

Honors Program, SUNY Potsdam

New Course Proposal

To propose a new honors course, please send the following to the Honors Program office at Dunn Hall 309 (email to lawrenbs@potsdam.edu is preferred):

1. This form, completed
2. A copy of the proposed course syllabus, complete with stated course objectives, pedagogical methods, and assessment tools. If you propose a **mixed-cohort course**, your syllabus must specifically indicate the ways you will provide the honors cohort with a suitable "honors" experience distinct from that of other students in the class
3. Student evaluations for an equivalent course to the one proposed here

Course Information

Instructor: David Bugg

Course Department and Number: SOCI/POLS 395

Term (e.g. Fall 2011): Spring 2012

Day/Time: T/Th 11 am - 12:30pm

Credit Hours: 3

Full Honors (enrollment cap): N/A

Mixed-Cohort (enrollment cap): 10

Does this course fulfill any specific degree requirements? If so, which ones?

Major/Minor: Serves as an elective for the sociology major and minor, as well as being cross listed as an elective for the political science major and minor.

Cognates for other majors:

General Education descriptors:

Prior approval of course by General Education Committee (Y/N):

Honors Experience (answer all that apply): How will your honors course explore the theory and practice of your academic discipline? How does it promote active learning, use interactive teaching methods, or emphasize student-initiated discovery? How does it differ from a non-honors section of the same course?

This course will explore the theory of the discipline of sociology and political science by examining theories of nationalism from from both fields. Honors students will read both a textbook on theories of nationalism as well as original work on the topic from both texts and journals. The Honors students will also be engaged in an empirical research project that will use methodologies commonly used by sociologists. The students will be responsible for developing a research topic, collecting data, and disseminating their findings in a presentation to the class. In addition they will be presenting mini-panel discussions on topics to the entire class in a debate format. Non-honors students will not be reading original work or presenting to the class in any sort of panel or debate format.

SOCI 395

Nationalism: Unity and Intolerance

Syllabus

Spring 2012

Instructor: Dr. David Bugg
Office: 311-1 Satterlee Hall
Phone: (315) 267-3481
E-mail: buggd@potsgdam.edu

Class Info.:

Class Location:

Office Hours:

Required Textbook: Ozkirimli, Umut. 2000. *Theories of Nationalism: A Critical Introduction*. Palgrave MacMillan. New York.

Swain, Carol M. 2002. *The New White Nationalism in America: Its Challenge To Integration*. Cambridge University Press, Cambridge, UK.

Swain, Carol M., and Russ Nieli, Eds. 2003. *Contemporary Voices of White Nationalism in America*. Cambridge University Press, Cambridge, UK.

Winterdyk, John, and Georgios Antonopoulos, Eds. 2008. *Racist Victimization: International Reflections and Perspectives*. Ashgate Publishing Company, Burlington, VT.

Assigned readings on Moodle.

Moodle: A Moodle site will be used in conjunction with this class. Homework assignments, class related announcements, articles and other course documents, as well as grades will be available. Please check the site regularly.

Course Description: This course explores the topic of nationalism as both a source of unity and intolerance. While our main focus will be on the resurgence of American nationalism in the United States beginning in the 1990s, the class will also explore nationalism in other Western societies over the same period. Our study of nationalism will begin with an examination of the concept and theories of nationalism. We will examine nationalism as both a source of unity and intolerance, giving specific attention to how a resurgence of nationalism in various western countries has manifested as intolerance towards a variety of social groups.

Learning Outcomes

1. Students will develop a sociological understanding of the construction of national identity in various forms.
2. Students will develop an understanding of the relationship between nationalism, ethnocentrism and intolerance.
3. Students will develop an understanding of the negative outcomes of nationalism such as authoritarian regimes.

POLICIES

Attendance and Participation

Regular and prompt attendance and participation is a basic expectation for all students. Students are expected to attend all classes. Consequently, attendance is required. A record of class attendance will be taken at the beginning of each class. Therefore students should make every effort to attend class. Allowances for personal emergencies will be considered, please contact me prior to the class in these cases, reasonable circumstances will be considered at the instructor's discretion.

Students must notify me by the second week of class regarding absences for religious holidays.

Active and informed participation is a basic expectation for all students. This means that before you come to class each week you are expected to have completed the reading assignments and be prepared to actively discuss the material under consideration.

A maximum of 150 points will be assigned for attendance and participation; attendance will be worth a maximum of 50 points and participation a maximum of 100 points. You are expected to attend every class and participate in class discussion. Roll will be taken at every class meeting and it is your responsibility to sign the roll. If you do not sign the roll before the end of class you will be counted absent for that session. Please plan to arrive at class in a timely fashion so as not to disturb your peers. If you must arrive late please find a seat close to the door as to minimize your disturbance. Also, if you must leave early, please sit close to the door as not to distract your peers when you exit. Unexcused absences will result in 4 points being subtracted from your total attendance and participation grade for each case.

Assignments

An important part of the university experience is learning to meet deadlines. As such, all students are expected to submit assignments in a timely manner. Late work will not be accepted.

Accommodative Services - Any student with a disability needing academic adjustments or accommodations should speak with the professor as early as possible. Students with disabilities should also contact: Sharon House, Coordinator of Accommodative Services at 267-3267, Sisson 111, or email her at housese@potsgdam.edu for further assistance. All disclosures will remain confidential.

COURSE REQUIREMENTS

Research Project

The research project will involve the exploration of a sociological/criminological topic in relation to nationalism; there will be three options to complete this requirement. General requirements: The research project is worth 100 points and should be between 13 - 15 pages in length. The paper must be typed with 1 inch margins, double spaced in a 12 pt. font (Times New Roman or Arial). Please include a cover page and a reference page. Please use at least 5 references from legitimate academic sources (textbooks, journal articles, further details will be discussed in class). Your paper must be formatted in accordance with ASA formatting guidelines. Your grade will reflect your organization and discussion of the material as well as spelling and grammar. Please ask if you have any questions regarding this assignment. The paper is due on May 9th at the beginning of class. Papers more than 15 minutes late will not be accepted.

Research Project Option 1: Visual Sociology Project

Visual sociology entails the analysis of cultural objects produced by a society for the social meanings they carry. One example of visual sociology is the analysis of media images for social messages; another is the analysis of items left at public shrines such as gravesites. Students who select this project option will develop a project that analyzes visual data; students will collect and analyze their own data to be written up in the final report.

Research Project Option 2: Secondary Data Analysis Project

A common method in sociological research is analysis of existing data. One example of secondary data analysis is analyzing a government data set for trends in various social phenomenon. Students who select this project option will analyze an existing data source through statistical analysis; students may also create their own data sets from available public information.

Research Project Option 3: Content Analysis

Content analysis involves the examination of written documents for the social meanings they carry. One example of content analysis is the analysis of websites for social messages. Students who select this project option will develop a project that analyzes written content; students will collect and analyze their own data to be written up in the final report.

Note: Each research project option will be elaborated on further in both class discussions as well as in class materials and handouts.

- First draft of the term paper: Write your first draft; provide one copy to your instructor and another to one of your peers. Peer review is an important element in the scholarly writing process. This will give you additional feedback to help you improve your paper.
- Final draft of the research paper: The culmination of the writing process. When you get your first draft back with both my comments and those of your peer reviewer, you should revise it.
- Presentation: The last class session is reserved for student presentations. You will have 15 minutes to make your presentation and Powerpoint or some other form of visual aid/handout should be utilized.

Reading Summaries*

The readings are integral part of understanding the wealth of information related to the topic of nationalism. In order to participate fully in the class in terms of both the final project and the class discussions you must complete all the readings on time for the week they will be discussed. For each class period you are expected to have read all the assigned readings for the week and be prepared to discuss them. In order to help you prepare for class discussion you will create a summary of the reading. Reading summaries are a separate grade from participation and attendance, preparing a summary and remaining silent in class will not earn participation points. Reading summaries are due in class at the beginning of each week (you should make a copy to turn in and keep a copy for yourself for class discussion).

Reading summaries must be typed and will be collected each week. You will receive 10 points for each summary for a total of 150 points. Each summary will include the following five elements:

- What were the main points in the readings?
- Did you agree or disagree with the points made in the readings? Explain why you agreed or disagreed.
- What points did you not understand or find unclear in anyway?
- How do the ideas in this week's readings relate to other material you have explored in other classes?
- How do the readings apply to you as an individual, your community, or society as a whole?

Participation

Active and informed participation is a basic expectation for all students. This means that before you come to class each week you are expected to have completed the reading assignments and be prepared to actively discuss the material under consideration. Your participation in class will be graded based upon the following criteria:

93 - 100 points

Student engages in class discussion at almost every opportunity. Displays evidence of reading the material, listens and responds to others in the class, personal anecdotes relate directly to class material. Displays evidence of synthesis with material from other classes, extends material in new directions, generally displays original thought. Brings in outside examples from the media, academic sources, and/or web to further class discussion of the topic.

80 - 92 points

Student engages in class discussion on a frequent basis with little prompting from the instructor. Displays evidence of reading material, listens and responds to others in class. Expands on the thoughts or ideas of others.

70 - 79 points

Student engages in class discussion when prompted but not in every class opportunity, some self initiation. Displays evidence of reading class material with minor errors in interpretation. Comments may be limited to summary of class material and agreement with others in the course.

60 - 69 points

Student engages in class discussion only when prompted or allows other members of the class to speak for them. Little evidence of active and engaged reading.

59 points of below

Student engages in class rarely and must be prompted to speak. Comments are superficial and short and do not display evidence of class reading. Student relies heavily on personal opinion.

GRADING POLICY

Your course grade will be based upon the aforementioned assignments.

Attendance and Participation:

- Class Participation:	100 points
- Attendance:	50 points
Research Project Presentation:	100 points
Reading Summaries OR Panel Presentations	150 points*

Research Project:

- Project Proposal:	25 points
- Literature Review:	25 points
- Methods/Data:	25 points
- Conclusion:	25 points
- Draft 1:	50 points
- Final Draft:	100 points
Total:	650 points

GRADES and POINTS

4.0 = 605 - 650	2.0 = 455 - 477
3.7 = 566 - 604	1.7 = 436 - 454
3.3 = 543 - 565	1.3 = 413 - 435
3.0 = 520 - 542	1.0 = 390 - 412
2.7 = 501 - 519	0.0 = 389 or below
2.3 = 478 - 500	

No individual extra credit will be given.

***Honors students:** Honors students will complete two mini-panel discussions in place of the reading summaries. These mini-panel discussions can be in a debate format or some other format that promotes class interaction. Students will work in groups of two to present a critique of the original source reading. Opposing viewpoints to the readings will be discussed by the two students in a debate format. The presentation should be informative and allow for audience participation from the class. A three to four page summary paper of your critique of the week's material will also be completed. Each presentation and summary paper will be worth a total of 75 points (25 points for the presentation, 50 points for the paper). Topics will be selected early in the semester to allow for adequate preparation for your chosen presentations.

PROJECTED SCHEDULE

**** Denotes Honors students readings**

Week 1: Introduction: Why Nationalism

Jan. 25 & 27

Reading:

Chapter 1 in Ozkirimli, Chapter 1 in Swain

Week 2: Discourses and Debates on Nationalism

Feb. 1 & 3

Reading:

Chapter 2 in Ozkirimli, Chapter 2 in Swain

Week 3: Primordialism

Feb. 8 & 10

Reading:

Chapter 3 in Ozkirimli, Chapter 3 in Swain, Chapter 7 in Swain and Nieli

Week 4: Modernism

Feb. 15 & 17

Reading:

Chapter 4 in Ozkirimli, Chapter 4 in Swain

Week 5: Ethnosymbolism

Feb. 22 & 24

Reading:

Chapter 5 in Ozkirimli, Chapter 5 in Swain

Week 6: New Approaches to Nationalism

Mar. 1 & 3

Reading:

Chapter 6 in Ozkirimli, Chapter 6 in Swain

** The critique of methodological nationalism: Theory and history. By Chernilo.

**Competing models of nationalism: an analysis of memorial ceremonies in schools. By Lomsky-Feder.

Spring Break Mar. 7th – 11th

Week 7: Framing Effects / Nationalism in Australia

Mar. 15 & 17

Reading:

Chapter 7 in Swain

Chapter 1 in Winterdyk and Antonopoulos

** Honour bound in Australia: From defensive nationalism to critical nationalism. By Johanson et al.

Week 8: White Nationalist Groups on Affirmative Action and Other Race-Related Issues /
Nationalism in France

Mar. 22 & 24

Reading:

Chapter 8 in Swain

Chapters 1, 2, and 3 in Swain and Nieli

Chapter 4 in Winterdyk and Antonopoulos

Week 9: The Path from Discrimination to Reverse Discrimination / Nationalism in Greece

Mar. 29 & 31

Reading:

Chapter 9 in Swain

Chapter 6 in Winterdyk and Antonopoulos

Week 10: Nationalism on the College Campus / Nationalism in Japan

Apr. 5 & 7

Reading:

Chapters 10 & 11 in Swain

Chapter 7 in Winterdyk and Antonopoulos

** CONSTRUCTING PUBLIC SCHOOLING TODAY: DERISION, MULTICULTURALISM, NATIONALISM. By Parker.

Week 11: White Nationalist Recruitment / Nationalism in Canada, England and Wales, and the U.S.A.

Apr. 12 & 14

Reading:

Chapter 12 in Swain

Bugg & Williams reading available on Moodle

Chapters 4, 5 and 6 in Swain and Nieli

Chapter 2, 3 and 8 in Winterdyk and Antonopoulos

** Is nationalism left or right? Critical junctures in Québécois nationalism. By Jan Erk.

** How nationalism evolves: explaining the establishment of new varieties of nationalism within the national movements of Quebec and Catalonia (1976-2005). By Lluch.

Week 12: White Supremacy and Neo Nazism / Nationalism in Germany

Apr. 19 & 21 (no class April recess)

Reading:

Chapters 8, 9 and 10 in Swain and Nieli

Chapter 5 in Winterdyk and Antonopoulos

Week 13: Understanding Nationalism

Apr. 26 & 28

Reading:

Chapter 7 in Ozkirimli, Chapter 15 in Swain

Week 14: Remedies, Part 1

May 3 & 5

Reading:

Chapter 13 in Swain

Week 15: Remedies, Part 2

May 10 & 12

Reading:

Chapter 14 in Swain

Final Class Meeting: Project Presentations

Friday, May 20, 8:00-10:00am

DUE DATES:

Assignment	Due Date
Summary Papers	Each Week
Term Paper:	
- Proposal / Introduction	- Feb. 3 rd
- Literature Review Section	- Feb. 24 th
- Methods / Findings Section	- Mar. 31 st
- Conclusion Section	- Apr. 21 st
- First Draft	- May 5 th
- Final Draft	- May 19 th
- Presentation	- May 12 th or May 18 th
Participation	At every opportunity