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, dividing 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 Canvas 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. I do NOT recommend having the reading only on your phone – it will be too small to work with effectively, which will harm your participation and thereby your participation grade.

Although this course uses Canvas extensively, it is a face-to-face course. Further, 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, ethnicity, and various geographic phenomena.
- Recognize and critique theories of the nation, 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 an executive summary 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 (www.writingcenter.uwm.edu) to improve your writing.
ASSIGNMENTS AND GRADING BASIS

Your performance will be evaluated in the following manner:
Class participation and
   in-class writing assignments   15%
Annotated bibliography:        30%
Online quizzes(9 of 10 count)  10%
Exams:
   Mid-term                      20%
   Final                         25%

TOTAL                      100%

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>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-93%</td>
<td>A-</td>
</tr>
<tr>
<td>86-89%</td>
<td>B+</td>
</tr>
<tr>
<td>83-85%</td>
<td>B</td>
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<tr>
<td>80-82%</td>
<td>B-</td>
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<td>76-79%</td>
<td>C+</td>
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<td>C-</td>
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<td>66-69%</td>
<td>D+</td>
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<tr>
<td>63-65%</td>
<td>D</td>
</tr>
<tr>
<td>60-62%</td>
<td>D-</td>
</tr>
<tr>
<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. Maybe 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 make sure 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 about the first third of the semester. This class is large enough that whole group discussion will be improved by doing small-group work first. Later in the semester, your base group may change depending on your annotated bibliography topic. Peer review of annotated bibliographies will go on within a group. Peer review often works better when both parties have a common interest (e.g. related topics).
(3) 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. If I find you are making worthy contributions on note cards, but not speaking up, I may call on you to share your thoughts with the whole class.

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. Therefore, I expect 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:

<table>
<thead>
<tr>
<th>Time Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time in the classroom (face to face instruction and discussion)</td>
<td>33.75</td>
</tr>
<tr>
<td>Time for preparation and study</td>
<td>40</td>
</tr>
<tr>
<td>Time completing assignments (including online quizzes)</td>
<td>67</td>
</tr>
<tr>
<td>Time taking exams</td>
<td>3.25</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>144</td>
</tr>
</tbody>
</table>

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 Fridays. Annotated bibliography drafts will be due to the course Canvas 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 Canvas 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 exams or revised deadline 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

The goal of university study is learning. I cannot evaluate your learning fairly unless you turn in your own work, and in your work you give appropriate credit for the work and ideas of others. This is what ACADEMIC INTEGRITY means.

In this class you will write an annotated bibliography. An annotated bibliography is a research tool for gathering and condensing ideas and evidence, all the while keeping track of the sources in use. An annotated bibliography is especially useful in the social sciences, because in the social sciences it is critical to cite the sources of one’s evidence, ideas, etc.

Occasionally students commit accidental plagiarism because they do not understand that you should give a source not only when you use a quotation (which calls for using quotation marks), but also when you paraphrase or otherwise use information or ideas from elsewhere. In fact, the more sources you use, the better your research might be. The annotated bibliography assignment, done in several steps, will aid you in handling fairly large volumes of information without committing accidental plagiarism.

More information on UWM policies and procedures on academic conduct is online at http://www4.uwm.edu/dos/conduct/academic-misconduct.cfm
ACCESSIBILITY

I am committed to making this course accessible to all enrolled, and providing accommodations or guidance with respect to services available on campus. If you need certain accommodations because of disability, financial limitations, mental illness, and/or the limits of UWM technology, please contact Professor Sziarto or your TA as soon as possible. We will assist you directly or help you find the services you need on the UWM campus.

If you know you are eligible for accommodations because of disability, please contact Prof. Sziarto and the Accessibility Resource Center early in the semester. See http://uwm.edu/arc/.

The syllabus has been designed to avoid having exams conflict with most major religious holidays. However, if you will have difficulty with a due date or exam date because of religious observances, please contact Professor Sziarto as soon as possible to make alternate arrangements.

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

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.

IMPORTANT ADMINISTRATIVE DATES THIS TERM

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 17</td>
<td>Last day for later registration (incl. adding full semester courses or changing sections)</td>
</tr>
<tr>
<td>October 1</td>
<td>Last day to drop full semester courses without W on record.</td>
</tr>
<tr>
<td>November 11</td>
<td>Last day to drop or withdraw from full-term courses. Tuition and fees apply.</td>
</tr>
</tbody>
</table>

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 Canvas 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 4: The course, geography, you, me, and the construction of identities
No assigned reading.

September 6: Nationalities, nations, and nationalism: What is a nation; where did it come from?

WEEK TWO

September 11: Nations and nationalism, continued

September 13: Nationalisms and the state
Readings: Painter & Jeffrey, pp. 19-43; Paid Sick Leave in Milwaukee articles (on Canvas)

September 16: Annotated bibliography: Proposal due to the Canvas Dropbox by midnight Sunday.

WEEK THREE

September 18: Nationalisms and the state, continued
Readings: TBD (will be posted on Canvas)

September 20: Research workshop; maps in the study and representation of national identities
Readings: TBD (will be posted on Canvas)

GEOGRAPHIC APPROACHES TO NATIONALISM

WEEK FOUR

September 25: Borders and boundary making

September 27: Symbolic spaces - Memorial spaces and monuments

WEEK FIVE

October 2: Symbolic spaces - Landscape, the country and the city

October 4: Everyday practices and national identities

NATION, STATE, AND IMPERIALISM

WEEK SIX

October 9: Imperialism 1: The ‘age of discovery’ and spatial strategies of empire
Reading: Painter & Jeffrey pp. 169-188; and one other TBA

October 11: Imperialism 2: Decolonization in Africa and South Asia
Readings: Painter & Jeffrey pp. 188-195; Ansari 2017

WEEK SEVEN

October 16: Imperialism 3: Postcolonial India, & national Identities
Readings: TBA

October 18: Postcolonial Africa & national identities; film: Wagah, directed by Supriya Sen
***No new reading***

⇒October 21: Annotated bibliography DRAFT 1 DUE to the Canvas Dropbox by midnight Sunday.

WEEK EIGHT

October 23: Peer review of annotated bibliographies (draft 1)

October 25: Review for the midterm exam
***No new reading***

WEEK NINE

October 30: Mid-term exam in class

CHALLENGES TO THE NATION-STATE? TRANSNATIONALISM(S)

November 2: Transnationalism 1: Migrant transnationalism

WEEK TEN

November 6: Election day. Go vote. (There will be drop-in office hours 2:00 – 4:00 pm.)

November 9: Transnationalism 2: Transnationalism or exclusion? The Roma and the EU
Readings: Articles on the Roma in Europe (on CANVAS).

⇒November 11: Annotated bibliography SECOND DRAFT DUE to the Canvas Dropbox by midnight.
**WEEK ELEVEN**

**November 14:** Transnationalism 3: Transnational corporations  

**November 16:** Go over mid-term exam; peer review of annotated bibliographies (draft 2)

**WEEK TWELVE**

**November 20:** Transnationalism 4: Transnational human rights networks  

**November 22:** ***National Thanksgiving holiday – NO CLASS***

**WEEK THIRTEEN**

**November 28:** Transnationalism 5: A transnational nationalism? The Zapatistas  

**November 30:** Transnationalism 5: The Zapatistas, continued, with *A Place Called Chiapas* (1998).  

**WEEK FOURTEEN**

**December 4:** Transnationalism 3: The Zapatistas, continued  
*Reading:* Review Gallaher & Froehling, plus  

**December 6:** US nationalisms  
*Readings:* Review sections of Gallaher & Froehling, plus TBD

**December 9:** Annotated Bibliography FINAL DRAFT DUE to the Canvas Dropbox by midnight.
WEEK FIFTEEN

December 11: 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 13: Review for Final Exam
***No new reading***

WEEK SIXTEEN

December 21: FINAL EXAM, 12:30 pm – 2:30 pm, in the usual classroom.
# COURSE CALENDAR

<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>3-Sep</td>
<td>Introductions: you, me, the course, geography</td>
<td>None.</td>
<td>Syllabus/course quiz</td>
</tr>
<tr>
<td></td>
<td>5-Sep</td>
<td>Nationalities, nations, and nationalism: What is a nation, and where did it come from?</td>
<td>Randall 2016 (online); Painter &amp; Jeffrey pp. 145-168, pp. 125-134</td>
<td>(All quizzes due Fri at midnight)</td>
</tr>
<tr>
<td>2</td>
<td>10-Sep</td>
<td>Theories of the nation, continued</td>
<td>No new reading (review P&amp;J)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12-Sep</td>
<td>Nationalism and the state</td>
<td>Painter &amp; Jeffrey, pp. 19-43; articles on CANVAS</td>
<td>Annotated bibliography: Proposal due to Canvas by midnight 9/15</td>
</tr>
<tr>
<td>3</td>
<td>17-Sep</td>
<td>Nationalism and the state, continued</td>
<td>Articles on CANVAS</td>
<td>Quiz #1: Introduction to nationalities</td>
</tr>
<tr>
<td></td>
<td>19-Sep</td>
<td>Research workshop; maps in the study and representation of national identities</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>GEOGRAPHIC APPROACHES TO NATIONALISM</strong></td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>24-Sep</td>
<td>Boundary-making</td>
<td>Winichakul 1996</td>
<td></td>
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<tr>
<td></td>
<td>26-Sep</td>
<td>Symbolic spaces (and national narratives)</td>
<td>Forest &amp; Johnson 2002</td>
<td>Quiz #2: Nations, nationalisms, states</td>
</tr>
<tr>
<td>5</td>
<td>1-Oct</td>
<td>Landscape (&amp; the city)</td>
<td>Mills 2006</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3-Oct</td>
<td>Everyday practice and national identities</td>
<td>Van Nieuwkerk 2004</td>
<td>Quiz #3: Research skills, maps</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>NATION, STATE, AND IMPERIALISM</strong></td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>8-Oct</td>
<td>Imperialism 1: The 'age of discovery' and spatial strategies of empire</td>
<td>Painter &amp; Jeffrey pp. 169-188</td>
<td>Quiz #4: Nation-building &amp; geography</td>
</tr>
<tr>
<td></td>
<td>10-Oct</td>
<td>Imperialism 2: Decolonization &amp; national identity in South Asia</td>
<td>Painter &amp; Jeffrey pp. 188-195; Ansari 2017</td>
<td></td>
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<tr>
<td>7</td>
<td>15-Oct</td>
<td>National identity in India today (with film)</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17-Oct</td>
<td>National identity in India today, contin.</td>
<td>TBD</td>
<td>Annotated bibliography: FIRST DRAFT DUE 10/21 midnight</td>
</tr>
<tr>
<td>8</td>
<td>22-Oct</td>
<td>Peer review of annotated bibliographies (draft 1)</td>
<td>No new reading.</td>
<td></td>
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<tr>
<td></td>
<td>24-Oct</td>
<td>Review</td>
<td>No new reading.</td>
<td>Quiz #5: Imperialism etc.</td>
</tr>
<tr>
<td>9</td>
<td>29-Oct</td>
<td>Midterm exam</td>
<td>No new reading.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>CHALLENGES TO THE NATION-STATE?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>31-Oct</td>
<td>Transnationalism 1: Migrant transnationalism (Turks in Germany)</td>
<td>Ehrkamp 2005</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5-Nov</td>
<td>ELECTION DAY: No class (drop-in office hours 2-4p)</td>
<td>No new reading.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7-Nov</td>
<td>Migrant transnationalism 2: The Roma</td>
<td>articles on Roma (see CANVAS)</td>
<td>Annotated bibliography: SECOND DRAFT DUE by midnight 11/11</td>
</tr>
<tr>
<td>11</td>
<td>12-Nov</td>
<td>Transnationalism 3: Transnational corporations and post-colonial nation-states</td>
<td>Akiwumi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14-Nov</td>
<td>Go over mid-term exam Peer review of annotated bibliographies (draft 2)</td>
<td>No new reading.</td>
<td>Quiz #6: Challenges to the nation-state part 1</td>
</tr>
<tr>
<td>12</td>
<td>19-Nov</td>
<td>Transnationalism 4: Human rights networks</td>
<td>Keck &amp; Sikkink</td>
<td></td>
</tr>
<tr>
<td></td>
<td>21-Nov</td>
<td>Transnationalism 5: The Zapatistas, <em>A Place Called Chiapas</em></td>
<td>No new reading.</td>
<td>Quiz #7: Challenges to the nation-state part 2</td>
</tr>
<tr>
<td>13</td>
<td>26-Nov</td>
<td>Transnationalism 3: the Zapatistas, continued</td>
<td>Duncan 1994, Gallaher &amp; Froehling, Gottesdaener, Villegas</td>
<td></td>
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<tr>
<td></td>
<td>28-Nov</td>
<td>Thanksgiving holiday – NO CLASS</td>
<td>No new reading.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>4-Dec</td>
<td>Transnationalism 3: the Zapatistas, continued</td>
<td>Review 26 Nov readings</td>
<td>Annotated bibliography: FINAL DRAFT DUE 12/9 midnight</td>
</tr>
<tr>
<td></td>
<td>6-Dec</td>
<td>US nationalisms</td>
<td>Review Gallaher &amp; Froehling, also TBD</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>11-Dec</td>
<td>Nationalism or cosmopolitananism?</td>
<td>Nussbaum, plus one other (see p. 10 of syllabus)</td>
<td>Quiz #8: The Zapatistas</td>
</tr>
<tr>
<td></td>
<td>13-Dec</td>
<td>Review</td>
<td>No new reading.</td>
<td>Quiz #9: Cosmopolitanism</td>
</tr>
<tr>
<td>16</td>
<td>20-Dec</td>
<td>FINAL EXAM: 10 am – 12 noon, usual classroom</td>
<td>No new reading.</td>
<td></td>
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</tbody>
</table>

Sziarto, GEOG 309 Fall 2019