

New Topics in Sociology:

Nation-Making in the West: Exploring the Relationship between Race, Religion and Nationalism

Soc 495H1F | Summer 2024 | Tuesdays & Thursdays 1:10-3pm Online Synchronous

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Course Description

How does a nation come to be? What ideas define nationhood? Who ascribes to these meanings of nationhood and why? What role does nationalism play in exclusionary political outcomes? This course theoretically and empirically examines these questions. Using empirical examples from Western nations (Canada, the U.S., & Europe), the course will explore processes of nationmaking by disentangling the relationship between race, religion, and nationalism.

In the first portion of the course, we will define nationalism, nationmaking, and nationhood, and theoretically understand its different expressions. We then examine how race-making and nation-making are intertwined processes and tether these outcomes as legacies of imperialism and colonialism. In the latter half of the course, we will empirically explore the different forms that nationalism takes, including white Christian nationalism in the United States and so-called far-right politics in Europe. We devote special attention to the Quebec case by examining how exclusionary political outcomes like Bill 21 are sustained by state politics and everyday nationalism.

Land Acknowledgement

I would like to acknowledge the sacred land on which the University of Toronto operates. It occupies the traditional land of the Huron-Wendat and Petun First Nations, the Seneca, and the Mississaugas of the Credit River. This territory was the subject of the Dish with One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, this meeting place is still the home to many Indigenous people from across Turtle Island. I am grateful to work on this land.

About the Course

Welcome to the course on nation-making in the West. This course is inspired by my research that examines the politics of nation making in Quebec. In the past year or so, I spent time with senior citizens in their day-to-day lives in retirement homes. I asked these seniors—who were predominantly white, Catholic and Francophone—what being “Québécois” means to them, how they make sense of Québécois nationhood and what they think of state politics. It is with this insight that I teach this course.

I am a PhD Candidate in the Department of Sociology. Like you, my thinking and learning is constantly evolving. I recognize that learning is a process that takes place in community—from teacher to student, student to student and student to teacher. For this reason, especially given that it is a discussion-based course, it is imperative that you do the readings and come prepared to discuss them.

My teaching is guided by principles of caring and reciprocity. Put simply, I care about you and your success, and I will put my best effort to support you. In return, I expect your best effort too. My door is open, so please feel free to reach out with any questions.

Prerequisites

The prerequisite to take this course is completion of 1.0 SOC at the 300-level. Students without this requirement will be removed from the course.

Course Objectives

The learning objectives for this course include:

- To think critically about processes of nation-making and forms of nationalism and how they are inextricably linked to racialization
- To understand how contemporary forms of nationalism are rooted in imperialism and colonialism
- To creatively apply concepts and theories to empirical case studies
- To refine reading skills for conceptualization and argumentation

Email Etiquette

Please email me directly from your official @utoronto email address with the **course code in the subject line and your full name in the message**. Please do not email me from the Quercus portal or via other accounts such as gmail, yahoo etc. I will not respond to those emails. I will do my best to reply **within 24 to 48 hours** (excluding weekends/holidays), so please take that into consideration when asking a question

about an assignment with an upcoming deadline. I strongly encourage you to review the course syllabus before asking a question. Please be polite and respectful when addressing emails. It is appreciated to start an email with hi, hello, dear and end with best, cheers, or sincerely. Via email or in class, you can call me by my first name, Jessica.

Evaluation Components

Component	Due	Weight
Seminar Facilitation	Assigned date, determined in first class	10%
Critical Reading Response	Choose 1 class, preferably the same class you will be facilitating the discussion. Due the day before class by 11:59pm	15%
Discussion Questions	Due the day before class by 11:59pm, except May 7 & June 13 ***No make-ups available!*	5%
Outline	May 25 th at 11:59pm	10%
Podcast or Social Media Analysis	June 13 th at 11:59pm	40%
Participation	Ongoing	20%

Seminar Facilitation: You will be leading the discussion for one week. Some weeks, that have more readings, will have 2 facilitators. The discussion should include the main points of the readings. This exercise involves learning to read for argumentation. What is the author’s main argument (or thesis)? How does the author support this argument? What examples do they use? For empirically based studies, what is the research question? What methods does the author use to investigate the research question? What are the main findings? What takeaway point does the author leave you with? These main components of the paper should be addressed prior to discussion, to remind the class of the main components of the material. Then, you will be tasked with presenting

what you think of the readings (your analysis) and facilitate discussion by asking questions that you (and the class) have developed. The class will post their discussion questions by 11:59pm the day before class, so you can choose which questions are most useful for you.

Critical Reading Response: Write an analytical reading response to the assigned materials for one class. It would be beneficial for you to choose to write the analytical memo the same week that you will be presenting, since you will be reading so intently for that week and already reflecting about the readings. But you can choose another week if it works better for your schedule.

You will write 2-3 pages double-spaced that reflects upon and responds critically to the readings (due the day before class, 11:59pm). These papers should include a short summary of the arguments (main point the author is trying to make and how the author supports the argument) but the focus of the reflection should synthesize the readings by engaging with core ideas and themes and outlining one critique. It's best to organize the paper thematically. It is not an annotated bibliography that discusses each reading individually. Instead, it is advisable to engage with the readings thematically.

Discussion Questions: Develop 1 question for critical discussion per week for 10 weeks. The question must be submitted the day before class by 11:59pm. The question should not be fact based (i.e., what empirical examples were used to show the concept of banal nationalism). Instead, the question should generate discussion (e.g., what are the shortcomings of the banal nationalism thesis?).

Outline: This will be an outline for your final assignment. Instructions to follow.

Final assessment (choose 1): For the final assignment, you can choose to either do a podcast or analyze the comment sections of a social media forum. Instructions to follow.

Participation: Participation includes both in-class attendance (10%) & engagement in discussion and in-class activities (10%). This course is a seminar, meaning that it runs on activate engagement in conversations. You can miss one class (no questions asked!) but please email the instructor to let them know about your absence.

Late policy

Please note that submissions for the critical reading response and discussion questions WILL NOT BE ACCEPTED following the deadline. There will be **no exceptions**.

For the outline and final assignment, you have a 7-day grace period (no questions asked). **Please DO NOT EMAIL me about extensions if you submit within the 7-day**

grace period. This includes weekends & holidays. **Please email me in advance if you submit after the grace period. The outline assignment will not be accepted after June 6th.** Given marking deadlines, **please note that the final assignment will not be accepted after June 21st at 11:59pm. No exceptions.**

Grade Appeals

I will do my best to grade fairly and consistently. If issues with your grade arise and you wish to appeal, please follow the following procedure:

A student who believes that their term work has a substantive error in grading may ask the person who marked the work for re-evaluation. Please wait for 24 hours after the assignment has been returned to the class and submit your request within one week of that date. Requests submitted after that date will not be considered. This request should consist of a short memo that clearly states specific reasons to justify the request. If your appeal is deemed appropriate, the entirety of your test/assignment will be re-graded. Please note that upon re-grade your mark may go down, stay the same, or go up.

Equity and Respect

In this course, we will strive to build an environment in which all feel included, safe, and respected. This is our collective responsibility. As a course instructor, I will not condone behaviour that undermines the dignity, safety, and well-being of any student in this course. Sexist, racist, homophobic, transphobic, or xenophobic language will not be tolerated. In your course communications, please use gender-inclusive language and respect your peers' pronouns. If you believe that the instructor or any person in this course is engaging in language or practices that make you or your classmates feel unsafe or excluded, please reach out to me.

Academic Integrity

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication and punishment. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties. We expect students to cite sources in all written work and presentations. See this link for department citation formats and tips for how to use sources well
<http://www.utm.utoronto.ca/sociology/resources/resourcesstudents> .

By enrolling in this course, students agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar. You are expected to have read and

understood the on-line document “How Not to Plagiarize”

(<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>)

You are expected to be familiar with the “Code of Behaviour on Academic Matters (www.governingcouncil.utoronto.ca/policies/behaveac.htm) and Code of Student Conduct (<http://www.governingcouncil.utoronto.ca/policies/studentc.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

Normally, students will be asked to submit their course essays to Ouriginal.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Ouriginal.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Ouriginal.com service is described on the Ouriginal.com web site.

Generative Artificial Intelligence

Students are encouraged to make use of technology, including generative artificial intelligence tools, to contribute to their understanding of course materials. Students may not use artificial intelligence tools for taking tests, writing research papers, or completing major course assignments. Students may not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT and other AI writing and coding assistants. Representing as one’s own an idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.

Accessibility Centre

We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. Students are encouraged to registrar with the Centre (and, if appropriate, alert the instructor) as early in the term as possible. In many instances, it is easier to arrange certain accommodation with more advance notice, so we strongly encourage you to act as quickly as possible. With that said we understand that disabilities can change over time and will do our best to accommodate you. Students seeking support must have an intake interview with a disability advisor to discuss their individual needs.

To schedule a registration appointment with a disability advisor, please call the Centre at 416-978-8060 or email at: accessibility.services@utoronto.ca. See also <http://www.studentlife.utoronto.ca/as>.

The university has many Writing Centres which offer workshops, seminars and individual appointments to help students identify and develop their skills. Check out <http://www.writing.utoronto.ca/writing-centres/artsand-science> for more information.

CLASS SCHEDULE

*Assigned readings will be uploaded on the course website

*Please note that this course schedule is tentative and subject to change throughout the semester at the discretion of the instructor

DATE	READINGS	ASSIGNMENT
<p>Tuesday, May 7</p>	<p>Introduction & Course Overview</p> <p>*sign-up for seminar facilitation</p>	<p>Review Syllabus before class</p>
<p>Thursday, May 9</p>	<p>Defining Nationalism & Debating its Origins</p> <p>Garner, R. 2022. Nationalism. Oxford Research Encyclopedia of Politics. Retrieved from: https://doi.org/10.1093/acrefore/9780190228637.013.2039</p> <p>Imagined Community by Benedict Anderson Chapter 1: Introduction Chapter 3: The Origins of National Consciousness</p>	<p>Discussion Question Due Wednesday, May 8 at 11:59pm</p>
<p>Tuesday, May 14</p>	<p>Banal Nationalism, the State & Everyday Nationalism</p> <p>Banal Nationalism by Michael Billig, chapter 1</p> <p>The National in Everyday Life: A Critical engagement with Michael Billig’s thesis of Banal Nationalism by Skey (2009)</p> <p>Antonsich, Marco. 2016. “The ‘Everyday’ of Banal Nationalism—Ordinary People’s Views on Italy and Italian.” <i>Political Geography</i> 54: 32–42</p> <p>“Slaughterhouse cattle are treated better than this”: exploring the salience of everyday nationhood at British airports by Charles Leddy-Owen, James Dennis and Nora Siklodi. ERS.</p>	<p>Discussion Question Due</p>

<p>Thursday, May 16</p>	<p>Part 1: Race-Making as Nation-Making: White Nationhood in Australia</p> <p>White Nation by Ghassan Hage, introduction, chapter 2, chapter 3, chapter 9</p>	<p>Discussion Question Due</p>
<p>Tuesday, May 21</p>	<p>Part 2: Race-Making as Nation-Making: The Case of Canada</p> <p>Thobani, Sunera. 2007. Exalted Subjects: Studies in the Making of Race and Nation in Canada, Chapter 4: Multiculturalism and the Liberalizing Nation</p> <p>The House of Difference: Cultural Politics and National Identity in Canada By Eva Mackey Chapter 1: Intro and Chapter 2</p>	<p>Discussion Question Due</p>
<p>Thursday, May 23</p>	<p>Tracing Race-Making as Nationmaking to Empire</p> <p>Postcolonial Possibilities for the Sociology of Race by Julian Go (2018)</p> <p>Recentring U.S. Empire: A Structural Perspective on the Color Line by Quisumbing King (2019)</p>	<p>Discussion Question Due Wednesday, May 22nd at 11:59pm</p> <p>Outline due Thursday, May 25 at 11:59pm</p>
<p>Tuesday, May 28</p>	<p>Everyday Nationmaking as Settler Colonialism</p> <p>Revitalizing the Indigenous, integrating into the colonized? The banal colonialism of immigrant integration in Swedish Sápmi by Nina Carlsson</p> <p>Dumas, Daniel. "Place Them on a Stamp: Inuit, Banal Colonialism, and the 'Pioneer Experiment' of the High Arctic Relocations." <i>Political Geography</i> 105 (2023): 102919-.</p>	<p>Discussion Question Due</p>

<p>Thursday, May 30</p>	<p>White Christian Nationalism in the US</p> <p>Arlie, Hochschild. Strangers in their own land: Anger and mourning on the American right, chapter 1 & chapter 9</p> <p>The Flag + The Cross: White Christian Nationalism and the Threat to American Democracy, Intro and Chapter 1 by Perry and Gorski</p> <p>The Holy Vote by Sarah Diefendorf, Chapter 1 & Conclusion</p>	<p>Discussion Question Due</p>
<p>Tuesday, June 4</p>	<p>The Return to Nativism</p> <p>Chapter 1, Nativism: What is Returning, Where & Why? In The Return of the Native: Can Liberalism Safeguard us against Nativism? By Duyvendak et al. 2022</p> <p>The Politics of Home by Duyvendak, Intro and Chapter 1</p>	<p>Discussion Question Due</p>
<p>Thursday, June 6</p>	<p>Far Right in North America/Europe & Canadian Exceptionalism</p> <p>Empire’s Legacy: Roots of a Far-Right Affinity in Contemporary France by John Veuglers, Introduction</p> <p>The Far Right Today by Cas Mudde, Intro & Chapter 1, Chapter 2</p> <p>Canadian Multiculturalism and the Absence of the Far Right by Ambrose and Mudde (2015)</p> <p>Problematizing Canadian exceptionalism: A study of right-populism, white nationalism and Conservative political parties by Laura Kwak (2020)</p>	<p>Discussion Question Due</p>

	Discussion: (PSM2) Has It Happened Here? The Far Right and Canadian Exceptionalism – CSA@Congress (csa-scs.ca)	
Tuesday, June 11	<p>Quebec: The State, Politics, & Nationalism</p> <p>Articulating minority nationhood: cultural and political dimensions in Quebec’s reasonable accommodation debate by Laxer et al. 2014</p> <p>Québec Nationalism and the Production of Difference: The Bouchard-Taylor Commission, the Hérouxville Code of Conduct, and Québec's Immigrant Integration Policy by Darryl Leroux</p> <p>Indigenous languages and the racial hierarchisation of language policy in Canada By Eve Haque and Donna Patrick (2015) Journal of Multilingual and Multicultural Development</p>	Discussion Question Due
Thursday, June 13	<p>Quebec: From the Ground Up!</p> <p>Stallone, Jessica. Working Dissertation Paper (not yet published)</p>	Final Assignment Due