

San José State University
Department of Political Science

Pols 148: Nationalism and Political Cultures
Fall 2021

Course and Contact Information

Instructor:	Sabrina Pinnell
Office Location:	Clark 404D
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Email:	Sabrina.Pinnell@sjsu.edu (preferred method of contact)
Office Hours:	W 9-10, Th 3-4; both hours online via Zoom. Other times by appointment. ¹
Class Days/Time:	In-person on W 12:30-1:45; other tasks asynchronous/TBA
Classroom:	In-person: HGH 116
GE/SJSU Studies Category:	AI (US2 & US3); D3

Course Format

This class is a hybrid version of Pols 148, with asynchronous lectures on YouTube² and an in-class meeting on Wednesdays this semester. Students will be expected to review the lecture material for the week's section before the Wednesday class meeting and be prepared to participate in discussion as a class or as groups within class on Wednesdays. There will be tasks completed in the Wednesday sessions, but other tasks in class may require online participation and/or submissions.

As a hybrid class, students are expected to attend Wednesdays in-person unless there is a verifiable emergency. Discussions and activities will not be recorded; if you must miss a

1. Because these office hours apply to multiple courses, you will need this link outside of Canvas to access them: for Wednesday 9-10, Join from PC, Mac, Linux, iOS or Android:

<https://sjsu.zoom.us/j/82602901486?pwd=RjJTdGJlYk55dm5SbXZBL2xYVnppZz09> Password: 049065 .

For Thursday 3-4, Join from PC, Mac, Linux, iOS or Android:

<https://sjsu.zoom.us/j/85805559534?pwd=bGtNWEI1UGl6TGtRTRqYXZSdFJqQT09>

Password: 699715. Additional appointments may require a separate link supplied by the instructor. All office hours will be online this semester.

2. Lectures will be linked in the Module for each week. Please check the Module for the following week on the Friday before, when the module will be unlocked. You should have the weekend through Tuesday before class to view the videos.

session, you should see the instructor in office hours to go over what you missed and discuss making up any in-person work. If you cannot participate in-person this semester, please consider a different class.

Students are expected to have access to the necessary materials to complete in-person class participation and other tasks this semester. This means having access to a computer and experience using Canvas. Other materials such as a camera and/or microphone would be useful for office hours. Please contact me if there are technical or other issues that may inhibit your ability to complete the class requirements.

Course Description

From the SJSU Catalog: Comparative analysis of the origin, nature, and impact of nationalism on the politics of Western and non-Western states. Students examine cases where nationalism resulted in conflict, and those in which it supports a stable nation-state. Completion of POLS 2, POLS 3 and POLS 4 highly recommended before enrolling.

Department of Political Science Learning Outcomes

The Political Science Department has the following objectives for its students:

- 1) Breadth: Students should possess a broad knowledge of the theory and methods of the various branches of the discipline.
- 2) Application and Disciplinary Methods: Students should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, evaluate research studies, and critically analyze and interpret influential political texts. Students should be able to apply these techniques to identify, understand, and analyze domestic and international political issues and organizations.
- 3) Communication Skills: Students should master basic competencies in oral and written communication skills and be able to apply these skills in the context of political science. This means communicating effectively about politics and/or public administration, public policy, and law.
- 4) Citizenship: Students should acquire an understanding of the role of the citizen in local, state, national, and global contexts and appreciate the importance of lifelong participation in political processes.

Course Learning Outcomes

- 1) Being able to define and apply *nationalism* as an ideology that affects political culture, the creation of political institutions, and political behavior. This will be accomplished through review of the class materials in the first weeks of the class, write-ups before discussions, in-class activities, and an online essay. This objective may also be addressed in the final exam as one of the essay questions.
- 2) Utilizing nationalism in explanations of how states are formed and change; how groups compete within and across countries and societies; how it can be used to create or

decrease conflict. This will be accomplished through review of the class materials during the middle weeks of the class, write-ups before discussions, in-class activities, and an online essay. This objective may also be addressed in the final exam as one of the questions.

- 3) Reviewing how nationalism currently affects American, comparative and international politics such as through populism and pushing back against international institutions. This will be accomplished through review of the class materials in the last weeks of the class, write-ups before discussions, in-class activities, and an online essay. This objective may also be addressed in the final exam as one of the questions.

Required Texts/Readings

Textbook

The major text for this course is John Coakley's Nationalism, Ethnicity and the State (2012: Sage, ISBN: 978-1-4462-4743). This text is available through Spartan Bookstore and is required for the course. Please see the Schedule for the sections you will be reading from the text, and when.

Other Readings/Materials

Additional readings will be assigned to specific topics over the course of the class; you can see these listed on both the syllabus schedule, and in the introduction page for each weekly module. These materials will be electronic and have links in the modules to their locations in Files, or to the electronic resources at King Library. If there are issues accessing the readings, please contact the instructor ASAP for assistance. *All readings for this course are required readings, unless marked "Recommended" in the Schedule.*

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found at <http://www.sjsu.edu/senate/docs/S16-9A.pdf>. Note that this is a four-unit course; that would mean 12 hours of in-class and out-of-class work per week.

This course includes the following methods to evaluate student performance:

Discussion prep write-ups (8 x 20 points)	160 points
In-class writing (5 points x 14 meetings)	70 points
Essays (3 x 80 points)	240 points
Final exam (2 essays x 50 points)	<u>100 points</u>
	570 points

Discussion Preps: You will be required to view asynchronous lectures (on YouTube) and review the class readings prior to the Wednesday in-person class session. In order to help you synthesize the material and prepare for Wednesday's class, you will receive a question in the module for that week. For eight of the discussions, you are expected to write a one-page answer to the question and upload it to Canvas under Assignments by the start of class on Wednesday. You have a choice of which eight to do, but you must have these uploaded on time to count towards your grade. Late papers will not be accepted, as these assignments are meant to help you prepare for the discussion that follows. Your written answers should be ~250 words minimum and can be single- or double-spaced on the page. If you use class sources such as lecture or the readings, these should be cited in-text where necessary for information. Quoted information in place of your writing will not give you full credit; your answers should be in your own words as much as possible. Preps will be graded up to 20 points for answering the question in your own words.

In-Class Writing: As part of in-class discussions, students will be asked to turn in a form of write-up such as group notes, or individual paragraph-length answers to both verify attendance and show what they have learned in class. Each of these will be worth five points for a total of 70 for all of the in-class discussions. Note that if you are unable to attend class, you will need to make up for this work via office hours or in consultation with the instructor.

Essays: There is no research paper for this class; instead, there will be essays at the close of each of the three main sections of the class, with students receiving a choice of two questions to write on and a week to complete the assignment. Essays are due online at the prompt under Assignments on Canvas the day they are due, by 11:59 p.m. Each essay should be 4-5 pages (approximately 1000-1250 words), not including bibliography. Please see the handout appended to the Syllabus for more information on format and grading. No late papers will be accepted unless there is a verifiable emergency. Each essay is worth 80 points for a total of 240 points of the course grade.

Final Exam: There will be an online final exam, from December 14th at 12:15 p.m. to December 15th at 12:14 p.m. (24 hours from the start of the official time). This exam will consist of two out of three essay questions, to be answered in 2-3 pages each (~500-750 words) and uploaded to Canvas.

No final exams will be given out in advance of the scheduled final date and time. If you miss the final due to a verifiable emergency, it is your responsibility to contact the instructor to arrange a makeup, on the scheduled makeup day (December 15th), time TBD.³

Grading Policy

This course is based upon a point system, with percentage of points earned on assignments and exams corresponding to the following grades: 97-100% is an A plus, 93-96% is an A, 90-92% is

3. This is *very* close to the original exam time. If you cannot make the 14th due to an emergency that day, you need to contact the instructor *immediately* to set up the exam for the 15th.

an A minus, 87-89% is a B plus, 83-86% is a B, 80-82% is a B minus, etc. Keep track of your points over the course of the semester as noted above, and you should have an idea how you stand in the class.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details. Point scores will be available on Canvas, but percentages for the categories and the overall course score may not be; contact the instructor if you need a grade check for the course.

Extra Credit Policy

Students are encouraged to review the Syllabus and to take the extra-credit quiz on Canvas during the first week of classes. This will give you an additional 20 points to your course grade.

Note that per Academic Senate policy (<http://www.sjsu.edu/senate/docs/S09-7.pdf>), any extra credit opportunities must be extended to all students in the class; this means that individual appeals for extra credit may not be considered apart from the entire class. Students may not request individual extra assignments for additional credit, nor will completing additional discussion write-ups be used for extra credit.

Travel Policy

For this course, if you know that you will be absent or unable to complete assignments ahead of time due to athletic or other campus activities, it is your responsibility to clear any extensions or excusals with the instructor ahead of the due date.⁴ Travel for other reasons, barring emergencies, may not be accepted as reasons for extensions or excusals for late work or makeup exams; any exceptions require instructor approval. If you have an emergency that makes it impossible to take an exam or complete an assignment, contact the instructor ASAP to discuss options to complete your work. But as noted above, no exams will be given in advance for any reason, and this includes the Final.

4. Ideally, athletes should present a schedule of away events that may affect the class and send the instructor an e-mail alerting her before each event to make sure that absences are excused.

Classroom Protocol

This is a course that will consider several controversial issues including diversity and minority rights in American politics, immigration and its effects on American politics and culture and the nature of citizenship. Students are expected to conduct themselves in a civil and respectful manner in discussions and other communications, particularly to their fellow students. With that in mind, students should avoid any colloquial language, characterizations, remarks or outright slurs that pertain to groups in the abstract or to their fellow students in particular. Any remarks made in ways that attack a student's personality or physical characteristics that have nothing to do with his or her actual points in a discussion will not be tolerated. Students should review the Netiquette rules in the first course module for more information.

You should be aware that although Canvas is only accessible by registered students, much of it should be considered a public forum: your remarks in discussions and in group Zoom sessions will be recorded. Email also has confidentiality issues. Act accordingly.

Internet Failure Policy

While this is a hybrid course, there will still be use of Canvas for modules, access to readings and assignments. Lectures to prepare for class will be on YouTube, with links to Canvas. SJSU does not have a formal policy on what to do if there is an internet failure on the instructor's end or on yours, so I am creating one here:

- 1) If internet access fails on the instructor's end, she must notify students that she is unavailable for immediate contact regarding class resources or materials, and that email replies will be delayed until the internet resumes. Notification will be through email, either from the instructor herself or the Political Science Office.
- 2) Power failures or shut-offs due to emergencies may also affect internet coverage. The instructor will do her best to notify students if there is such an emergency, and whether or not the class tasks will be adjusted accordingly.
- 3) Students may also lose internet coverage at times in the class, due to failure, power shut-off or other emergency. In such situations, if the lack of internet service will affect completing class tasks, the student needs to notify the instructor as soon as possible in case adjustments are needed. This is particularly important in cases of quizzes, exams or assignments. Note that any adjustments are at the instructor's discretion and will depend on the specific circumstances of the emergency.
- 4) While 3) addresses unforeseen emergency situations, students may not use *anticipated* internet interruptions as a reason for extensions on completing class tasks. Students should make arrangements to complete those tasks if they know ahead of time that their internet coverage will be interrupted. This could involve using internet coverage in another location, for example. If you as a student feel that you may not be able to fulfill class requirements ahead of time due to internet issues, you should contact the instructor to discuss options.

Policy on Submitting Written Work in this Course

In order to make sure all students complete their work under equal and fair conditions and to facilitate turnaround on grading, the following policy applies to submitting written work (essays written outside of class) for this course:

- 1) Students must submit their work by the day and time designated in the syllabus, barring an emergency that is verifiable in writing. Situations where a student may not be able to turn in an assignment on time require contacting the instructor before the due date/time to get an extension. Extensions will be granted at the instructor's discretion.
- 2) Online writing should be uploaded via the Canvas page under "Assignments" in order to qualify for credit, as this will check the paper for source use via Turnitin.
- 3) If a student must turn in an assignment late due to an emergency, the student should submit the work as soon as possible and provide verification of the emergency to restore any lost grade points as well as have the work graded.
- 4) Late papers will lose the equivalent of one letter grade per day (if 80 points, then 8 points a day) late, barring an excused emergency or an extension granted by the instructor.
- 5) Apart from the Final Exam, the last day for submission of any late work due to an emergency or extension is the last actual lecture day of the session (December 1st). It is also the last day that points can be corrected on late work if an emergency is verified. After this point, the only work that will be accepted for grading from students is the final exam.
- 6) Barring adjustments to grade points on late work because of an emergency, all grades on written work are final.

Students at the college level are expected to submit written work that fits the grammatical, stylistic and citation expectations for college-level work in English. All written assignments in this course are therefore graded in two ways: both in terms of content (information in terms of logic, quality of evidence, etc.) and in terms of writing. Given that the Final Exam will be exam essays, writing rules such as citation and spelling may be relaxed, and the bulk of the grade will be for content. But organization of your points in the essay, use of introduction/conclusion and ability to make an argument may be factors in grading. Lack of proper citation may also be considered. If you are at all uncomfortable with writing at the college level, you need to take steps to rectify this. You may want to see the instructor after exams are handed back if comments indicate that there are specific errors in argument or writing.

Collaboration and Source Use Policy

The University has a clear policy on Academic Integrity, but I feel that some issues need to be made more explicit within the body of this syllabus.

Per the SJSU Academic Integrity Policy, you may not submit work done in another course, in whole or in part, for evaluation in this course without prior instructor approval. This includes your own writing for another course – that is actually a form of plagiarism as well as cheating.

Use of class or outside materials on assignments or exams must be quoted if word-for-word and any information given proper attribution.⁵ Lack of doing this could affect both content and writing portions of your assignment or exam grade.

Collaboration in preparing for exams such as sharing notes and group study before exams is encouraged, but keep in mind that there may be more than one answer to an exam question. Collaboration during exams is cheating and will be treated as such.

If there are issues with source use or possible cheating, it is the policy of SJSU for the instructor to have a face-to-face meeting with the student(s) to clarify the issue and particulars before any decisions are made about possible sanctions. Serious infractions must be reported to the University per the Academic Integrity Policy for recording purposes, and possible administrative action.

To sum up – the University is serious about cheating and plagiarism, and so is your instructor. If you are concerned about how to use material for exams, contact me.

Final Exam Policy

Per University Policy S17-1, all classes must have a culminating activity that finishes the class. For Pols 15, this will be online via Canvas during the period from 12:15 p.m. on December 14th to 12:14 p.m. on December 15th. No final will be held before this scheduled time, and you should plan on taking the test at this time unless you have a verifiable emergency, or three or more scheduled finals in one day and you contact me no later than three weeks before the last day of class (November 12th). If you fall into one of these categories, a makeup exam is possible, on the scheduled makeup day (December 15th). Please see the relevant policy at <http://www.sjsu.edu/senate/docs/S17-1.pdf> for more information.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <https://www.sjsu.edu/curriculum/courses/syllabus-info.php> . Please peruse these policies at the link, which cover academic integrity, religious holidays and recording information in class.

5. This includes lecture.

Disclaimer

All information in this syllabus, including due dates for evaluation instruments such as exams or papers may be subject to change with fair notice by the instructor, the Department of Political Science or San Jose State University.

Pols 148: Course Schedule

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1-2	8/25 – 9/1	<p><u>Course Introduction; Concepts and Theories of Nationalism</u> See Module on Canvas for lecture links, discussion question for 9/1</p> <p>Coakley, pp. 3-20, 29-47, 195-198</p> <p>Anderson, Benedict. 2006. “The Origins of National Consciousness,” in <u>Imagined Communities</u>, 2006 Ed. London, UK: Verso, 2006, 37-47. (ACLS. Link: https://hdl-handle-net.libaccess.sjlibrary.org/2027/heb.01609)</p> <p>Hogg, Michael. 2016. “Social Identity Theory,” in <u>Understanding Peace and Conflict Through Social Identity Theory</u>, Shelley McKeown, Reeshma Hall and Neil Ferguson, eds. Switzerland: Springer International Publishing, 2016, 3-17. (Springer. Link: https://link-springer-com.libaccess.sjlibrary.org/chapter/10.1007/978-3-319-29869-6_1)</p> <p>Hazon, Yoram. 2018. <u>The Virtue of Nationalism</u>. New York: Basic Books, 61-72. (On Canvas under “Files”.)</p> <p>Extra Credit Quiz (Syllabus) on 8/30</p>
3	9/8	<p><u>Ethnic and Civil Nationalisms</u> See Module on Canvas for lecture links, question for discussion</p> <p>Coakley, 206-208</p> <p>Kwan, Justin P. 2016. “The Rise of Civic Nationalism: Shifting Identities in Hong Kong and Taiwan,” <u>Contemporary Chinese Political Economy and Strategic Relations: An International Journal</u> 2, no. 2 (Aug/Sept): 941-973. (On Canvas under “Files.”)</p> <p>Smith, Anthony D. 2012. “Ideologies,” in <u>Nationalism</u>, 2nd ed. Cambridge, UK: Polity Press, 24-46. (On Canvas under “Files.”)</p>
4	9/15	<p><u>The Nation-State</u> See Module on Canvas for lecture links, question for discussion</p> <p>Coakley, 212-214</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Anderson, Benedict. 2006. "Official Nationalism and Imperialism," in <u>Imagined Communities</u>, 2006 Ed. London, UK: Verso, 83-111. (ACLS. Link: https://hdl-handle-net.libaccess.sjlibrary.org/2027/heb.01609)</p> <p>Question choices for Essay 1 go out on 9/15</p>
5	9/22	<p><u>Citizenship</u> See Module on Canvas for lecture links, question for discussion</p> <p>Bloemraad, Irene, Anna Korteweg and Gökçe Yurdakul. 2008. "Citizenship and Immigration: Multiculturalism, Assimilation and Challenges to the Nation-State," in <u>Annual Review of Sociology</u> 34 (2008): 153-179 (On Canvas under "Files.")</p> <p>Brubaker, Rogers. 1992. "Citizenship as Social Closure," in <u>Citizenship and Nationhood in France and Germany</u>. Cambridge, MA: Harvard University Press, 21-34. (ACLS Humanities. Link: https://hdl-handle-net.libaccess.sjlibrary.org/2027/heb.01814).</p> <p>Essay 1 due by 11:59 p.m. on 9/22 to Assignments on Canvas</p>
6	9/29	<p><u>Domestic Accommodations</u> See Module on Canvas for lecture links, question for discussion</p> <p>Coakley, 229-238</p> <p>Anderson, Liam. 2013. "Territorial Federalism and the Logic of Centripetalism," in <u>Federal Solutions to Ethnic Problems: Accommodating Diversity</u>. London: Taylor & Francis Group, 2012, 134-163 (ProQuest. Link: https://ebookcentral.proquest.com/lib/sjsu/detail.action?docID=1092654)</p> <p>McGarry, John. 2010. "Asymmetric Autonomy in the United Kingdom," in <u>Asymmetric Autonomy and the Settlement of Ethnic Conflicts</u>, Marc Weller and Katherine Nobbs, eds. University of Pennsylvania Press, 2010, 148-180 (JSTOR. Link: https://www.jstor.org/stable/j.ctt3fhcx2.10).</p>
7	10/6	<p><u>Imperialism and Liberation</u> See Module on Canvas for lecture links, question for discussion</p> <p>Anderson, Benedict. 2006. "The Last Wave," in <u>Imagined Communities</u>, 2006 Ed. London, UK: Verso, 113-140. (Fulcrum. Link: https://hdl-handle-net.libaccess.sjlibrary.org/2027/heb.01609)</p> <p>Saunders, Richard. 2011. "Zimbabwe: Liberation Nationalism – Old and Born-</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Again,” <u>Review of African Political Economy</u> 38, No. 127 (March 2011): 123-134. (On Canvas under “Files”)</p> <p>Topics for Essay 2 go out on 10/6</p>
8-9	10/13-10/20	<p><u>Modern National Conflicts and Resolution</u> See Modules on Canvas for lecture links, questions for discussion</p> <p>Coakley, 221-229</p> <p>Aalen, Lovise. 2011. “‘National Self-Determination’ – Federalism the Ethiopian Way,” in <u>The Politics of Ethnicity in Ethiopia: Actors, Power and Mobilization under Ethnic Federalism</u>, Leiden: BRILL, 2011 (On Canvas under “Files.”)</p> <p>Bebler, Anton. 2015. “Crimea and the Ukrainian-Russian Conflict,” in <u>“Frozen Conflicts” in Europe</u>, Anton Bebler ed. Toronto: Verlag Barbara Budrich, 2015, 189-208 (Link: http://www.jstor.com/stable/j.ctvdf0bmg.22)</p> <p>International Crisis Group. 2021. “Ethiopia’s Tigray War: A Dangerous, Deadly Stalemate.” Crisis Group Africa Briefing No. 171, 2 April 2021 (JSTOR. Link: https://www.jstor.org/stable/resrep31601).</p> <p>Wheatley, Jonathan. 2010. “The Case for Asymmetric Federalism in Georgia: A Missed Opportunity,” in <u>Asymmetric Autonomy and the Settlement of Ethnic Conflicts</u>, Marc Weller and Katherine Nobbs, eds. University of Pennsylvania Press, 2010, 213-230 (Link: https://www.jstor.org/stable/j.ctt3fhcx2.12).</p> <p>Essay 2 due by 11:59 p.m. on 10/13 to Assignments on Canvas</p>
10-11	10/27-11/3	<p><u>Immigration</u> See Modules on Canvas for lecture links, questions for discussion</p> <p>Johnston, Paul. 2001. “The Emergence of Transnational Citizenship Among Mexican Immigrants in California,” in <u>Citizenship Today: Global Perspectives and Practices</u>, T. Alexander Aleinikoff, Douglas Klusmeyer eds. Carnegie Endowment for International Peace, 2001, 253-277. (JSTOR. Link: https://www.jstor.org/stable/j.ctt6wpkc2.15)</p> <p>Kinney, Jenn and Elizabeth F. Cohen. 2013. “Multilevel Citizenship in a Federal State: The Case of Noncitizens’ Rights in the United States,” in <u>Multilevel Citizenship</u>, Willem Maas, ed. University of Pennsylvania Press, 2013, 70-86 (JSTOR. Link: https://www.jstor.org/stable/j.ctt3fhfq2.7)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Portes, Alejandro and Rumbault, Ruben G. 2006. From Immigrants to Ethnic: Identity, Citizenship, and Political Participation,” in <u>Immigrant America</u>, 3rd ed. Berkeley: University of California Press, 117-167. (On Canvas under “Files”)</p> <p>Schmid, Carol. 2012. “Challenges at the Periphery of U.S. Citizenship: Birthright Citizenship of Undocumented Immigrants and the DREAM Act,” in <u>Citizenship: Practices, Types and Challenges</u>, Dexter Petty and Clay McFarland, eds. Nova Science Publishers, 2012, 47-61. (On Canvas under “Files.”)</p>
12-13	11/10-11/17	<p><u>Populism and Nationalism</u> See Modules on Canvas for lecture links, questions for discussion</p> <p>Cox, L. 2021. “Nationalism in an Age of Globalization,” in <u>Nationalism</u>. Singapore: Palgrave MacMillan, 2021, 97-131 (Springer. Link: https://link-springer-com.libaccess.sjlibrary.org/chapter/10.1007%2F978-981-15-9320-8_5)</p> <p>Norris, Pippa and Inglehart, Ronald. 2019. The Cultural Backlash Theory” and “Brexit,” in <u>Cultural Backlash: Trump, Brexit and Authoritarian Populism</u>. Cambridge, UK: Cambridge University Press, 32-65 and 368-409. (Cambridge Core. Link: https://doi-org.libaccess.sjlibrary.org/10.1017/9781108595841)</p> <p>White, Charles S. 2019. “Wielding Social Media in the Cyber-Arena: Globalism, Nationalism, and Civic Education,” in <u>Research in Social Sciences and Technology</u> 5, No. 1 (2019); 1-21. (On Canvas under “Files.”)</p> <p>Topics for Essay 3 go out on 11/10; Essay 3 due to Assignments on Canvas by 11:59 p.m. on 11/17</p>
14	11/24	NO CLASS (Thanksgiving Holiday)
15	12/1	<p><u>Nationalism vs. Internationalism</u> See Modules on Canvas for lecture links, question for discussion</p> <p>Hazon, Yoram. 2018. <u>The Virtue of Nationalism</u>. New York: Basic Books, 16-55, 141-187. (On Canvas under “Files.”)</p>
Final Exam	12/14-15	Online, 24 hours from 12:15 a.m. on 12/4-12:14 p.m. on 12/15

Writing Assignments for Pols 148

Over the course of the semester, there will be several different types of writing assignments for this class. Most of these will be submitted online and there will be rubrics at the prompts on Canvas, but I am including format and requirements details for these assignments here as well. Please peruse these as these assignments occur in the class.

Discussion Write-Ups

These are one-page (approximately 250 words) responses to the week's topic question, which will be on the introduction page of each module. These written responses can be single- or double-spaced, but should be 12-point font. The question is meant to help you focus your thoughts as you go through the lectures and readings before the Wednesday class discussion. While you do not need to write one of these each week, you must complete eight total to be eligible to receive their share of the class grade. Each write-up must be uploaded as a .pdf to the prompt on Canvas under Assignments by the beginning of the class time on Wednesday when the specific question will be considered in discussion. If a question is put out on August 27th to be prepared for the discussion on September 1st, the write-up is due before the start of class on September 1st. Late submissions will not be accepted; you must plan to complete these as scheduled. The eight required reflects the fact that you may not be able to complete one in a particular week.

Answers to these questions require you to address the question completely, but how you do so is largely up to you. If you need to look over a specific reading or lecture to answer the question, you should be sure to mention that material. My one restriction on writing has to do with source use – you cannot copy large sections of the class material to replace your writing, as that is not really “your” answer. Keep quotes to a minimum, and cite when you use them. The uploads to Canvas will be checked by Turnitin for source use. If you lean too much on sources, that will mean less points. A largely copied answer may not count for points, especially if copied without citation.

In-Class Writing

As part of the Wednesday classes, you may be required to take notes during a group discussion or write a paragraph on what you discussed; these will be turned in at the end for credit. You should be prepared to write these types of assignments by having paper and writing instruments. If you take notes on a computer, be advised that you will still have to hand in writing in class; you should be prepared to write longhand if necessary. These assignments are largely graded with full points if you completed the assignment – I am more interested in what you learned than in how you present it.

Essays

There will be an essay assignment at the end of each of the three main sections of the class. You will have a choice of topics, and a week to write your answer. Each of these essays will be approximately 4-5 pages each (1000-1250 words, excluding the bibliography). Essays should be typewritten, double-spaced and in 12 point font with 1" margins and page numbers.

Topics will go out on the Wednesday before they are due via Canvas. Each essay is worth 80 points.

Each essay will require you to make an argument that answers the question, using what you have learned in the class via lecture and the readings. Part of the essay grade depends upon use of class materials in your answers; you are not required to do outside research for these essays, although you may do so for additional information. An essay that does not use class materials at all may face a grade deduction. However, mere “information dumping,” where you give information from a source but do not use it in a way that shows understanding, will receive a lower grade than an essay that has less information but clearly shows that the writer can understand and apply knowledge.

All materials used in your essay, including lecture or discussion notes, are considered sources of material, and must be cited when used as quotes or sources of information.

All essays will receive grades based upon a point system, with 80 points total possible. 60 of these points will be for content:

- Answering all parts of a question;
- Making an argument;
- Showing an understanding of the concepts needed to answer the question;
- Use of class materials to inform your answers.

Essays that show a minimum of grammatical errors and good use of citations when class materials are used will receive twenty points. Common grammar errors that could receive deductions include:

Spelling (do not just rely on spell check, as an incorrect word can still be correctly spelled);

- Verb tense and agreement;
- Word choice;
- Run-on or fragment sentences;
- Run-on paragraphs (multiple topics in a paragraph).

Citations must also be given for any ideas or information that is not your own. Given that this is an upper division Pols course, I am requiring that students use APSA or APA citation styles for their essays. Whichever style you use, it must be applied correctly and consistently for all 10 points. As noted above, I do not require a specific writing style for the class. But quoted material must be presented as such; citations are needed within the body of the text and as a bibliography; use of quoted material to replace your writing may mean a lower writing and content grade because of lack of originality; and if you copy without citation, that could be plagiarism and will be treated as such. Turnitin will be used to check your essay.

Essays are due as uploads to Canvas by 11:59 p.m. on the due date. If you cannot complete the assignment due to emergency, it is your responsibility to contact the instructor with verification of the situation to arrange a late turn-in. Otherwise, you will lose eight points a day for late submission. All submissions should be via Canvas for grading purposes.

The Final Exam

The Final Exam for this course will be on December 14th at 12:15 p.m., and will last 24 hours until December 15th at 12:14 p.m. You will be drafting two essays of 500-750 words each (approximately 2-3 pages double-spaced with 1" margins and in 12 point font) irrespective of bibliography. Each essay will be worth 50 points each for a total of 100 points.

Essays drafted within 24 hours will be largely treated as “exam essays,” meaning that writing rules will be somewhat relaxed compared to essays where you have more time. 40 of the 50 points of the essay grade will be based on content. Higher scores will be given for covering all of the essay question in terms of information required, using class materials to answer when required, and giving your informed opinion when requested. Deductions from the 40 content points could occur if

- You do not cover the question. If you must give a specific number of examples or use a specific reading, these must be present. “C” grades or below usually result from not covering the question.
- You do cover the question, but without much analysis or digestion of the information. “B” grades (35-32 points) may result if you covered everything, but leaned too much on sources, did not organize your thoughts at the beginning, or just answered the question one part at a time.
- There are major errors in the information. How this affects your grade depends on the number and type of errors.

An additional 5 points depends on organization and writing. Exam essays should have an introduction, a body of points and a conclusion – and these should be in separate paragraphs. Ideally, you would have a thesis and a roadmap of where you are going in your essay in the introduction. Each point in the body may need a paragraph. Your conclusion should also be a separate paragraph to finish. An essay that is merely bullet points will not earn all five points. An essay that is only one paragraph will receive deductions from both the writing points and from content, because this effort shows a lack of organizing content as well as writing issues. Grammatical issues such as spelling, verb tense, subject-verb agreement, punctuation and the like may cause deductions if they are recurring, but not major deductions given the time limit. Please see the comments/notations when the essays are graded for these issues.

Finally, the remaining 5 points of the essay depend on source use. Both exam essays will require citation for sources within the text and at the end as a bibliography. You may use notes or in-text for the citations within the body of the essay. Lack of proper use such as not properly quoting others’ material or providing cites could mean deductions from the five points. Outright copying of material, without citation, will be treated as plagiarism and could mean a loss of all five points as well as deductions from the content portion of the grade. Essays on exams will be checked by Turnitin. If you cannot upload a .pdf that can be checked, this may mean the instructor will have to check it herself – and that could mean a deduction due to additional labor required. Please make sure your essay opens in Canvas.

If you cannot take the final as scheduled due to an emergency, you will need to contact the instructor with verification to take a makeup on the Makeup Day (December 15th). No final will be given before the final date for any reason.