

Objectives

1. Describe core concepts used when studying ethnicity and nationalism.
2. Evaluate how ethnic or national identities are created.
3. Explain the impact of nationalism on politics.

Overview

There is a reading assigned for each day except for an exam. These should be read in advance of the class. The reading comes from either the textbook or an article you will need to access on Canvas. Articles on Canvas are linked to the day they will be discussed.

Classes will start with administrative announcements (if any) and any political news that I think relates to the course. There will then be a short discussion of the news. After that, I will briefly talk about the day's readings. These talks are not summaries. Instead, they will highlight sections of the readings and add historical and theoretical aspects to them. I sometimes interrupt my talk to ask for opinions or prompt a discussion. You are expected to contribute with questions and comments during these talks and after

Student Responsibilities

Your first responsibility is to show up.

Readings and course notes are only part of the course. Additional material will be presented in the lectures. Therefore, the most benefit will come from participating in class discussions.

Be prepared to participate.

Discussion and the exchange of ideas are part of an intellectual journey. You will be asked to offer and defend positions about the topics we discuss. I believe the only way to sharpen an argument is to grind away at it; you can expect me to criticize your position.

I am offering these warnings because this is not typical in many classes.

- Your defense should be based on theory or history. Arguments built on beliefs or moral positions are subjective and assume a universality of views that may only result from cultural hegemony.
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Keep up with the news.

To paraphrase Shakespeare, 'There are more things in heaven and earth than show up in your newsfeed.' The political landscape changes every day. You should be familiar with these changes.

There are several sources of news. Here are some of my recommendations.

- The Hill - <https://thehill.com/> - The Hill's focus is on what is going on in Washington, D.C. It is free to subscribe to and select specific newsletters (<http://www.email.thehill.com/thehillreg/thehillreg/pref.action>).
- The Wall Street Journal. As University students, you also have free access to The Wall Street Journal. You can go to <https://libguides.colorado.edu/databaseguide/wallstreetjournal/home> for information on how to access it.
- The New York Times

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3. January 23
 - a. Objective define critical terms in the study of ethnicity and nationalism.
 - b. Reading Assignment *Nationalism, Ethnicity & the State*, Chapter 1
4. January 25
 - a. Objective recognize the differences between patriotism and the different types of nationalism.
 - b. Reading Assignment *Debating Nationalism*, Chapter 1
5. January 27
 - a. Objective describe the evolution of ethnic and nationalist studies.
 - b. Reading Assignment Canvas: Fenton
6. January 30
 - a. Objective discuss how networks create social identities.
 - b. Reading Assignment Canvas: El Aminc(C)3(a) 612 7072z2 Tf1 0 0 1 245.69 576.67 Tm0 g0 G[03

Module 2. Origins

Objective evaluate how ethnic or national identities are created.

15. February 22
 - a. Objective describe the relationship between religion and national identity.
 - b. Reading Assignment *Nationalism, Ethnicity & the State*, Chapter 4
16. February 24
 - a. Objective recognize the relationship between religion and nationalism.
 - b. Reading Assignment Canvas: Rieffer
17. February 27
 - a. Objective explain the use of history in creating a national identity.
 - b. Reading Assignment *Nationalism, Ethnicity & the State*, ~~Chapter 5~~**Chapter 5**
18. March 1
 - a. Objective discuss how historical experiences repeat themselves.
 - b. Reading Assignment *Imagined Communities*, Chapter 9
19. March 3
 - a. Objective examine how the organization of society influences national identity.
 - b. Reading Assignment *Imagined Communities*, Chapter 2
20. March 6
 - a. Objective discuss the role of history on identity.
 - b. Reading Assignment *Debating Nationalism*, Chapter 2
21. March 8
 - a. Objective examine the significance of representing the past.
 - b. Reading Assignment Canvas: Liu & Hilton
22. March 10
 - a. Objective summarize the growth of nationalism.
 - b. Reading Assignment *Debating Nationalism*, Chapter 3
23. March 13
 - a. Objective review the link between colonization and nationalism.
 - b. Reading Assignment *Debating Nationalism*, Chapter 4
24. March 15
 - a. Objective explain how a sense of national identity is created.
 - b. Reading Assignment *Imagined Communities*, Chapter 11
25. March 17

Module 3.

Objective explain the impact of nationalism on politics.

28. March 24

- a. Objective identify how ethnic and national identities are constructed
- b. Reading Assignment Canvas: Nagel

Spring Break March 27-31

29. April 3

- a. Objective recognize the socioeconomic aspect of nationality.
- b. Reading Assignment *Nationalism, Ethnicity & the State*, Chapter 7

April 5 Module 2 Exam

30. April 7

- a. Objective compare nationalization models.
- b. Reading Assignment *Nationalism, Ethnicity & the State*, Chapter 8

31. April 10

- a. Objective recognize nationalist movements within colonial frameworks.
- b. Reading Assignment *Imagined Communities*, Chapter 4

32. April 12

- a. Objective identify how ethnic identity leads to genocide and ethnic conflict.
- b. Reading Assignment *Debating Nationalism*, Chapter 6

33. April 14

- a. Objective explain how ethnic identity overcomes the collective action problem.

If you feel ill and think you might have COVID-19, if you have tested positive for COVID-19, or if you are unvaccinated or partially vaccinated and have been in close contact with someone who has COVID-19, you should stay home and follow the further guidance of the Public Health Office (contacttracing@colorado.edu). If you are fully vaccinated and have been in close contact with someone who has COVID-19, you do not need to stay home; rather, you should self-monitor for symptoms and follow the further guidance of the Public Health Office

assault), intimate partner violence (dating or domestic violence), stalking, protected-class discrimination and harassment, and related retaliation by or against members of our community on- and off-campus. These behaviors harm individuals and our community. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who believe they have been subjected to misconduct can contact OIEC at 303-492-2127 or email cureport@colorado.edu. Information about university policies, [reporting options](#), and support resources can be found on the [OIEC website](#).

Please know that faculty and graduate instructors have a responsibility to inform OIEC when they are made aware of any issues related to these policies regardless of when or where they occurred to ensure that individuals impacted receive information about their rights, support resources, and resolution options. To learn more about reporting and support options for a variety of concerns, visit [Don't Ignore It](#).

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, email the instructor at Michael.kanner@colorado.edu about the days you will miss.

See the [campus policy regarding religious observances](#) for full details.