

# Geography 309: Nationalities and Nations of the World

Fall 2019

Tuesday & Thursday 2:00 – 3:15 pm

Bolton B95

**Instructor:** Dr. Kristin Sziarto

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Office hours: Tu 11:15a – 12:30p;

Th 3:30 – 4:30p; or *by appointment*

Feel free to e-mail me any time, whether with a question, for an appointment, etc.



'Carte drôlatique d'Europe pour 1870' (humorous map of Europe, 1870)

Source: <http://strangemaps.wordpress.com/2007/12/23/227/>

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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 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 **READY TO USE IN CLASS** 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 undermine your participation.

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](http://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:	
Proposal	5%
Two drafts (5% each)	10%
Two peer reviews (count as in-class)	
Final	25%
Online quizzes	10%
Exams:	
Mid-term	20%
Final	20%
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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

94-100%	A	80-82%	B-	66-69%	D+
90-93%	A-	76-79%	C+	63-65%	D
86-89%	B+	73-75%	C	60-62%	D-
83-85%	B	70-72%	C-	0-59%	F

## 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, (3) free participation, and (4) checks on attendance and having the reading.

(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.

(4) Obviously to do all of the above, you need to be present in class. To do all of the above well, you need to have done the reading, or –the way I have structured the class – have the reading printed or downloaded at the start of class. I will downgrade your participation if I find you are downloading a reading during class time. All of the readings will be on Canvas at least 4 weeks ahead of the related class, so download them early, and consider printing them.

THERE ARE NO OPPORTUNITIES TO MAKE UP IN-CLASS WRITING ASSIGNMENTS AND OTHER PARTICIPATION. 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:

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)	71
Time taking exams	<u>3.25 hours</u>
TOTAL:	148 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 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 [https://uwm.edu/deanofstudents/conduct/conduct\\_procedures/academic-misconduct/](https://uwm.edu/deanofstudents/conduct/conduct_procedures/academic-misconduct/)

## 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, active military duty, 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 lacks a safe and stable place to live, is urged to contact the Dean of Students ([dos@uwm.edu](mailto:dos@uwm.edu)) for support, and to utilize the UWM Food Pantry (<https://uwm.edu/studentassociation/uwmfcp/>). Furthermore, please notify the professor if you are comfortable in doing so.

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, and other UWM policy, please see the following web site: <https://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf>.

## IMPORTANT ADMINISTRATIVE DATES THIS TERM

<b>September 16</b>	Last day for later registration (incl. add fulling semester courses or changing sections)
<b>September 30</b>	Last day to drop full semester courses without W on record.
<b>November 10</b>	Last day to drop or withdraw from full-term courses. Tuition and fees apply.

## 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 3:** The course, geography, you, me, and the construction of identities  
*No assigned reading.*

**September 5:** Nationalities, nations, and nationalism: What is a nation; where did it come from?  
*Readings:* Painter & Jeffrey, pp. 145-168, pp. 125-134.

### WEEK TWO

**September 10:** Nations and nationalism, continued  
*Readings:* No new reading - finish or review Painter & Jeffrey, pp. 145-168, pp. 125-134.

**September 12:** Nationalisms and the state  
*Readings:* Painter & Jeffrey, pp. 19-43; Paid Sick Leave in Milwaukee articles (on Canvas)

→**September 15:** Annotated bibliography: Proposal due to the Canvas Dropbox by midnight Sunday.

### WEEK THREE

**September 17:** Nationalisms and the state, continued  
*Readings:* TBD (will be posted on Canvas)

**September 19:** Research workshop; maps in the study and representation of national identities  
*Readings:* No new reading.

## GEOGRAPHIC APPROACHES TO NATIONALISM

### WEEK FOUR

**September 24:** Borders and boundary making  
*Reading:* Winichakul, T. 1996. Siam Mapped: The Making of Thai Nationhood. *The Ecologist* 26: 215-221; and  
Clarke, Sean, Daniel Levitt, and Pablo Gutierrez. 2019. This is the Irish border, 17:00, last Monday. *Guardian*, September 2. Online at <https://www.theguardian.com/politics/ng-interactive/2019/sep/02/a-typical-hour-in-the-life-of-the-irish-border>.

**September 26:** Symbolic spaces – Memorial spaces and monuments

*Reading:* Forest, B. and Johnson, J. 2002. Unraveling the Threads of History: Soviet-Era Monuments and Post-Soviet National Identity in Moscow. *Annals of the Association of American Geographers* 92 (3): 524-547; and

Tiwari, P. (2019). How My Hometown Became the Epicenter of India's Religious Politics. *New York Times*, 18 May 2019. Available online at

<https://www.nytimes.com/2019/05/18/opinion/sunday/india-elections-hindu-nationalism.html>.

#### WEEK FIVE

**October 1:** Symbolic spaces - Landscape, the country and the city

*Reading:* Mills, A. 2006. Boundaries of the nation in the space of the urban: landscape and social memory in Istanbul. *Cultural Geographies* 13: 367-394.

**October 3:** Everyday practices and national identities

*Reading:* van Nieuwkerk, K. 2004. 'Veils and Wooden Clogs don't go Together'. *Ethnos* 69 (2): 229-246.

#### **NATION, STATE, AND IMPERIALISM**

#### WEEK SIX

**October 8:** Imperialism 1: The 'age of discovery,' spatial strategies of empire, and nationalisms

*Reading:* Painter & Jeffrey pp. 169-188

**October 10:** Imperialism 2: Decolonization and national identities

*Readings:* Painter & Jeffrey pp. 188-195; Ansari, Sarah. 2017. How the Partition of India happened – and why its effects are still felt today. *The Conversation*, August 10, 2017. Online at <https://theconversation.com/how-the-partition-of-india-happened-and-why-its-effects-are-still-felt-today-81766>.

#### WEEK SEVEN

**October 15:** National identities in India today, with film: *Wagah*, directed by Supriya Sen

*Reading:* Smith, Sara. 2012. Intimate Geopolitics: Religion, Marriage, and Reproductive Bodies in Leh, Ladakh. *Annals of the Association of American Geographers* 102(6), 1511-1528; and

Al Jazeera. 2019. Kashmir special status explained: What are Articles 370 and 35A? *Al Jazeera*, August 5. Online at <https://www.aljazeera.com/news/2019/08/kashmir-special-status-explained-articles-370-35a-190805054643431.html>.

**October 17:** National identities in India today:

*Reading:* Gergan, Mabel Denzin. 2017. Living with Earthquakes and Angry Deities at the Himalayan Borderlands, *Annals of the American Association of Geographers*, 107 (2), 490-498; and

Kandaswamy, M. 2019. India's Most Oppressed Get Their Revenge. *New York Times*, 15 May 2019. Available online at <https://www.nytimes.com/2019/05/15/opinion/india-elections-dalits.html>

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

#### WEEK EIGHT



**October 22:** Peer review of annotated bibliographies (draft 1)

\*\*\*No new reading\*\*\*

**October 24:** Review for the midterm exam

\*\*\*No new reading\*\*\*

## WEEK NINE

**October 29:** Mid-term exam in class

### **CHALLENGES TO THE NATION-STATE? TRANSNATIONALISM, NATIONALISM GONE BAD**

**November 1:** Transnationalism 1: Migrant transnationalism

*Reading:* Ehrkamp, P. 2005. Placing Identities: Transnational Practices and Local Attachments of Turkish Immigrants in Germany. *Journal of Ethnic and Migration Studies* 31(2), 345-364; and Jenkner, Carolin. 2008. Why No One Protested Against Germany's Biggest Mosque. Spiegel Online, October 27. At <https://www.spiegel.de/international/germany/muslim-integration-why-no-one-protested-against-germany-s-biggest-mosque-a-586759.html>.

## WEEK TEN

**November 5:** Transnationalism 2: Transnationalism or exclusion? The Roma and the EU

*Readings:* Articles on the Roma in Europe (on Canvas).

**November 7:** Transnationalism 3: Transnational corporations

*Reading:* Akiwumi FA. 2012. Global Incorporation and Local Conflict: Sierra Leonean Mining Regions. *Antipode* 44 (3), 581-600.

→ November 10: Annotated bibliography SECOND DRAFT DUE to Canvas by midnight.

## WEEK ELEVEN

**November 12:** Nationalism gone bad? Fascism

*Readings:* What is fascism 1 and What is fascism 2; also Goodfellow, Samuel. 2010. Fascism and regionalism in interwar Alsace. *National Identities* 12 (2), 133-145.

**November 14:** Go over mid-term exam; peer review of annotated bibliographies (draft 2)

\*\*\*No new reading\*\*\*

## WEEK TWELVE

**November 19: Nationalism Gone Bad? 2 Rising far right parties in Europe**

*Reading:* Golder, Matt. 2016. Far Right Parties in Europe. *Annual Review of Political Science* 19, 477-97; and

Becker, Jo. 2019 The Global Machine Behind the Rise of Far-Right Nationalism. New York Times, August 10. Online at <https://www.nytimes.com/2019/08/10/world/europe/sweden-immigration-nationalism.html>.

**November 21:** Transnationalism 4: Transnational human rights networks

*Reading:* Keck, M. E. & K. Sikkink. 1998. Chapter 3: Human rights Advocacy Networks in Latin America. In *Activists Beyond Borders: Advocacy Networks in International Politics*, pp. 79-120. Ithaca: Cornell University Press.

### WEEK THIRTEEN

**November 26:** Transnationalism 5: A transnational nationalism? The Zapatistas

*Film:* *A Place Called Chiapas* (1998). Directed by Nettie Wild.

*Reading:* Duncan E. (1994). Indigenous Identity at the Margin: Zapatismo and Nationalism.

*Cultural Survival Quarterly*. Online at <https://www.culturalsurvival.org/publications/cultural-survival-quarterly/indigenous-identity-margin-zapatismo-and-nationalism>

**November 28:** \*\*\*National Thanksgiving holiday – NO CLASS\*\*\*

### WEEK FOURTEEN

**December 3:** Transnationalism 3: The Zapatistas, continued

*Reading:* Gallaher, C. and O. Froehling. (2002). New world warriors: 'nation' and 'state' in the politics of the Zapatista and US Patriot Movements. *Social and Cultural Geography* 3 (1), 81-102.

**December 5:** Transnationalism 3: The Zapatistas, continued

Klein, Hilary. 2019. A Spark of Hope: The Ongoing Lessons of the Zapatista Revolution 25 Years On. NACLA Report on the Americas, January 18. Online at

<https://nacla.org/news/2019/01/18/spark-hope-ongoing-lessons-zapatista-revolution-25-years>.

→ December 9: Annotated Bibliography FINAL DRAFT DUE to the Canvas Dropbox by midnight.

### WEEK FIFTEEN

**December 10: TBD. Choose from topics:**

- 1) US nationalisms (*Reading:* review Gallaher & Froehling, plus TBD); or
- 2) Cosmopolitanism vs. Nationalism? (*Reading:* Selections from *For Love of Country: Debating the Limits of Patriotism* (Martha Nussbaum with Respondents). Boston: Beacon Press.

**Read:** Nussbaum, M. Patriotism and Cosmopolitanism, pp. 2-17 (plus endnotes, pp. 145-146).

→ Then skim these, and read AT LEAST ONE of them:

- i. Appiah, K. A. *Cosmopolitan Patriots*, pp. 21-29.
- ii. McConnell, M. W. *Don't Neglect the Little Platoons*, pp. 78-84.
- iii. Wallerstein, I. pp. 122-124.
- iv. Nussbaum, M. *Reply*, pp. 131-144.

**December 12:** Review for Final Exam

\*\*\*No new reading\*\*\*

### WEEK SIXTEEN

**December 20:** FINAL EXAM, 10:00 am – 12:00 noon, in the usual classroom.



## COURSE CALENDAR

Week	Dates	Topic	Reading(s) due	Assignment/quiz due (All quizzes due Fri at midnight)
1	3-Sep	Introductions: you, me, the course, geography	None.	
	5-Sep	Nationalities, nations, and nationalism: What is a nation, and where did it come from?	Randall 2016 (online); Painter & Jeffrey pp. 145-168, pp. 125-134	Syllabus/course quiz
2	10-Sep	Theories of the nation, continued	No new reading	
	12-Sep	Nationalism and the state	Painter & Jeffrey, pp. 19-43; articles on Canvas	<b>Annotated bibliography: Proposal due to Canvas by midnight 9/15</b>
3	17-Sep	Nationalism and the state, continued	Articles on Canvas	
	19-Sep	Research workshop; maps in the study and representation of national identities	No new reading.	Quiz #1: Nationalities and nations
		<b>GEOGRAPHIC APPROACHES TO NATIONALISM</b>		
4	24-Sep	Boundary-making	Winichakul 1996, Clarke et al. 2019	
	26-Sep	Symbolic space 1: Monumental /memorial space	Forest & Johnson 2002, Tiwari 2019	Quiz #2: Nations and states
5	1-Oct	Symbolic space 2: Landscape (& the city)	Mills 2006	
	3-Oct	Everyday practices and national identities	Van Nieuwkerk 2004	Quiz #3: Research skills, maps
		<b>NATIONALISM AND IMPERIALISM</b>		
6	8-Oct	Imperialism 1: The 'age of discovery,' spatial strategies of empire, and nationalism & decolonization	Painter & Jeffrey pp. 169-188	
	10-Oct	Imperialism 2: Decolonization & national identity	Painter & Jeffrey pp. 188-195, Ansari 2017	Quiz #4: Nation-building & geography
7	15-Oct	National identity in India today (with film <i>Wagah</i> )	Smith 2012, AlJazeera 2019	
	17-Oct	National identity in India today, continued	Gergan 2017, Kandaswamy 2019	<b>Annotated bibliography: FIRST DRAFT DUE 10/20 midnight</b>
8	22-Oct	Peer review of annotated bibliographies (draft 1)	No new reading.	
	24-Oct	Review	No new reading.	Quiz #5: Imperialism etc.
9	29-Oct	<b>Midterm exam</b>	No new reading.	
		<b>CHALLENGES TO THE NATION-STATE?</b>		
	31-Oct	Transnationalism 1: Assimilation? Or migrant transnationalism?	Ehrkamp 2005	
10	5-Nov	Migrant transnationalism 2: The Roma	articles on Roma (Canvas)	
	7-Nov	Transnationalism 3: Transnational corporations and post-colonial nation-states	Akiwumi 2012	<b>Annotated bibliography: SECOND DRAFT DUE by midnight 11/10</b>
11	12-Nov	Nationalism gone bad? 1: Fascism	What is fascism 1, What is fascism 2, Goodfellow 2010	
	14-Nov	Go over mid-term exam Peer review of annotated bibliographies (draft 2)	No new reading	Quiz #6: Challenges to the nation-state part 1
12	19-Nov	Nationalism gone bad? 2: Far-right parties in Europe	Golder 2016, Becker 2019	
	21-Nov	Transnationalism 4: Human rights networks	Keck & Sikkink 1998	Quiz #7: Challenges to the nation-state part 2
13	26-Nov	Transnationalism 5: The Zapatistas, <i>A Place Called Chiapas</i>	Duncan 1994	
	28-Nov	Thanksgiving holiday - NO CLASS	No new reading.	
14	3-Dec	Transnationalism 3: the Zapatistas, continued	Gallaher & Froehling 2002	
	5-Dec	Transnationalism 3: the Zapatistas, continued	Klein 2019	<b>Annotated bibliography: FINAL DRAFT DUE 12/9 midnight</b>
15	10-Dec	TBD: Nationalism gone bad 3 or Cosmopolitanism	TBD	
	12-Dec	Review	No new reading.	Quiz #8: The Zapatistas, etc. Quiz #9: TBD
16	20-Dec	FINAL EXAM: 10 am - 12 noon, usual classroom	No new reading.	