What are nationalities? What are nations? How do they come to be associated with states and territories? What is national identity, and how does it relate to other identities? Why, when there is so much talk of globalization and global culture, are so many countries breaking up, peacefully or through civil war?

This mid-level course will introduce you to a political geography perspective on nationalities and nations. Nation, state and territory are ambiguous and often contested. This course explores these geopolitical categories by providing both theoretical perspectives on and case studies of the emergence of nationalisms, and the outcomes of state and territorial construction, control and resistance. We will examine nationalism as an ideology that involves identity & belonging, and that is usually manifested through particular geographic practices. We will also examine the future of the sovereign state and citizenship in the context of globalization, legacies of imperialism, migration, social movements, and neoliberalization.

Issues of identity within groups, national or otherwise, can be highly contested. The greatest respect must, therefore, be given to everyone in the class who voices their concerns, opinions and experiences.

REQUIRED TEXTS AND MATERIALS:

The required readings for the course are available on the course D2L site. I have chosen this method of providing the readings rather than a bound reader for purchase to allow you to save money. You may choose whether (and in what form) to print the readings, or whether to use them in digital form.

NOTE: you must bring the assigned reading to class in either paper or digital form (already downloaded to your device). Having the assigned text IN CLASS will assist your participation, and counts as part of your participation grade.

Although this course uses D2L extensively, it is a face-to-face course. Further, although some communication will be through D2L, you are expected to pay attention to in-class announcements and to your UWM/Office365 e-mail.
COURSE OBJECTIVES, EXPECTATIONS AND POLICIES

LEARNING OBJECTIVES

This is a social science course, designed to develop your critical thinking and ability to analyze contemporary geopolitical and urban political issues. The course will equip you to evaluate assumptions about nationalities, nations, globalization, states, empires, and territory that inform current debates about national issues, such as national identities, immigration, citizenship, and human rights; and reporting of news events from around the world.

By the end of this course, you will be able to:

- Explain the relationships among nationalities, nations, nationalisms, states, empires, race, and ethnicity, and various geographic phenomena.
- Recognize and critique theories of the state, nationality, etc. in various media.
- Recognize and understand how key spatialities that operate in national identity construction, including borders, symbolic places, landscape, and embodied practices.
- Distinguish among different understandings of citizenship in different countries and in social movement organizations within countries.
- Apply some of these tools and theories to the analysis of a nationalist movement or other social movement or social movement organization.
- Understand how different understandings of citizenship, in interaction with economic and other processes, differently shape both national territories and urban space.

COURSE PARTICIPATION AND ASSIGNMENTS

To accomplish the above objectives, we will engage in participatory learning, case study analysis, and intensive writing.

Participatory learning emphasizes students’ responsibility for learning the material, and provides structured opportunities for class discussion and debate. This course uses participatory learning strategies both to develop skills of critical reasoning, and to make the classroom itself a laboratory for critical debate. The strategies we will use to achieve this principle include: lecture-discussion format with reading questions distributed in advance so that you will know what to expect; structured small group interaction; base groups; and presentation of case studies.

Case study analysis involves relating information on one ‘case,’—in this course, one country, one nationalist movement, one social movement organization, or one place—to social theory. In this class, we will address theories of nationalism and citizenship, for example. I will present case study analyses in lecture. You will develop an annotated bibliography with a short introduction and argument on a case study of your choice.

Writing intensive teaching emphasizes developing your ability to think critically through the practice of writing. For this course, that means that writing assignments will test your understanding of key issues in political geography; you will need to master sufficient content to make coherent arguments. There will be four types of writing assignment: in-class responses, an annotated bibliography, a reflection paper, and essay exams. I encourage you to use the UWM Writing Center (http://www.uwm.edu/Dept/English/wcenter/) to improve your writing.

ASSIGNMENTS AND GRADING BASIS

Sziarto, GEOG 309 Fall 2017
Your performance will be evaluated in the following manner:

**CLASS PARTICIPATION AND**

**IN-CLASS WRITING ASSIGNMENTS** 15%

**CASE STUDY ANNOT. BIBLIOGRAPHY:** 30%

**ONLINE QUizzes** (6 of 7 count) 10%

**EXAMS:**

**MID-TERM** 20%

**FINAL** 25%

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**TOTAL** 100%

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**GRADING POLICY**

See the following site for UWM policy on grades and grading:

http://uwm.edu/registrar/students/enrollment-policies/#grading

Guide to grades

<table>
<thead>
<tr>
<th>94-100%</th>
<th>A</th>
<th>80-82%</th>
<th>B-</th>
<th>66-69%</th>
<th>D+</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-93%</td>
<td>A-</td>
<td>76-79%</td>
<td>C+</td>
<td>63-65%</td>
<td>D</td>
</tr>
<tr>
<td>86-89%</td>
<td>B+</td>
<td>73-75%</td>
<td>C</td>
<td>60-62%</td>
<td>D-</td>
</tr>
<tr>
<td>83-85%</td>
<td>B</td>
<td>70-72%</td>
<td>C-</td>
<td>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>

**PARTICIPATION: ATTENDANCE, READINGS, ACTION!**

Attendance and participation are of paramount importance in this class. Participation is graded. Your participation grade will be based on a combination of attendance, reading the assigned text and bringing it to class, and active participation. These will be assessed through (1) in-class writing on note cards, (2) ‘base group’ and other small group participation, and (3) free participation.

(1) In nearly every class, there will be an in-class writing assignment. Perhaps I will post a question on the screen, and you will have about 5 minutes to answer it on a 4x6 note card that I will provide. Or I will give you a question to discuss in your group, and then ask you to write a short commentary on the discussion. Some questions will be ‘pre-reading’ questions to provoke reflection in preparation for reading a text; others will be comprehension check questions to find out whether you understood a key point in the reading or the lecture.

(2) You will be assigned to a ‘base group’ that will be your small discussion group for at least the first half of the semester. This class is large enough that whole group discussion will be improved by doing small-group work first. In the second half of the semester, your base group may change depending on your annotated bibliography topic. Peer review of annotated bibliographies will go on within the base group. Peer review often works better when both parties have a common interest (e.g. related topics). Free and voluntary participation in the form of asking questions, answering questions, contributing your ideas in small-group and whole-class discussion, and so on is encouraged.
THERE ARE NO OPPORTUNITIES TO MAKE UP IN-CLASS WRITING ASSIGNMENTS. You may miss TWO classes without directly affecting your participation grade. After two absences, your participation grade will be affected.

This class is an upper-division geography course. As such, it expects students to be ready to practice and improve such skills as reading and comprehending challenging texts, critically evaluating various media (text, visual, etc.), and writing. One objective of this course is to develop your research skills. Therefore, evaluation of your learning will be done through not only quizzes and exams, but assessment of the annotated bibliography that will be the product of an independent research project. Work for the annotated bibliography will require reading in addition to the assigned course readings, as well as note-taking and writing. The time needed to prepare for class and complete all assignments may vary, depending on your previous work in this area and related disciplines. Nevertheless, here is an estimate of hours you are likely to work in this 3-credit course:

| Time in the classroom (face to face instruction and discussion) | 33.75 hours |
| Time for preparation and study | 40 |
| Time completing assignments (including online quizzes) | 67 |
| Time taking exams | 3.25 hours |
| TOTAL: | 144 hours |

DUE DATES, PENALTIES FOR LATE WORK, AND MAKE-UP ASSIGNMENTS

Due dates
Please see the course schedule and/or the assignment documents for assignment deadlines. All online quizzes will be due by midnight on Thursdays (except Quiz #8 on a Tuesday). Case study and reflection papers will be due to the course D2L drop box by midnight on Sundays. Advance planning will help you to meet deadlines. If another important event or course deadline converges with a deadline for Geog 309, it is your responsibility to plan your work accordingly. Always check the latest news posting on the course D2L site for any changes in deadlines.

Penalties for late work
To be fair to students in the course who turn their work in on time, unless a documented medical or personal emergency arises, any work turned in late will be penalized 10% of your grade the first day it is late (from 0-24 hours of the due time/day), 10% the second day (25-48 hours), and an additional 10% for each 24-hour period thereafter. Please see me immediately if you know you will have a problem turning your work in on time.

Make-up assignments and exams
Again in the interest of fairness to all students, you may not reschedule assignment due dates or retake exams unless a documented medical or personal emergency arises. In such a case, it is your responsibility to contact me immediately to reschedule a make-up date for online quizzes or papers.

CLASSROOM CONDUCT

In the classroom, we must work together to create a positive learning environment, and I expect you to respect the rights of other students to learn.
Please come to class on time and stay until the end. If you must come in late or leave early, please avoid distracting other students or disrupting the lecture or discussion.

Please respect me and your fellow students when we are speaking by not engaging in side conversations with your classmates.

Please turn off your cell phone when you come to class. If you must leave it on for some reason (e.g., in case of family emergency), please set it to “silent” and sit near an exit.

You may use laptops, PDAs, or other electronic devices in class only to record lecture notes, complete class-related activities, or refer to digital copies of course texts or notes. Please do not use such devices for e-mail, messaging, web-surfing, gaming, or other activities during class.

At times we will discuss controversial issues in this course, and students in the class will not always be on the same side. I hope that you will seek to develop an understanding of the different perspectives on the topics we address—including positions that differ from your own—and to challenge your own preconceptions.

Even if you disagree with points of view expressed by your instructor or your fellow students, as citizens of this class you are responsible for considering different points of view respectfully. I will do the same.

**ACADEMIC INTEGRITY**

In this course, you will be doing research and presenting your findings in writing. You will to some extent rely on the previously published work of others, and their work should be properly attributed. Failing to properly cite and/or mark quotations of other’s work is plagiarism, a violation of academic integrity. If you have questions about how to attribute others’ work, please talk with me. Additional information regarding UWM policies and procedures on academic conduct is online at [http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm](http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm).

**ACCESSIBILITY**

I am committed to making this course accessible to all enrolled. First, I aim to establish a classroom environment that respects all peoples’ diversity. Further, if you need certain accommodations because of physical ability, financial limitations, religious observances, technology issues, please contact me as soon as possible. I will assist you directly or help you find the services you need on the UWM campus.

For the University of Wisconsin-Milwaukee’s official policies on disabilities, religious observances, active military duty, incompletes, discriminatory conduct, academic misconduct, complaint procedures, and grade appeal procedures, please see the following web site: [http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf](http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf).

**CHANGES TO THE SYLLABUS OR COURSE SCHEDULE**
There may be changes to the scheduled topics and/or readings. Any such changes will be announced in lecture and posted on D2L well in advance. In the event of disruption of normal classroom activities due to an H1N1 swine flu outbreak, severe weather events, or other large-scale phenomena, the format for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to this syllabus that will supersede this version.

QUESTIONS?

If you have questions or concerns about the class, please do not hesitate to contact me. I am available for discussions during my office hours, or by appointment. Please contact me by e-mail to schedule an appointment at a time that will work for you.

--Dr. Kristin Sziarto

COURSE OUTLINE

WEEK ONE
September 5: The course, geography, you, me, and the construction of identities
No assigned reading.

September 7: Nationalities, nations, and nationalism: What is a nation; where did it come from?

WEEK TWO

September 12: Nationalism, modern nations, and the state
Readings: Painter & Jeffrey, pp. 19-43; case study (D2L)

GEOGRAPHIC APPROACHES TO NATIONALISM

September 14: Boundary making
WEEK THREE

**September 19**: Symbolic and memorial spaces  

**September 21**: Landscape, the country and the city  

**September 24**: Case study annotated bibliography: ideas due to D2L dropbox by midnight Sunday.

WEEK FOUR

**September 26**: Everyday practice and national identities  

**September 28**: Research workshop  
***No new reading***

WEEK FIVE

**October 3**: Imperialism 1: The ‘age of discovery’ and spatial strategies of empire  

**October 5**: Imperialism 2: Decolonization in Africa and South Asia  

WEEK SIX

**October 10**: Imperialism 3: Postcolonial Africa & India, & National Identities  
Film: *TBD*  
***No new reading***

**October 12**: Postcolonial Africa & national identities, continued; finish viewing film  
***No new reading***

**October 15**: Annotated bibliography DRAFT DUE to the D2L dropbox by midnight Sunday.
WEEK SEVEN

October 17: Postcolonial national identities, continued

October 19: Review
***No new reading***

WEEK EIGHT

October 24: Mid-term exam in class

BEYOND NATIONALISM?

October 26: Challenges to the nation-state; also peer review of annotated bibliographies
***No new reading***

WEEK NINE

October 31: Citizenship 1: The nation-state, immigration, national identity, and citizenship regimes

November 2: Citizenship 2: Exclusive citizenship? The Roma and the EU
Readings: Articles on the Roma in Europe (on D2L).

WEEK TEN

November 7: Citizenship 3: tbd

November 9: Citizenship 4: Exclusive citizenship? Refugees
Reading: TBA, will be posted on D2L

November 12: Annotated Bibliography SECOND DRAFT DUE to the D2L Dropbox by midnight Sunday.

WEEK ELEVEN

November 14: Transnationalism 1: Migrant transnationalism

November 16: Transnationalism 2: Transnational human rights networks
WEEK TWELVE

November 21: Transnationalism 3: The Zapatistas & transnational activism
No new reading.

November 23: ***National Thanksgiving holiday – NO CLASS***

WEEK THIRTEEN

November 28: Transnationalism 3: The Zapatistas, continued
Film: A Place Called Chiapas (1998)


WEEK FOURTEEN

December 5: Cosmopolitanism vs. Nationalism?
Read: Nussbaum, M. Patriotism and Cosmopolitanism, pp. 2-17 (plus endnotes, pp. 145-146).
→ Then skim these, and read AT LEAST ONE of them:
   1) Appiah, K. A. Cosmopolitan Patriots, pp. 21-29.
   2) McConnell, M. W. Don’t Neglect the Little Platoons, pp. 78-84.
   4) Nussbaum, M. Reply, pp. 131-144.

December 7: tbd

→ December 10: Annotated Bibliography FINAL DRAFT DUE to the D2L Dropbox by midnight.

WEEK FIFTEEN

December 12: tbd

December 14: Review for Final Exam
***No new reading***

WEEK SIXTEEN

(date tbd) FINAL EXAM, 12:30 – 2:30 pm, in the usual classroom.
## COURSE CALENDAR (DRAFT as of 28 April 2017)

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Reading(s) due</th>
<th>Assignment/quiz due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5-Sep</td>
<td>Introductions: you, me, the course, geography</td>
<td>None.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7-Sep</td>
<td>Nationalities, nations, and nationalism: What is a nation, and where did it come from?</td>
<td>Painter &amp; Jeffrey pp. 145-168, pp. 125-134</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>12-Sep</td>
<td>Nationalism and the state</td>
<td>Painter &amp; Jeffrey, pp. 19-43; articles on D2L</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14-Sep</td>
<td>Boundary-making</td>
<td>Winichakul 1996</td>
<td>Quiz #1: syllabus</td>
</tr>
<tr>
<td>3</td>
<td>19-Sep</td>
<td>Symbolic spaces (and national narratives)</td>
<td>Forest &amp; Johnson 2002</td>
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<tr>
<td></td>
<td>21-Sep</td>
<td>Landscape (&amp; the city)</td>
<td>Mills 2006</td>
<td>Quiz #2: Nations, nationalisms, states</td>
</tr>
<tr>
<td>4</td>
<td>26-Sep</td>
<td>Everyday practice and national identities</td>
<td>Van Nieuwkerk 2004</td>
<td>Case study bibliography: Proposal due to D2L by midnight 9/27</td>
</tr>
<tr>
<td></td>
<td>28-Sep</td>
<td>Research workshop; maps in the study and representation of national identities</td>
<td>No new reading.</td>
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<tr>
<td></td>
<td>5-Oct</td>
<td>Imperialism 1: The ‘age of discovery’ and spatial strategies of empire</td>
<td>Painter &amp; Jeffrey pp. 169-188; Stock Ch8</td>
<td></td>
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<tr>
<td></td>
<td>5-Oct</td>
<td>Imperialism 2: Decolonization in Africa and South Asia</td>
<td>Painter &amp; Jeffrey pp. 188-195; Stock Ch9</td>
<td>Quiz #3: Nation-building &amp; geography</td>
</tr>
<tr>
<td></td>
<td>10-Oct</td>
<td>Imperialism 3: Decolonization and postcolonial identities (with film)</td>
<td>No new reading.</td>
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<tr>
<td></td>
<td>12-Oct</td>
<td>Finish watching film, begin discussion</td>
<td>No new reading.</td>
<td>Case study bibliography : DRAFT DUE 10/15 midnight</td>
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<tr>
<td></td>
<td>17-Oct</td>
<td>Finish postcolonial national identities</td>
<td>Johnson 2004</td>
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<tr>
<td></td>
<td>19-Oct</td>
<td>Review</td>
<td>No new reading.</td>
<td>Quiz #4: Imperialism etc.</td>
</tr>
<tr>
<td>8</td>
<td>24-Oct</td>
<td>Midterm exam</td>
<td>No new reading.</td>
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<tr>
<td></td>
<td>26-Oct</td>
<td>Challenges to the nation-state; Peer review of bibliographies</td>
<td>No new reading.</td>
<td></td>
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<tr>
<td>9</td>
<td>31-Oct</td>
<td>Citizenship 1: citizenship regimes in Switzerland</td>
<td>Riano &amp; Wastl-Walter</td>
<td></td>
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<tr>
<td></td>
<td>2-Nov</td>
<td>Citizenship 2: exclusive citizenship? The Roma in the EU</td>
<td>articles on Roma: Tanner, Briefing, Popham, Phillips &amp; Chrysafis</td>
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<tr>
<td>10</td>
<td>7-Nov</td>
<td>Citizenship 3: tbd</td>
<td>Case study bibliography: SECOND DRAFT DUE 11/12</td>
<td></td>
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<tr>
<td></td>
<td>9-Nov</td>
<td>Citizenship 4: Lack of citizenship? Refugees</td>
<td>Readings TBA</td>
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<tr>
<td></td>
<td>11-Nov</td>
<td>Transnationalism 1: Migrant transnationalism</td>
<td>Ehrkamp 2005</td>
<td></td>
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<td></td>
<td>16-Nov</td>
<td>Transnationalism 2: Human rights activism</td>
<td>Keck &amp; Sikkink</td>
<td>Quiz #5: Citizenship regimes</td>
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<tr>
<td></td>
<td>21-Nov</td>
<td>Transnationalism 3: the Zapatistas, A Place Called Chiapas</td>
<td>Gallaher &amp; Froehling</td>
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<tr>
<td></td>
<td>23-Nov</td>
<td>Thanksgiving holiday – NO CLASS</td>
<td>No new reading.</td>
<td></td>
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<tr>
<td>13</td>
<td>28-Nov</td>
<td>Transnationalism 3: the Zapatistas, continued</td>
<td>Review Gallaher &amp; Froehling</td>
<td></td>
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<tr>
<td></td>
<td>30-Nov</td>
<td>Nationalisms in the US: American Indian politics</td>
<td>D’Arcus 2000</td>
<td>Quiz #6: Transnationalisms</td>
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<tr>
<td>14</td>
<td>5-Dec</td>
<td>Nationalism or cosmopolitanism?</td>
<td>Readings TBA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7-Dec</td>
<td>tbd</td>
<td>Case study bibliography: FINAL DRAFT DUE 12/10 midnight!</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>12-Dec</td>
<td>tbd</td>
<td>No new reading.</td>
<td>Quiz #7: US nationalisms (due BEFORE CLASS!)</td>
</tr>
<tr>
<td></td>
<td>14-Dec</td>
<td>tbd</td>
<td>No new reading.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>tbd</td>
<td>tbd</td>
<td>No new reading.</td>
<td></td>
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</tbody>
</table>