

**Nationalism and Cultural Citizenship: Anthropological Theory and Case Studies**  
**Undergraduate Honors Seminar**  
**Fall 2002**  
**Tues. in MCOL E-158**  
**Professor Donna Goldstein**  
**Department of Anthropology**

**Course Description:**

This undergraduate seminar will explore the nature of ethnic conflict, nationalism, and cultural citizenship in different contexts. Is the nation-state dead? What effect do extra-national and transnational organizations/institutions (e.g., European Union) have on the development of nationalism? How shall we conceptualize anthropology as a discipline engaged with the question of ethnicity in this moment of conflict and fragmentation? Anthropology as a discipline has moved from studying bounded homogeneous (monocultural) local communities to the study of regions and nation-states where multiculturalism is a lived (and sometimes denied) reality and ethno-nationalism is often the result of competing interests of different ethnic groups. Anthropology has more recently started to look at transnational communities, or groups which forge and sustain multi-stranded social relations that link together societies of origin and societies of settlement.

This seminar will ground students theoretically (\*\*in the basics\*\*) within the current debates around ethnicity, nation, and citizenship, and will expect students to become experts on one nation, nation-state, region, group, or case and to bring the fine details of this case to the class as data to support and refute differing theoretical perspectives.

Students are expected to choose their geographic focus area within the first two weeks of the seminar and to begin contributing case material to class discussions.

There are a number of interesting ways in which we can think about this particular experience together. First, I would suggest that we think of this class as not only a seminar on nationalism, but also a workshop. While I will certainly take responsibility as director of this endeavor, the quality of the discussion will depend on how deeply and seriously you take the readings, and how willing you are to become expert in your own topic. We can certainly generate interesting theoretical discussion from the readings, but I sense that another level of learning will take place if we can communicate our expertise and the findings of our particular case materials with the group and within the framework of the bigger theoretical questions suggested by these readings.

**Class Culture:**

I hope the organization of this class will encourage it to be more of a “salon” atmosphere where ideas are exchanged and differing perspectives are respected. I am hoping that the combination of a highly motivated group of participants (as presenters and as “one-page” writers) will help to make this seminar not only intellectually stimulating, but also a pleasant place to be. I ask that participants be courteous and respectful to others. In

other words, I would like to stimulate intellectual exchange and the ability to discuss and disagree with one another and to understand that we can do this in a friendly, civilized, and respectful manner.

**Readings and Class Discussion:** We will conduct the course as a weekly seminar. Therefore, all students are expected to have completed the assigned required readings prior to each class and be prepared to engage in class discussion. This is extremely important for the success of the course. Be prepared with reactions, comments, critiques and/or questions in response to the readings for each class. Regular attendance is expected of all students. This class is strictly limited to **15 students**.

**Presentations on Weekly Readings:** Students are expected to give 1- 2 formal fifteen minute long presentations on one or more of the week's readings over the course of the semester. You should organize your presentation on the assumption that everyone has already done the readings in question, and therefore you should spend only a few minutes summarizing the readings.

The bulk of your presentation should focus on addressing the key issues raised in the readings, the apparent agendas (theoretical and otherwise of its author(s)), your critiques of the reading (i.e., strengths, weaknesses, whether or not the argument, data, or analysis is convincing), and what significance the selection(s) has in the grand scheme of anthropological (or some other interesting disciplinary discourse) theory. Close your presentation by suggesting some aspects of the readings that you feel are interesting areas for further class discussion, particularly those aspects which you may not have had time to address during your presentation. Do a practice run of your presentation beforehand in order to make sure that you do not exceed the time limit. **(10%)**

**Short Weekly Papers or “One Pagers”:** Every other week a “one-pager” discussing the week's readings is required. These “one-pagers” can be anywhere from one double-spaced to two double-spaced pages. The class will be divided into 2 groups—A and B—during the first week's class, and the grouping you choose to belong to determines **when** you write your one-pagers (and when you cook!). **Four “one-pagers”** are due for each individual student over the course of the semester. (That means you can skip one week. Just make sure that you write four of them **ON TIME** during the course of the semester). Please hand in **2 copies** of your “one-pager” at the end of class. One copy will be returned to you and one will be kept on file.

These short papers should be interesting and engaging and should explore one idea (but possibly more) from the readings in detail. A good way to think about these assignments is to imagine yourself as a book or article review writer, addressing both a broad intellectual audience as well as an anthropological audience. If you disagree with an author's methods or conclusions, then explain why and give an alternative argument (and source) that explains your point. Try to be as thorough, precise, and as specific as possible. **(20%)**

**Final Paper:** One 15-page final paper is due for the course. Your paper represents an opportunity for you to critically respond to course readings and discussions. You may choose your own thematic topic, but the paper should focus at the very least on either a section of readings, or a week's readings. Usually, better papers take a smaller topic and focus on one idea in-depth. **(40%)**

**Bibliography:** Each student will share a hard copy as well as an electronic bibliography of their topic with the class. It should have no less than 10 entries and no more than 25 entries. Up to five entries can be evaluations of interesting web sites. **(10%)**

**Final Presentation:** One 30-minute presentation is required for the course. Each student will have approximately 30 minutes to carry out their presentation. **(20%)**

**A final note:** we cannot cover everything in one seminar. I hope you will take the bibliography-sharing exercise seriously and through this, help one another become aware of new and interesting perspectives in this ever-growing field.

I encourage students with disabilities, including non-visible disabilities such as chronic diseases, learning disabilities, head injury and attention deficit/hyperactive disorder, psychiatric disabilities, to discuss with me, after class or during my office hours, appropriate accommodations.

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### **Books We Will Read Together**

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1. Anderson, Benedict. Imagined Communities. London: Verso, 1990.
2. Gellner, Ernest. Nations and Nationalism. Ithaca: Cornell University Press, 1983.
3. Brubaker, Rogers. 1992. Citizenship and Nationhood in France and Germany. Cambridge: Harvard University Press.
4. Mosse, George. 1985. Nationalism and Sexuality: Middle-Class Morality and Sexual Norms in Modern Europe. Madison: University of Wisconsin.
5. Billig, Michael. 1995. Banal Nationalism. London and Thousand Oaks, CA.: Sage.
6. Mertus, Julie. 1999. Kosovo: How Myths and Truths Started a War. Berkeley: University of California Press.
7. Hutchinson, John and Anthony D. Smith, eds. 1994. Nationalism. Oxford and New York: Oxford University Press.
8. Fanon, Frantz. 1967. Black Skin, White Masks. New York: Grove Press.

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**Organization of the Semester**

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**Week 1: 8/28 SYLLABUS, INTRODUCTIONS, ORGANIZATIONAL STUFF**

- 1- Syllabus Outline—Determine if you are in the right class for you.
- 2-Introductions of Members of the Class
- 2-Organizational Matters
  - Group A and B sign-up papers.
  - Presentation sign-up (Choose your presentation week based on the same week you are writing your papers.)
  - NYTimes sign-up

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**Week 2: 9/4 GENERAL OVERVIEW: DEFINITIONS AND THEORIES OF NATIONALISM**

- 1. Hutchinson and Smith, eds. 1994. *Nationalism*. pp. 3-131.
- 2. Barth. Fredrik. 1969. "Introduction." *Ethnic Groups and Boundaries: The Social Organization of Culture Difference*.

GROUP A PEOPLE WRITE PAPER AND DO PRESENTATIONS

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**Week 3: 9/11THEORIES OF NATIONALISM (2): ANDERSON’S PERSPECTIVE**

- 1. Anderson, Benedict. 1983. *Imagined Communities*. London and New York: Verso. entire book

GROUP B PEOPLE WRITE PAPER AND DO PRESENTATIONS

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**Week 4: 9/18 GELLNER’S PERSPECTIVE**

- 1. Gellner, Ernest. 1983. *Nations and Nationalism*. Ithaca: Cornell University Press. (entire book)

GROUP A PEOPLE WRITE PAPER AND DO PRESENTATIONS

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**Week 5: 9/25 BANAL NATIONALISM**

- 1. Billig, Michael. 1995. Banal Nationalism. London and Thousand Oaks, CA.: Sage.

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**Week 6 : 10/2 COLONIALISM**

1. Fanon, Frantz. 1967. Black Skin, White Masks. New York: Grove Press.

FILM: BATTLE OF ALGIERS (117 minutes)  
Discussion of Fanon and Film

GROUP A PEOPLE WRITE PAPER AND DO PRESENTATIONS

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**Week 7: 10/9: NATIONALISM IN WESTERN EUROPE**

1. Brubaker, Rogers. 1992. Citizenship and Nationhood in France and Germany.  
Cambridge: Harvard University Press.

GROUP B PEOPLE WRITE PAPER AND DO PRESENTATIONS

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**Week 8: 10/16: NATIONALISM IN THE BALKANS**

1. Mertus, Julie. 1999. Kosovo: How Myths and Truths Started a War. Berkeley:  
University of California Press.

GROUP A PEOPLE WRITE PAPER AND DO PRESENTATIONS

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**Week 9: 10/23: BIBLIOGRAPHIES DUE TODAY  
LINGUISTIC NATIONALISM**

**1. FILMIC INTERLUDE WITH “THE WALL”**

**2. SELECTIONS ON LINGUISTIC NATIONALISM**

1. Zulaika, Joseba. 1998. “Specificities: Tropics of Terror. From Guernica’s  
Natives to Global Terrorists.” *Social Identities* 4:1:93- .

2. Hobsbawm, Eric. The Rise of Ethno-Linguistic Nationalisms. In: Hutchinson  
and Smith. *Nationalism*. pp. 177-184

**Bibliographies Due Today**

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**Week 10: 10/30 NATIONALISM AND SEXUALITY**

1. Mosse, George L. 1985. Nationalism and Sexuality. Madison: University of Wisconsin  
Press.

Snippet’s of Riefenstahl’s *Olympia*.

GROUP A PEOPLE WRITE PAPER AND DO PRESENTATIONS

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**Week 11: 11/6 CASE STUDY OF RWANDA**

1. Malkki, Liisa. 1995. Purity and Exile: Violence, Memory, and National Cosmology Among Hutu Refugees in Tanzania. Chicago: University of Chicago Press.

2. Film: "Forsaken Cries: The Story of Rwanda" (Amnesty International)

GROUP B PEOPLE WRITE PAPERS AND DO PRESENTATIONS

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**Week 12: 11/13 YOUR CHOICE: HERE ARE SOME POSSIBILITIES**

CHOICES--and anything else you would like to consider, including articles

1-Daniel, E. Val. 1996. *Charred Lullabies: Chapters in an Anthropography of Violence*. Princeton: Princeton University Press.

2. Ong, Aihwa. 1999. *Flexible Citizenship: The Cultural Logics of Transnationality*. Durham and London: Duke University Press.

3. Lesser, Jeffrey. 1999. *Negotiating National Identity: Immigrants, Minorities, and the Struggle for Ethnicity in Brazil*. Durham & London: DukeUniversity Press.

4. Ondaatje, Michael. 2001. *Anil's Ghost*. New York: Vintage Books. (A novel)

2. Hutchinson and Smith. *Nationalism*. pp. 241-325.

GROUP B PEOPLE WRITE PAPERS AND DO PRESENTATIONS

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**Week 13: 11/20: CLASS CANCELLED:**

**AAA MEETINGS IN NEW ORLEANS**

**WORK ON YOUR FINAL PAPERS AND PRESENTATIONS**

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**Week 14: 11/27: CLASS PRESENTATIONS**

5 PRESENTERS

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**Week 15: 12/4: CLASS PRESENTATIONS**

5 PRESENTERS

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**Week 16: 12/11: CLASS PRESENTATIONS**

5 PRESENTERS

**Papers Due on December 11 at 5:00 in my mailbox.**

