From its liberationist anti-colonial moment, to its fascist face, nationalism - the ideological motor of the ‘nation’ and nation-state has multiple faces and phases: romantic, ethnic, civil, religious and similar attributes have been ascribed to national polities, and different theories attempted to trace its history but were less successful in defining the ‘nation’. Theorists of nations and nationalism have been classified generally as essentialists or as constructivists, the latter emphasize the historical dynamics that led to its rise. Nonetheless, despite its relatively short history, the numerous claims to national self-determination and territorial secession, including in recent history following the end of the Cold War attests to the durability of the imagined community and the nation-state as the political unit of the global order. Most scholars agree that the genesis of national consciousness and the concept of the ‘nation’ are attributed to the two momentous revolutions of the 18th century: The North American colonies’ rebellion against Great Britain leading to the American Declaration of Independence (1776), and the French Revolution (1789) – the latter having literally beheaded Absolutism in the figure of Louis the XVI. These momentous events fomented the meaning of the ‘nation’ as an imagined community forming a unity among equal and free citizens. In Europe, the nation-state was entrenched parallel to capitalist expansion and the colonial domination of millions of people across a vast stretch of the Earth’s territory seeking markets, land, and cheap labor. In the colonial world of indigenous peoples and natives, the noble ideals of the Enlightenment and of free and equal citizens were suspended. This gave rise to resistance and protracted struggles of colonized populations within colonial centers and in the ‘Third World’. In this course, we glance at the history that gave rise to nations and nationalisms, and we review some of the relevant theories, as well as indigenous and national struggles within existing states, post-colonial states, and post-colonial theories and will draw on diverse case studies that highlight the conundrums of nations and nationalisms.
Important note: This is a tentative reading list. The number of presentations will change depending on the number of students that will enroll in class. Each week two or more students will present on one or two readings. Students may also select or substitute some of the readings for articles or chapters that are more relevant to their own research area.

PART I: NATIONS AND NATIONALISM: BEGINNINGS, THEORIES AND THEORISTS

Week 1 Sept 13 Introductions, selecting and distributing readings.

Week 2 Sept 20 Context; selected theorists


Week 3 Sept 27 Other faces and phases


Week 4 Oct 4 Class, neoliberalism, neo-nationalism


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**Week 5** Oct 11   Reading Week 9 – 13

**PART II: THE RIGHT TO SELF-DETERMINATION**

**Week 6** Oct 18


**PART III: COLONIALISM, ANTI-COLONIAL LIBERATION MOVEMENTS, INDIGENOUS STRUGGLES**

**Week 7** Oct 25

2. Frantz Fanon, 1961, The Wretched of the Earth, *Read: Chapter 3, The Pitfalls of National Consciousness and Chapter 4 On National Culture*.

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Week 8 Nov 1

Week 9 Nov 8

PART IV: POSTCOLONIAL THEORISTS AND THEIR CRITICS

Week 10 Nov 15 Postcolonial theories
Week 11 Nov 22 Cont’d


Week 12 Nov 29 Critique of postcolonial theories.


Week 13 Dec 6 Review

**Assignments, Evaluations, Dates**

Oral Presentations & Discussion: 40% Weekly
Book Review: 20% Week 8 Nov 1
Essay: 40% Week 13 Dec 6

**Participation, Presentations and Discussion:** This course depends on your attendance and full active participation and contribution to class discussions. Make sure the readings are done before class. Since graduate seminars have a small group of students, absences will affect all of us. Please make an extra effort not to
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miss classes. Each student is expected to present and/or participate in class discussions on a weekly basis. Readings will be distributed so that each student has the same number of presentations as all others. Presentations should include: a brief summary of the reading, followed by the student’s critical assessment of the article or chapter, and questions for the class to discuss. Please prepare a paragraph (no more than one page double spaced) that summarizes your presentation including the questions, to distribute at the beginning of class.

**Book Review:** Choose a scholarly book related to the course and ideally also useful to your area of research and submit a written critical review (5 pages). Remember a book review is not a summary but a critical evaluation, which includes: situating the book within the larger body of literature, comment on methodology, concepts, gaps, and provide the reasons why you agree with or contest the book (example, its theoretical and methodological approach).

**Term Paper (12-15 pages):** Choose a topic related to the course and ideally one that also deals with your area of interest or research.

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**Important Information**

**Accommodation for missed deadlines and/or exams**

Please view Western’s Policy on Accommodation for Medical Illness: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

**Accessibility at Western**

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you.

Western’s commitment to Accessibility, visit: http://www.registrar.uwo.ca/general-information/accessibility_at_western.html

Student Development Services http://www.sdc.uwo.ca/ssd/ has staff members who specialize in assisting students with various disabilities to adjust to the university environment.

**Western’s Statement on Health and Wellness**

Information regarding health- and wellness-related services available to students may be found at http://www.health.uwo.ca/

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For example, to support physical activity, all students, as part of their registration, receive membership in Western’s Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page http://www.music.uwo.ca/, and our own McIntosh Gallery http://www.mcintoshgallery.ca/.

Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html

To help you learn more about mental health, Western has developed an interactive mental health learning module (non-compulsory), found here: http://www.health.uwo.ca/mental_health/module.html.

**Plagiarism and Scholastic Offences**
Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

**Written work:**
All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement currently in place between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

Evidence of suspected plagiarism will be reported to the Department Chair, who will give the student an opportunity to respond to the allegation. Where a determination of plagiarism has been made, the Chair shall assess appropriate penalties up to and including a zero on the assignment and failure in the course. The case will be reported to the Dean, who may assess additional penalties.

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