. Examples could include interstate war in general or a specific war in particular, if nationalism was a factor; immigration policy at the international level, such as the issue of refugees and asylum; rights of minorities and diaspora at the international level; transnational movements in political behavior; nationalism as part of sovereignty for individual countries vs. international institutions.

Whatever topic you are considering, it must be *researchable*. That means that there needs to be previous work done on the topic and cases that you can access to answer your topic. You should be certain of this by the proposal phase, with proposed sources.

Timeline of Progress for the Project

Topic (10 points): I will require a preliminary topic from you by September 13th, in a one-page, double-spaced statement describing it. This is one of the few stages of the project you may change later, as I am sure that you may want to alter it before the proposal, and we may need to meet if it appears you are hazy on where to go with the project. This needs to be a hard copy submitted in class.

Preliminary Proposal (30 points): On October 11th, I will need a 3-4 page proposal (750-1000 words, not including bibliography) that covers the essential elements of your paper in terms of topic and where you intend to go with your research. At this stage of the project, I consider your topic to be firm and not changeable. This is a paper, not an outline; it needs an introduction, body of points and a conclusion. You need to include the following:

- 1) The topic question and the nature of the question, whether American, comparative or international. If comparative, you must mention the countries you will consider, and explain why you chose these.
- 2) A brief review of the literature (1-2 pages) that you have worked with so far, to show the major themes and background of the topic. You should mention authors where appropriate, but this is not a boxcar review – it should be thematic. I want to see where you are going with the research you have located.
- 3) You need to briefly state what your preliminary answer to the question is. What do you expect to see, when you complete the research?
- 4) You need to explain the significance of what you want to study, and why it is worth studying. This can be a paragraph, but keep in mind that you need to convince the reader that this topic is worth working on. You can make this the conclusion if you wish.

At this stage of the project, you need a bibliography of sources you will be working with in your project, whether cited in the literature review or not. I do not expect you to have all of

³. And if you do not know what this means, we need to talk.

the reading done at this point, and your list may change, but the research paper will require a minimum of ten sources, outside of sources we use in class. You need to have these named in the proposal bibliography. These ten sources must be research-based and peer-reviewed, so journal articles and non-class books apply. Newspaper articles and online encyclopedias will not count in these ten sources, but you can use them and class materials outside the required ten. Please note that using encyclopedia information to reproduce sources in your paper is a particularly heinous way to do research; while you may use sources such as Wikipedia to get you started on a topic, you cannot use Wikipedia's material from a source to replace the actual sources it may cite.

You must turn in both a hard copy and an upload to Canvas by the due date. I will then meet with students the week of 10/14-10/18 to go over your proposals and make comments.

Rough Draft (60 points): Students are required to turn in a rough draft of their paper on November 15th, in hard copy form and uploaded to Canvas. This draft is meant to reflect your completed research and analysis for the paper. While the instructor may ask you to make changes, the grade for this draft is based on the initial effort. Ideally, the only changes that should happen after this point are revisions of the writing. Late papers will lose a letter grade per day (six points) unless there is an emergency; this applies to both hard copy and upload. No extensions will be given for this draft. This paper should be the length and format of the finished paper and cover all of the elements of the paper as outlined below.

- 1) Abstract of your paper at the start, no more than one paragraph, single-spaced. This should summarize the whole of the paper.
- 2) Introduction with a clear statement of your question, and its significance.
- 3) Discuss the types of sources (political science, history, governmental, other) that you are using to answer this question, and why you chose to use these types of sources. Questions regarding past wars, for example, may depend on historical books and documents as well as political science works.
- 4) Brief statement of what you expect the research will show in answering the question. You should have some definite hypotheses.
- 5) Using your research, create a thematic analysis that brings you to the conclusion. Note: Depending on use of sources and complexity of the question, this could be up to twelve pages of the paper (18 for Honors), but should be no longer than that. If you are doing a comparative topic, keep in mind that you need to cover both cases roughly equally in your paper.
- 6) Discussion of results in terms of what your analysis says, and how it verifies (or not) your hypotheses.
- 7) In your conclusion, state where you think research should go on this topic, given your results.

There will be a set of meeting with students the week of 11/18-11/22 to go over your drafts at this stage.

Final Draft (40 points): The revised draft of your paper is due both in hard copy form and uploaded to Canvas on December 12th, which is also our last presentations day. This part of the project should be essentially the same as the rough draft, unless the instructor requires you to

make major changes. No extensions will be given for the final draft. If the draft is late, it will lose four points a day until both the hard copy and upload are received.

Format Guidelines for Your Paper

Whatever your topic, your paper must follow these format guidelines:

- ◆ You must use either APA or APSA style for format and citations. Both of these are standard for social science, and political science writing in particular. While a citation generator can be used to make cites easier, you may need to consult a style manual for other formatting issues such as foot- or endnotes.
- ◆ Pages of your paper must have a page number in a header or footer in the paper.
- ◆ Papers must be in 12 point font, double-spaced and with 1" margins left and right.
- ◆ The preliminary proposal and the two drafts should have a title page separate from the rest of the paper, with your information and the class title.
- ◆ All sources used in the paper, even if not directly used in the paper, must be cited in the bibliography. This includes the requisite 10 peer-reviewed sources and other sources where applicable, including class materials.⁴

Presentations

Students will summarize the major points of their project in a 10-15 minute presentation in class.⁵ There will be additional minutes for questions from the audience. You will need to have an audiovisual component for your presentation, either as electronic slides or a handout; a copy of these needs to be submitted for evaluation as well. Keep slides and handout brief in number of slides/pages and in terms of wording and organization; whatever you give should enhance your presentation, not take the place of what you will be saying.

Presentations should focus on your question, how you conducted your research and the results. Do not get bogged down on background or significance, as this can drain essential time from the necessary details. Your colleagues may be able to ask about these in the Q &A.

Presentations will take place either the last two days of class or on our final day (so, November 22nd, December 6th or December 12th). We will set the schedule in class; please pick a date you know you can present. Students are expected to attend all presentation days, whether or not they are presenting. If you are not presenting, you are still required to participate in the Q&A for presentations. If you are ill or have an emergency on a day you are required to present, you need to contact the instructor immediately to arrange a makeup. Changes to the schedule will be for emergency purposes only. If you are ill or have an emergency when you need to spectate, you also need to contact the instructor as this affects 10 points of your grade. Absences will not be excused for travel or non-emergency reasons.

⁴. APA does not require oral communications (such as lecture) in the bibliography, but these should be in the body of the paper as references.

⁵. Yes, the instructor will be timing it.

Grading Guidelines

The preliminary proposal, rough and final drafts will be graded mostly on content (80%) and partly on writing (20%). Content grades will focus on whether or not you successfully addressed all required parts of the paper, particularly in finding a topic question and preliminary answer to it, the substance and quality of the research, and your discussion of the results. The writing portion of the grade for this paper will depend on whether you can produce a journal-quality paper in terms of grammar, language and presentation. Citations and use of sources will also count, both in terms of content and proper citation method.

Grades for each part of the project are final when assigned. There will be a rubric appended to your preliminary proposal and rough draft with comments to consider as you complete the latter stages of the project.

Final Thoughts

This project is meant to give you a chance to work on a topic you are interested in and know you can research. You need to start thinking about what you would like to do ASAP and also looking into sources. At this stage of your academic careers, it is assumed that you are able to work independently with finding and using material to create a paper, in terms of locating sources, analyzing them and creating your own conclusions. As your instructor, I am here to help you with this in terms of suggestions and feedback. You may also want to consult with our Library Liaison⁶ to help get you started. But procrastination is something I cannot fix – if you put off parts of this project, it will not only severely limit what you can accomplish, but what help I can give you. If you run into problems, do not put off talking to your instructor. Good luck.

⁶. Paul Kauppila. You can reach him at Paul.Kauppila@sjsu.edu, or at 408-808-2042.