

Seminar on Nationalism

EUH5934
Fall, 2021

Wednesday | Period 9 - 11 (4:05 PM - 7:05 PM)
Keene-Flint, room 0013

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Office Hours: Wednesday, 2-3 pm and by arrangement, including zoom meetings

Please note that if you want to meet in person, you must wear a mask in my office.

Nationalism has arguably been the most potent force for identity formation, at the individual and collective levels, over the past three centuries. This seminar on comparative nationalisms introduces students to some of the major works and foundational debates around nations and nationalism. What is a nation? When do nations begin? What is patriotism, and how does it differ from nationalism? What is the relationship between different forms of nationalism and other crucial historical categories such as gender, race, religion, and class?

Each week we will read one of the assigned books and/or articles and meet to discuss it. At least one member of the seminar will be responsible for leading the week's discussion, though everyone in the seminar will be responsible for reading the assigned work and formulating questions.

Grades will be based on level and quality of weekly participation, on the assigned research paper, and end-of-semester presentation .

Written assignment: Each student will produce a research paper, between 15-20 pages long, on a specific topic related to the theme of the course. This will entail extensive research using the library and its resources. Each student will present their findings to the seminar in a twenty minute presentation towards the end of the semester. This presentation is intended to reproduce to the extent possible the experience of giving a paper at a professional conference.

We will discuss this assignment in much greater detail in class.

Required books for the course:

Liah Greenfeld, *Nationalism: A Short History*

David Bell, *The Cult of the Nation*

Linda Colley, *Britons*

Peter Fritzsche, *Germans into Nazis*

Javier Moreno-Luzón and Xosé M. Núñez Seixas, *Metaphors of Spain: Representations of Spanish National Identity in the Twentieth Century*

Gary Gerstle, *American Crucible*

Jill Lepore, *This America: The Case for the Nation*

There are also essays and articles required for the first week of the course. These are pdf files and they can be found in the Canvas or e-learning site.

Attendance is mandatory. This is a seminar, so your repeated absence will be noted and will directly affect your grade in the course. Active participation is required. That means you must do the reading on a regular basis and come prepared to discuss the assigned material.

“Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.”

Weekly Schedule of Readings and Discussions

Week 1. a) Ernest Renan, “What is a Nation?” [pdf file in Canvas]

b) Anthony Smith, “The Origins of Nations” [in Canvas]

c) Benedict Anderson, *Imagined Communities*, pages 1-36 [in Canvas]

Week 2 Liah Greenberg, *Nationalism: A Short History*

Week 3. David Bell, *The Cult of the Nation*, Preface, introduction, and chapters 1-3

Week 4. David Bell, *The Cult of the Nation*, Chapters 4-6 and conclusion

Week 5. Linda Colley, *Britons*, introduction and chapters 1-4

Week 6. Linda Colley, *Britons*, chapters 5-8 and conclusion

Week 7. Peter Fritzsche, *Germans into Nazis*

Week 8. Moreno-Luzón and Núñez Seixas, *Metaphors of Spain*

Week 9. Gary Gerstle, *American Crucible*, introduction and chapters 1-5

Week 10. Gary Gerstle, *American Crucible*, chapters 6-10

Week 11: Jill Lepore, *This America*

The remainder of the semester will be taken up with research and research presentations. We will discuss this further in class.

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A recent Florida law requires that we include the relevant legislation related to higher education and intellectual freedom in our syllabi. Here is a summary of the law, CS/CS/HB 233:

The bill adds requirements designed to protect the expression of diverse viewpoints at Florida College System (FCS) institutions and state universities. The bill:

- Requires each FCS institution and state university to annually assess the intellectual freedom and viewpoint diversity at that institution using a survey adopted by the State Board of Education (SBE) or the Board of Governors of the State University System (BOG), as applicable. The SBE and the BOG must publish the results by September 1, 2022, and each September 1 thereafter.
- Prohibits the SBE and the BOG, and FCS institutions and state universities, from shielding students, faculty, or staff from protected free speech.
- Includes in the definition of protected expressive activities faculty research, lectures, writings, and commentary, whether published or unpublished. The bill clarifies that expressive activities do not include defamatory speech.
- Authorizes a student to record video or audio of class lectures for personal educational use, in connection with a complaint to the public institution of higher education where the recording was made, or as evidence in, or in preparation for, a criminal or civil proceeding.

- Modifies the cause of action for violations of student expressive rights to authorize a cause of action for persons injured by violations of specified rights to free speech activities, and adds a cause of action for violations related to the recording and publication of classroom lectures.

The bill requires that state university student government associations provide elected or appointed officers a direct appeal to a senior university administrator of any discipline, suspension, or removal from office. In addition, the bill requires all FCS institutions and state universities to adopt student codes of conduct that meet a set of minimum due process protections for students and student organizations.