

## Nations and Nationalism

**Course code:** POS 204

**Semester and year:** Spring 2024

**Day and time:** Thursdays, 11.30-14.15

**Instructor:** Dr William F. Eddleston, M.A., PhD.

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**Consultation hours:** Thursdays, 16.30-17.30 online via Microsoft Teams.

<b>Credits US/ECTS</b>	3/6	<b>Level</b>	Intermediate
<b>Length</b>	15 weeks	<b>Pre-requisite</b>	TOEFL iBT 71
<b>Contact hours</b>	42 hours	<b>Course type</b>	Bachelor Required

### 1. Course Description

- *Nations and Nationalism* aims to provide students with a firm grounding in the history and theory of the concept of the nation, national identity, and nationalism in its European context from antiquity to the end of the Second World War. The seminar programme will focus on the major theories and theorists of nationalism.

The lectures will examine the history of nationalism and the formation of European nation-states from the late mediaeval period to the end of the Second World War, with a particular emphasis on the period between 1789 and 1945. The course will devote attention to such questions as the origin of the nation state; the existence of nations and nationalism in antiquity and the middle ages; the growth of the consciousness of national identity in the 18th century; the impact of the French Revolution on the growth of nationalism; the period of liberal nationalism and its contradictions; the 1848 revolutions, especially in their Central European context; the rise of nationalist chauvinism and racism; the disastrous consequences of the treaty of Versailles in Eastern Europe and the Near East, and the culmination of extreme nationalism in fascism. The final class will look at the aggressive re-emergence of nationalism in Europe in the wake of the collapse of Yugoslavia and the Soviet empire.

Throughout the lectures we will be discussing the ideas of many of the founding fathers of nationalism, such as Johann Gottfried Herder, Johann Gottlieb Fichte and Giuseppe Mazzini.

The student presentation and discussion seminar units – representing the real core of the course – will critically examine the writings of some of the major 20th century theorists of nationalism, focusing on methodological disputes between the various competing schools of interpretation: primordialism, perennialism, ethnosymbolism, early modernism, modernism, Marxism and postmodernism. We will also consider the ideas of Stephen Grosby, Anthony D. Smith, Adrian Hastings, Liah Greenfeld, Philip Gorski, Isaiah Berlin, Elie Kedourie, Ernest Gellner, John Breuilly, Benedict Anderson, Miroslav Hroch, Eric Hobsbawm, George L. Mosse and Umut Özkirimli.

## 2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- Comprehend the development of nations and nationalism in Europe from antiquity to the Second World War.
- Understand the role of nationalism in shaping modern Europe.
- Understand the theoretical problems relating to the study of nationalism.
- Discern the relationship of nationalism to racialism and fascism.
- Understand different historical forms of nationalism such as Hans Kohn's famous distinction between civic and ethnic nationalism.
- Comprehend the main theoretical models in the study of nationalism: primordialism, perennialism, ethnosymbolism, early modernism, modernism, Marxism and postmodernism.
- Be familiar with principal ideas of some of the fathers of nationalism, such as Johann Gottfried Herder, Johann Gottlieb Fichte and Giuseppe Mazzini.
- Explore the connections between 18<sup>th</sup> and 19<sup>th</sup> century nationalism and Romanticism.
- Understand the ideas and arguments of major 20<sup>th</sup> and 21<sup>st</sup> century theorists of nationalism.

## 3. Reading Material

### **Required Materials**

#### **Textbooks**

The following works will serve as textbooks and make up the bulk of the weekly readings in the Course Reader:

- Grosby, Steven. *Nationalism: A Very Short Introduction*. Oxford: Oxford University Press, 2005.
- Hutchinson, John & Anthony D. Smith, eds. *Nationalism*. Oxford Readers. Oxford & New York: Oxford University Press, 1994.
- Özkirimli, Umut. *Theories of Nationalism: A Critical Introduction*. 2<sup>nd</sup> ed. New York: St Martin's Press, 2000.
- Smith, Anthony D. Smith. *Nationalism and Modernism*. London & New York: Routledge, 1998.

#### **List of required books and articles**

- Anderson, Benedict. *Imagined Communities*. 2<sup>nd</sup> ed. London & New York: Verso, 1991.
- Anderson, Benedict. "Imagined Communities" & "Creole Pioneers of Nationalism." In Hutchinson, John & Smith, Anthony D., eds. *Nationalism*. Oxford Readers. Oxford: Oxford University Press, 1995: 137-40.
- Chatterjee, Partha. "Beyond the Nation? Or Within?" *Social Text*, No. 56 (Autumn, 1998): 57-69.
- Gellner, Ernest. *Nationalism*. London: Phoenix, 1997.
- Greenfeld, Liah. *Nationalism: A Short History*. Washington, D.C.; Brookings Institution Press, 2019: 13-33.
- Gorski, Philip. "The Mosaic Moment: An Early Modernist Critique of Modernist Theories of Nationalism." *American Journal of Sociology*. Vol. 105, No. 5 (Mar, 2000): 1428-1468.

- Griffin, Roger. "Withstanding the Rush of Time: The Prescience of Mosse's Anthropological View of Fascism." In Payne, Stanley, Sorkin, David J. & Tortorice, John, eds. *What History Tells: George L. Mosse and the Culture of Modern Europe*. Madison, Wisc.: The University of Wisconsin Press, 2004: 110-33.
- Grosby, Steven. *Nations and Nationalism in World History*. London: Routledge, 2021.
- Hastings, Adrian. *The Construction of Nationhood: Ethnicity, Religion and Nationalism*. Cambridge: Cambridge University Press, 1996.
- Hayes, Carleton J. H. "Contributions of Herder to the Doctrine of Nationalism." *The American Historical Review*, Vol 32, No. 4 (July, 1927): 719-736.
- Hobsbawm, Eric. *Nations and Nationalism since 1780: Programme, Myth and Reality*. 2<sup>nd</sup> Ed. Cambridge: Cambridge University Press/Canto, 1992.
- Hobsbawm, Eric. "The Nation as an Invented Tradition" & "The Rise of Ethno-Linguistic Nationalism." In Hutchinson & Smith, *Nationalism*: 76-83, 177-84.
- Hroch, Miroslav. "From National Movement to Fully-formed Nation: The Nation-Building Process in Europe." In Balakrishan, Gopal, ed. *Mapping the Nation. With an Introduction by Benedict Anderson*. London & New York: Verso, 1996: 78-97.
- Ichijo, Atsuko & Uzelac, Gordana, eds. *When is the Nation? Towards an Understanding of Theories of Nationalism*. London & New York: Routledge, 2005.
- Kedourie, Elie. *Nationalism*. 4<sup>th</sup> ed. Oxford: Blackwell Publishers, 1994.
- Kedourie, Elie. "Dark Gods and Their Rites." In Hutchinson and Smith, *Nationalism*: 205-9
- Kohn, Hans. "Western and Eastern Nationalisms." In Hutchinson, John & Smith, Anthony D., eds. *Nationalism*. Oxford Readers. Oxford: Oxford University Press, 1994: 161-65.
- Kohn, Hans. "The Modernity of Nationalism." In Tipton, C. Leon, ed. *Nationalism in the Middle Ages*. European Problem Studies. New York: Rinehart & Winston, 1972: 7-13.
- McClelland, J. S. *A History of Western Political Thought*. London & New York: Routledge, 1996: 594-615.
- Mosse, George L. "Fascism and the French Revolution." In Mosse, George L. *The Fascist Revolution: Toward a General Theory of Fascism*. New York: Howard Fertig, 1999: 69-95.
- Mosse, George L. *The Nationalisation of the Masses: Political Symbolism and Mass Movements in Germany from the Napoleonic Wars through the Third Reich*. New York: Meridian, 1975.
- Nairn, Tom. "The Maladies of Development." In Hutchinson and Smith (eds), *Nationalism*: 70-76.
- Özkirimli, Umut & Sofos, Spyros A. *Tormented by History: Nationalism in Greece and Turkey*. London: Hurst & Company, 2008.
- Reynolds, Susan. "Regnal Sentiments and Medieval Communities." In Hutchinson & Smith, *Nationalism* (1995): 137-40
- Sluga, Glenda. "Identity, Gender, and the History of European Nations and Nationalisms." *Nations and Nationalism*, Vol 4., No. 1 (1998): 87-111.
- Smith, Anthony D. "Were there Nations in Antiquity?" In Smith, Anthony D. *The Antiquity of Nations*. Cambridge: Polity Press, 2004: 127-153.
- Smith, Anthony D. "Memory and Modernity." In Smith, *The Antiquity of Nations*: 62-81.
- Yuval-Davis, Nira. "Gender and Nation." *Ethnic and Racial Studies*, Vol. 16., No. 4 (1993): 621-632.

### **Recommended Materials**

- Berlin, Isaiah. "Nationalism: Past Neglect and Present Power." In Berlin, Isaiah, *Against the Current: Essays in the History of Ideas*. Oxford: Clarendon Press, 1979: 333-355.
- Berlin, Isaiah. "The Bent Twig: On the Rise of Nationalism." In Berlin, Isaiah. *The Crooked Timber of Humanity: Essays in the History of Ideas*. London: John Murray, 1990: 238-261.
- Bosworth, R. J. B. *Nationalism*. London: Pearson Education, 2007.
- Breuilly, John. *Nationalism and the State*. 2<sup>nd</sup> ed. (Manchester: Manchester University Press, 1992).
- Gellner, Ernest. *Nations and Nationalism*. 2<sup>nd</sup> ed. Oxford: Blackwell Publishing, 2006.
- Gentile, Emilio. "A Provisional Dwelling: The Origin and Development of the Concept of Fascism in Mosse's Historiography." In Payne, Stanley, Sorkin, David J. & Tortorice, John, eds. *What History Tells: George L. Mosse and the Culture of Modern Europe*. Madison, Wisc.: The University of Wisconsin Press, 2004: 41-109.
- Greenfeld, Liah. *Nationalism: Five Roads to Modernity*. Cambridge, Mass.: Harvard University Press, 1992.
- Kohn, Hans. *The Idea of Nationalism: A Study in its Origins and Background*. New York: Collier Books, 1944.
- Minogue, Kenneth. "Managing Nationalism." *New Left Review*, Vol. 23 (Sept-Oct, 2003): 95-99.
- Mosse, George L. *Confronting History: A Memoir*. Madison, Wisc.: The University of Wisconsin Press, 2004.
- O'Brien, Connor Cruise. "Nationalism and the French Revolution." In Best, Geoffrey, (ed.), *The Permanent Revolution: The French Revolution and its Legacy, 1789-1989*. London: Fontana Press, 1989: 17-48.
- O'Leary, Brendan. "In Praise of Empires Past: Myths and Method of Kedourie's Nationalism." *New Left Review* 2nd series, Vol. 18 (Nov-Dec, 2000): 106-30.
- Özkirimli, Umut & Grosby, Steven. "Nationalism Theory Debate: The Antiquity of Nations?" *Nations and Nationalism* 13 (3), 2007: 523-537.
- Smith, Anthony D. *The Cultural Foundations of Nations: Hierarchy, Covenant, and Republic*. Oxford: Basil Blackwell Publishing, 2008.
- Tipton, C. Leon, (ed.) *Nationalism in the Middle Ages*. European Problem Studies. New York: Rinehart & Winston, 1972.

### **4. Teaching methodology**

This second-year level course will be taught via a combination of lectures (with a history of ideas focus) by the instructor; student presentations, and class (and possibly online) discussion.

Most weeks, the instructor will deliver a lecture on the history of nations, nationalism and the "idea of the nation" from antiquity to the end of the 20<sup>th</sup> century. To the largest extent possible, the instructor has attempted to mirror in the historical lectures what will be discussed in the theoretical seminar for each week.

Pedagogically, the emphasis of the class will be on student presentations and discussions of the major theories and theorists of nationalism. Although the instructor will guide these discussions, set weekly readings and provide advice and criticism, **it will be the students themselves who will deliver presentations in small groups and lead discussions on the major figures and interpretative schools of nationalism.** Each student group will give one presentation. Those students not giving presentations on a particular week will be

expected to have read at least the minimal essential readings and to participate in discussions about theories and theoreticians of nationalism.

Topics for detailed discussion within the seminar programme include:

- The relationship between nationalism, ethnicity and religion
- Conceptual and methodological debates about the possibility of nations and nationalism in the ancient and mediaeval worlds
- Early modern “covenantal” or “biblical chosen people” nationalisms
- Nationalism and Romanticism
- Nationalism as a “Messianic” political cult
- Late modern nationalism as a reaction to internal or external imperialism and colonialism
- Nations as “imagined communities”
- The invention of tradition for nationalist purposes
- The connections between nationalism and racialism
- Nationalism and fascism
- The misuse of archaeology for nationalist purposes and nationalism, postcolonialism and postmodernism.

## 5. Course Schedule

Date	Class Agenda
<p><b>Session 1</b></p> <p>February 8<sup>th</sup>, 2024</p>	<p><b>Topic:</b> Introduction.</p> <p><b>Description:</b> General introduction to the course. Explanation of the course and syllabus (grading structure and teaching methods). In this first class, reading and seminar presentation groups will be decided on, and seminar presentations assigned to students.</p> <p><b>Reading:</b> Kohn, Hans. “Western and Eastern Nationalisms.” In Hutchinson, John &amp; Smith, Anthony D., eds. <i>Nationalism</i>. Oxford Readers. Oxford: Oxford University Press, 1994: 161-65; Özkirimli, Umut. <i>Theories of Nationalism: A Critical Introduction</i>. New York: St Martin’s Press, 2000: 35-37; Smith, Anthony D. <i>Nationalism and Modernism</i>. London &amp; New York: Routledge, 1998: 16-17.</p> <p><b>Assignments/deadlines:</b> Come to class prepared to discuss and answer questions on the very short reading extracts, above.</p>
<p><b>Session 2</b></p> <p>February 15<sup>th</sup>, 2024</p>	<p><b>Topic:</b> Primordialism: Were there Nations in the Ancient World?</p> <p><b>Description:</b> Although Ernest Renan had challenged the idea of the primordality of nations in the late 19<sup>th</sup> century, most nationalists before the mid-20<sup>th</sup> century believed that nations had ancient roots, stretching back into the tribal past of European peoples. Following the pioneering scholarship of Carleton S. Hayes and Hans Kohn, this view was almost universally rejected in favour of the theory of the modernity of nations and nationalism – i.e., that no “nations” or “nationalism” had existed before the 18<sup>th</sup> or 17<sup>th</sup> centuries at the very earliest.</p>

	<p>But in the 1980s and 1990s, this modernist paradigm was challenged by “primordialist” scholars like Steven Grosby. Seminar 1 – a lecturer presentation – will examine the work of Grosby and other primordialist scholars who argue for the existence of nations in early antiquity. We will also explore Anthony D. Smith’s “halfway house” between primordialism and modernism – “ethnosymbolism.”</p> <p><b>Reading:</b> Grosby, Stephen. <i>Nationalism: A Very Short Introduction</i>. Oxford: Oxford University Press, 2005: 27-97; Özkirimli, <i>Theories of Nationalism</i>: 49-71; Smith, Anthony D. “Were there Nations in Antiquity?” In Smith, Anthony D. <i>The Antiquity of Nations</i>. Cambridge: Polity Press, 2004: 127-153.</p> <p><b>Assignments/deadlines: Presentation Groups A, B, C, D, E and F</b> – read and take notes on the Essential Readings for Seminar 1. Come to class prepared to discuss your readings and debate the “questions for discussion.”</p> <p>Should you choose this option, your follow up 1-2 paragraph response to my <b>NEO Forum prompt on Primordialism</b>, in which you will briefly outline what you have learned both from your assigned reading and from the lecture and classroom discussion. This response is due <b>Sunday, February 25<sup>th</sup> 2024 by 23.59/11.59pm CET.</b></p>
<p><b>Session 3</b> February 22<sup>nd</sup>, 2024</p>	<p><b>Topic:</b> Perennialism: Were there Nations and Nationalism in the European Middle Ages?</p> <p><b>Description:</b> Most scholars of nationalism concur that nationalism and the nation itself are European phenomena which were subsequently spread to other parts of the world. But how old is the European nation? Did some peoples – such as the English – achieve a “national consciousness” long before other peoples did, perhaps as early as the Middle Ages?</p> <p>This week’s lecture explores the complexities of the question of possible national sentiment in the European Middle Ages.</p> <p>Discussion Seminar 2 will examine the “perennialist” thesis of the late Adrian Hastings; mediaevalist, theologian and heterodox theorist of nationalism. Like Seminar 1, its focus is on one of the schools of thought which challenges the predominant paradigm of the modernity of nations and national sentiment.</p> <p><b>Reading:</b> Hastings, Adrian. <i>The Construction of Nationhood: Ethnicity, Religion and Nationality</i>. Cambridge: Cambridge University Press, 1996: 1-65; Reynolds, Susan. “Regnal Sentiments and Medieval Communities.” In Hutchinson, John &amp; Smith, Anthony D., eds. <i>Nationalism</i>. Oxford Readers. Oxford: Oxford University Press, 1995: 137-40.</p> <p><b>Assignments/deadlines: Presentation Groups A, B, C, D and E</b> – read and take notes on the Essential Readings for Seminar 1. Come to class prepared to discuss your readings and debate the “questions for discussion.”</p> <p>Should you choose this option, your follow up 1-2 paragraph response to my <b>NEO Forum prompt on Perennialism</b>, in which you will briefly outline</p>

	<p>what you have learned both from your assigned reading and from the lecture and classroom discussion. This response is due <b>Sunday, February 25<sup>th</sup>, 2024, by 23.59/11.59pm CET.</b></p>
<p><b>Session 4</b>  February 29<sup>th</sup>, 2024</p>	<p><b>Topic:</b> Bible and Covenant: England, the Dutch Republic and Early Modern Nationalism.</p> <p><b>Description:</b> In his ground-breaking 1940s work <i>The Idea of the Nation</i>, pioneering scholar of nationalism Hans Kohn argued the case for 17<sup>th</sup> century revolutionary England as pioneer of the national idea and nationalism itself. In later years, other influential scholars like Liah Greenfeld have followed Kohn’s lead, seeing an English national identity emerging even as early as the 16<sup>th</sup> century Reformation. Other scholars have applied an early modern “biblical” or “Covenantal” model to other early modern states such as the Dutch Republic – and even the Hussite Czechs of the 15<sup>th</sup> and 16<sup>th</sup> centuries.</p> <p>The lecture looks at early (16<sup>th</sup> and 17<sup>th</sup> century) nationalist sentiment in relation to Calvinist Protestantism, with special emphasis on England and the Dutch Republic.</p> <p>This seminar will explore the work of “early modern nationalism” scholars like Kohn, Liah Greenfeld and Philip Gorski, with particular emphasis on concepts such as a national “covenant” and “Chosen People.” We will also explore the possible connections between Reformation literacy, bible reading and a growing national consciousness amongst some early modern peoples.</p> <p><b>Reading:</b> Gorski, Philip. “The Mosaic Moment: An Early Modernist Critique of Modernist Theories of Nationalism.” <i>American Journal of Sociology</i>. Vol. 105, No. 5 (Mar, 2000): 1428-1468; Greenfeld, Liah. <i>Nationalism: A Short History</i>. Washington, D.C.; Brookings Institution Press, 2019: 1-33.</p> <p><b>Assignments/deadlines:</b> Presentation <b>Groups A, B, C, D and E</b> – reading for the discussion Seminar 3 - Bible and Covenant: England, the Dutch Republic and Early Modern Nationalism.</p>
<p><b>Session 5</b>  March 7<sup>th</sup>, 2024</p>	<p><b>Topic:</b> Nationalism and Romanticism: From Herder to Fichte.</p> <p><b>Description:</b> The eighteenth-century German philosopher Johann Gottfried Herder is usually considered the founding father of nationalism – or, at least, the integral nationalism characteristic of nations “East of the Rhine.” The lecture explores Herder and Fichte’s ideas in their historical context as part of the broader Romantic movement, with its intense interest in language, culture and folklore and its repudiation of Enlightenment cosmopolitanism.</p> <p>The discussion seminar also looks at Herder and those nationalists who followed him - like Johann Gottlieb Fichte and Friedrich Jahn - in relation to the Romantic movement of the late 18<sup>th</sup> and early 19<sup>th</sup> centuries.</p> <p><b>Reading:</b> Hayes, Carleton J. H. “Contributions of Herder to the Doctrine of Nationalism.” <i>The American Historical Review</i>, Vol 32, No. 4 (July, 1927): 719-736; McClelland, J. S. <i>A History of Western Political Thought</i>. London &amp; New York: Routledge, 1996: 594-615.</p>

	<p><b>Assignments/deadlines:</b> Presentation <b>Groups A, B, C, D and E</b> – reading for Seminar 4 – Nationalism and Romanticism: J. G. Herder and His Legacy.</p>
<p><b>Session 6</b></p> <p>March 14<sup>th</sup>, 2024</p>	<p><b>Topic:</b> Do Nations Have Navels? Ernest Gellner vs. Anthony D. Smith.</p> <p><b>Description:</b> This session’s historical lecture – the first part of two – looks at the origins and early stages of the French Revolution of 1789.</p> <p>Few modernist accounts of the rise of nations and nationalism have been as intellectually cogent or as influential as that of Ernest Gellner – the legendary Czech Jewish sociologist and emigre to Great Britain. For Gellner, the rise of both nationalism and of nations themselves can only be understood as part of a wider and more profound transformation: the Industrial Revolution, the most important event in human history since the Neolithic agricultural revolution.</p> <p>Anthony D. Smith, Gellner’s student at the LSE in the 1960s, disputed Gellner’s modernism and came to believe that nations had developed from earlier ethnic attachments: configurations of myths, shared histories, geographies and cultural traditions that Smith termed <i>ethnies</i>. Smith doubted that nations could be created <i>ex nihilo</i> – as God had created Adam. Today’s seminar thus poses Gellner’s question: do nations have navels?</p> <p><b>Reading:</b> Gellner, Ernest. <i>Nationalism</i>. London: Phoenix, 1995: 1-37; Smith, <i>Nationalism and Modernism</i>: 27-46; Smith, Anthony D. “Memory and Modernity.” In Smith, <i>The Antiquity of Nations</i>: 62-81. (The last is Smith’s account of his famous debate with Gellner at the LSE, just weeks before Gellner’s death.)</p> <p><b>Assignments/deadlines:</b> Presentation <b>Group A</b> – reading for and preparing a slide show presentation on Seminar 5 - Do Nations Have Navels? Ernest Gellner vs. Anthony D. Smith. Groups B, C, D, E and F – Essential Readings for Seminar 5.</p>
<p><b>Session 7</b></p> <p>March 21<sup>st</sup>, 2024</p>	<p><b>Topic:</b> Film Class: Nationalism and Fascism in Riefenstahl’s <i>Triumph of the Will</i>.</p> <p><b>Description:</b> We will explore many of the themes examined in the previous seminar on George Mosse through a selective viewing of sections of Leni Riefenstahl’s <i>Triumph of the Will</i> (1935), a notorious (but brilliant) propaganda film of the Nazi’s 1935 Nuremberg rally.</p> <p><b>Reading:</b> As per Session 12 on George L. Mosse.</p> <p><b>Assignments/deadlines:</b> <b>Midterm essays</b> are due and must be uploaded to the Turnitin assignment “Midterm Essay” <b>by 23.59/11.59 pm CET Sunday, March 24<sup>th</sup>, 2024.</b></p>
<p><b>March 28<sup>th</sup></b></p>	<p><b>Spring Midterm Break = No Class</b></p>
<p><b>Session 8</b></p>	<p><b>Topic:</b> Nations Imagined: Benedict Anderson and the Revolutions in the New World.</p>



<p>April 4<sup>th</sup>, 2024</p>	<p><b>Description:</b> The historical lecture for this session continues to explore the impact of the French Revolution on modern nationalism, looking particularly at the way the French Revolutionaries and Napoleon promoted nationalism as a revolutionary doctrine against their enemies. But in both the Vendée and throughout Napoleon’s empire, the Revolution provoked a reaction and led to the formation of new types of nationalism. Few works on nationalism have been as influential as Benedict Anderson’s <i>Imagined Communities</i>. Yet Anderson himself complained that his book was more talked about than it was actually read and understood. The book aimed to explain the overlooked fact that the first great wave of nationalist revolutions took place not in Europe but in the New World. This seminar will examine Anderson’s ideas in the historical context of these revolutions, looking critically at the extent to which the New Left Marxist Anderson’s theory is in any plausible sense “Marxist.”</p> <p><b>Reading:</b> Anderson, Benedict. “Imagined Communities” &amp; “Creole Pioneers of Nationalism.” In Hutchinson, John &amp; Smith, Anthony D., eds. <i>Nationalism</i>. Oxford Readers. Oxford: Oxford University Press, 1995: 137-40; Smith, <i>Nationalism and Modernism</i>: 117-42; Özkirimli, <i>Theories of Nationalism: A Critical Introduction</i>: 143-56.</p> <p><b>Assignments/deadlines:</b> Presentation <b>Group B</b> – reading for and preparing a slide show presentation on Seminar 6 - Nations Imagined: Benedict Anderson and the Revolutions in the New World. Groups A, C, D, E and F – Essential Readings for Seminar 6.</p>
<p><b>Session 9</b></p> <p>April 11<sup>th</sup>, 2024</p>	<p><b>Topic:</b> Nationalism and Messianism: Elie Kedourie and the “Dark Gods” Theory of Nationalism.</p> <p><b>Description:</b> Today’s historical lecture examines the period from c. 1815-1832, when Romantic nationalism was a radical and revolutionary force, standing against the reactionary spirit of the “Age of Metternich.” The Greek War of Independence forms the central focus of this lecture. The seminar will examine the work of one the 20<sup>th</sup> century’s earliest and most cogent critics of nationalism, both in its European and post-colonial manifestations. Elie Kedourie was an Iraqi Jew and Orientalist who was forced to flee his country because of what he saw as the alien “virus” of nationalism. Kedourie believed that nationalism was a European disease of the mind, similar to the violent Messianic cults that had plagued late mediaeval Europe. Kedourie’s work questions whether Hans Kohn’s famous distinction between “good” Western civic and “bad” Eastern integral nationalism is an intellectually sustainable one.</p> <p><b>Reading:</b> Kedourie, Elie. <i>Nationalism</i>: 4<sup>th</sup> Ed. Oxford: Basil Blackwell, 1993: 44-55; 87-112; Kedourie, “Dark Gods and Their Rites.” In Hutchinson and Smith, <i>Nationalism</i>: 205-9; Smith, <i>Nationalism and Modernism</i>: 97-116.</p> <p><b>Assignments/deadlines:</b> Presentation <b>Group C</b> – reading for and preparing a slide show presentation on Seminar 7 - Nationalism and Messianism: Elie Kedourie and the “Dark Gods” Theory of Nationalism. Groups A, B, D, E and F – Essential Readings for Seminar 7.</p>

<p><b>Session 10</b></p> <p>April 18<sup>th</sup>, 2024</p>	<p><b>Topic:</b> From Folklorists to Nationalists: Miroslav Hroch and “Small Nation” Nationalism.</p> <p><b>Description:</b> The topic of today’s historical lecture looks is the revolutions of 1848 and their consequences, the so-called “Springtime of Peoples.” Hailing from the same Charles University that nurtured Hans Kohn, few books on the history of nationalism have been as influential as Miroslav Hroch’s <i>Social Preconditions of National Revival in Europe</i>. His tripartite historical evolutionary scheme of the development of “small nation” national movements has proved to be one of the most recognisable and enduring of all modernist nationalist theories. This seminar will examine Hroch’s ideas, with special reference to the Czech national movement.</p> <p><b>Reading:</b> Hroch, Miroslav. “From National Movement to Fully-formed Nation: The Nation-Building Process in Europe.” In Balakrishnan, Gopal, ed. <i>Mapping the Nation</i>. With an Introduction by Benedict Anderson. London &amp; New York: Verso, 1996: 78-97; Özkirimli, <i>Theories of Nationalism</i>: 113-20.</p> <p><b>Assignments/deadlines:</b> Presentation <b>Group D</b> – reading for and preparing a slide show presentation on Seminar 8 - From Folklorists to Nationalists: Miroslav Hroch. Groups A, B, C, E and F – Essential Readings for Seminar 8.</p>
<p><b>Session 11</b></p> <p>April 25<sup>th</sup>, 2024</p>	<p><b>Topic:</b> Nations Invented: Eric Hobsbawm and the Invention of Tradition.</p> <p><b>Description:</b> The historical lecture concentrates on one particular feature of the “Age of Nationalism” (1851-1914) – the dangerous meshing together of racism and “integral” nationalism. We explore this question through particular focus on the Franco-Prussian War of 1870-71 and the Dreyfus Affair of the 1890s. The late Eric Hobsbawm, perhaps the most famous Marxist historian of the 20<sup>th</sup> century, made profound contributions to the study of nationalism. A convinced modernist, Hobsbawm believed that nationalism and nationalists created nations, not the other way around. Nationalism was a way in which the world’s ruling classes negotiated the crisis of industrial modernity and staved off the threat of socialist internationalism. No study of nationalism can avoid engaging with Hobsbawm and Ranger’s famous thesis of “invented traditions.” This seminar will examine Hobsbawm’s work in the context of his modernism and Marxism. It will also examine his theory of nationalism in relationship to his dispute with another British Marxist theorist of nationalism, Tom Nairn’s “anticolonial” theory of national identity which—with its strong Leninist roots – viewed nationalism as a far more positive and progressive phenomenon.</p> <p><b>Reading:</b> Hobsbawm, Eric. “The Nation as an Invented Tradition” &amp; “The Rise of Ethno-Linguistic Nationalism.” In Hutchinson &amp; Smith, <i>Nationalism</i>: 76-83, 177-84; Smith, <i>Nationalism and Modernism</i>: 117-31; Özkirimli, <i>Theories of Nationalism</i>: 116-27.</p>

	<p><b>Assignments/deadlines:</b> Presentation <b>Group E</b> – reading for and preparing a slide show presentation on Seminar 9 - Nations Invented: Eric Hobsbawm and the Invention of Tradition. Groups A, B, C, D and F – Essential Readings for Seminar 9.</p>
<p><b>Session 12</b></p> <p>May 2<sup>nd</sup>, 2024</p>	<p><b>Topic:</b> Nationalism and Fascism: George L. Mosse and the Nationalisation of the Masses.</p> <p><b>Description:</b> Our final lecture for the semester explores World War I and the rise of Fascism in Central Europe. George L. Mosse was one of the most original historical thinkers of the 20<sup>th</sup> century, a scholar who revolutionised the study of Nazism and Fascism. At the core of Mosse’s approach to fascism was the belief that many of its principal characteristics could be traced to the French Revolution and its new “cult of the fallen soldier.” Mosse’s studies traced the rise of nationalist monuments, festivals and funerary cults through the 19<sup>th</sup> and early 20<sup>th</sup> centuries, showing how deeply the ritualistic and mass participatory aspects of fascism were grounded in this legacy. Mosse’s ideas on nationalism and fascism are the subject of today’s seminar.</p> <p><b>Reading:</b> Mosse, George L. “Fascism and the French Revolution,” pp. 69-95. In Mosse, George L. <i>The Fascist Revolution: Toward a General Theory of Fascism</i>. New York: Howard Fertig, 1999; Griffin, Roger. “Withstanding the Rush of Time: The Prescience of Mosse’s Anthropological View of Fascism.” In Payne, Stanley, Sorkin, David J. &amp; Tortorice, John, eds. <i>What History Tells: George L. Mosse and the Culture of Modern Europe</i>. Madison, Wisc.: The University of Wisconsin Press, 2004: 110-33.</p> <p><b>Assignments/deadlines: Presentation Group F</b> - reading for and preparing a slide show presentation on Seminar 10 – Nationalism and Fascism: George L. Mosse and the Nationalisation of the Masses. Groups A, B, C, D and E – Essential Readings for Seminar 10.</p>
<p><b>Session 13</b></p> <p>May 9<sup>th</sup>, 2024</p>	<p><b>Topic:</b> Nationalism and Postmodernism: Umut Özkirimli and the Nationalistic Misappropriation of History and Archaeology.</p> <p><b>Description:</b> In this lecture, students will watch, analyse and discuss the first part of the BBC’s feted 1995 history of the Yugoslav Wars – <i>The Death of Yugoslavia</i> - Episode 1: Enter Nationalism. In the early 21<sup>st</sup> century, the young Turkish scholar Umut Özkirimli has established himself as one of the most prominent and wide-ranging of a new generation of “postmodernist” scholars challenging earlier approaches to the study of nationalism. A wide-ranging designation, postmodernist approaches to the study of nationalism include postcolonial, poststructural and feminist readings of nationalist discourses. In Özkirimli’s work, competing “Greek” and “Turkish” national identities are deconstructed from something primordial and essential to things that are shown to have been shifting, historically contingent and performative. We will examine Özkirimli’s postmodernism through his deconstruction of “Turkish” and “Greek” national identities, highlighting these competing nationalisms’ misappropriation and distortion of history and archaeology.</p>

	<p><b>Reading:</b> Özkirimli, <i>Theories of Nationalism</i>: 169-219; Smith, <i>Nationalism and Modernism</i>: 199-220.</p> <p><b>Assignments/deadlines: Presentation Groups A, B, C, D, E and F</b> – read and take notes on the Essential Readings for Seminar 1. Come to class prepared to discuss your readings and debate the “questions for discussion.”</p>
<p><b>Session 14</b></p> <p>May 16<sup>th</sup>, 2024</p>	<p><b>Topic:</b> Final Exam.</p> <p><b>Description:</b> Students will complete a final online, take home and open book exam. They will write two papers of c. 800-1000 words. One essay will be on topics covered in the second half of this course – i.e., Benedict Anderson; Elie Kedourie; Miroslav Hroch; Eric Hobsbawm and Tom Nairn; George L. Mosse on Nationalism and Fascism and Nationalism and Postmodernism. A second, compulsory, paper will be more “global,” requiring comparison and contrast on thinkers and topics covered throughout the course. The exam will be “open book.” Students may consult their notes and the internet. However, any plagiarism will be punished by an absolute failure for the entire course.</p> <p><b>Reading:</b> None for this class.</p> <p><b>Assignments/deadlines:</b> Students will complete an online exam, which will be opened for <b>24 hours</b> beginning at <b>11.30 am CET Thursday, May 16<sup>th</sup> 2024</b> and closing <b>11.30 am CET Friday, May 17<sup>th</sup> 2024</b>. Both final exam papers must be uploaded on a single file to the NEO Turnitin Assignment called “Final Exam.”</p>

**6. Course Requirements and Assessment (with estimated workloads)**

Assignment	Workload (average)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes *
Class Participation	42	10%	<p>For a strong participation grade, students will be required to do the following:</p> <ul style="list-style-type: none"> <li>Ask follow-up questions and make observations on the student PowerPoint seminar presentation for that week and engage in any in-</li> </ul>	3

			<p><b>Session or online NEO Forum and/or Debates.</b></p> <ul style="list-style-type: none"> <li>• Ask follow-up questions and make observations directed towards seminar presentation groups.</li> <li>• Participate fully in all class discussions.</li> <li>• Contribute to any and all NEO Forum and/or Debate discussions posted by the lecturer.</li> <li>• In the event of face-to-face classes being cancelled due to unforeseen reasons, students may also be asked to do the following:</li> </ul> <p>Provide brief written questions and/or observations of the presenting group for the week's seminar presentation. This will be done on NEO Forum.</p>	
Primordialism or Perennialism Class Discussion Response Post	c. 2 hours	10%	<ul style="list-style-type: none"> <li>• Critical reading and comprehension skills.</li> <li>• Knowledge of the main points of controversy surrounding the Primordialism paradigm in nationalism studies.</li> <li>• The ability to read and critically-evaluate a source and to understand it in the context of a</li> </ul>	1, 2.

			<p>wider historical debate.</p> <ul style="list-style-type: none"> <li>• Conciseness – the ability to write within a 1-2 paragraph limit.</li> </ul>	
<p>Seminar Presentation – Seminars 5-10</p>	<p>A short – c. 20-25 minute - presentation using PowerPoint or similar presentation software.</p> <p>Preparation Time = c. 24 hours</p>	<p>20%</p>	<ul style="list-style-type: none"> <li>• The ability to express reasoned opinions about controversial questions relating to 20<sup>th</sup> and early 21<sup>st</sup> century theories of nationalism.</li> <li>• Knowledge of key theoretical models: primordialism, perennialism, modernism, Marxism, ethnosymbolism and postmodernism.</li> <li>• Accurate and detailed understanding of the ideas of major 20<sup>th</sup> and early 21<sup>st</sup> century theoreticians of nationalism.</li> <li>• To argue with those of opposing points of view based upon logic and evidence.</li> <li>• Critical reading and comprehension skills.</li> <li>• <u>Presentation skills</u>-the ability to condense a wide variety of reading into a cogent presentation of a significant historical problem for the benefit of class of peers.</li> <li>• Facilitating and leading classroom debate.</li> </ul>	<p>1, 2, 3.</p>

Midterm Essay	<p>A research essay of c. 1500 c. 6-8 double-spaced pages).</p> <p>Study and Writing Time = 30 hours</p>	30%	<ul style="list-style-type: none"> <li>• The student's knowledge of the major themes, theoretical models and the ideas of major 20<sup>th</sup> and early 21<sup>st</sup> century theoreticians of nationalism.</li> <li>• The student's ability to discriminate between competing schools of historical interpretation, and to argue a reasoned defence or critique of one or the other schools of historical interpretation, using logic and evidence.</li> <li>• The student's ability to discriminate between competing schools of historical interpretation, and to argue a reasoned defence or critique of one or the other schools of historical interpretation, using logic and evidence – i.e., critical thinking skills.</li> <li>• Citation skills – citing accurately in Chicago format.</li> </ul>	1, 2.
Final Exam	<p>Two 800-1000-word essays – c. 8-10 pages in total.</p> <p>Study and Writing Time = 30 hours</p>	30%	<p><u>The final exam will consist of two essays written within a 24-hour time limit. The exam will be "open book" and will be uploaded to NEO:</u></p> <ol style="list-style-type: none"> <li>1. The student's knowledge of the major themes, theoretical models and the ideas of some major 20<sup>th</sup> and early 21<sup>st</sup></li> </ol>	1, 2.

			<p>century theoreticians of nationalism.</p> <p>2. The student's ability to discriminate between competing schools of historical interpretation, and to argue a reasoned defence or critique of one or the other schools of historical interpretation, using logic and evidence.</p> <p>3. The student's ability to discriminate between competing schools of historical interpretation, and to argue a reasoned defence or critique of one or the other schools of historical interpretation, using logic and evidence – i.e., critical thinking skills.</p> <p>4. The student's "global" understanding of the entire course through a "compare and contrast" question.</p>	
<b>TOTAL</b>	<b>150</b>	<b>100%</b>		

\*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

## 7. Detailed description of the assignments

### ***Class Participation Grade***

Ten percent (10%) of your grade is based upon participation in weekly seminar discussions and in any possible NEO Forums and/or Debates posted online by the lecturer.

The eleven seminars – five discussion seminars and six student-led presentation seminars - form the core of this class. Students are expected to come to class having done their assigned readings for the week and to be prepared to ask questions of the presenters and of the lecturer. How well you have understood your readings and the quality of your participation in class discussions will help determine your grade, especially when asked to provide a summary and evaluation of your weekly reading.



For a strong participation grade, students will be required to do the following:

- Ask follow-up questions and make observations on the student PowerPoint seminar presentation for that week and engage in any in-Session **or online NEO Forum and/or NEO Debates.**
- Ask follow-up questions and make observations directed towards seminar presentation groups.
- Participate fully in all class discussions.
- Contribute to any NEO Forum discussions and/or Debates posted by the lecturer.

In the event of face-to-face classes being cancelled or cut back (due, for example, to another COVID-19 wave), students may also be asked to do the following:

- Provide brief written questions and/or observations of the presenting group for the week's seminar presentation. This will be done on NEO Forum and/or Debates.

Students are also expected to participate in any online NEO Forums and/or Debates posted by the lecturer.

#### **Assessment breakdown**

<b>Assessed area</b>	<b>Percentage</b>
Participation during class and/or Microsoft Teams online classes, consisting mainly of questions directed at seminar presenters and participants in class debates	40%
Participation in all NEO Forums and/or Debates set by the lecturer	60%

#### ***Primordialism or Perennialism NEO Debate Blog***

Following the seminar and classroom discussion of the paradigms of Primordialism and Perennialism in nationalism studies in Sessions 2 and 3, all students will upload a brief – one to two paragraph – response to prompts posted by the lecturer on NEO Debates. In your post, you will respond to my prompt regarding *either* Primordialism *or* Perennialism.

The assignment will test the following:

- Critical reading and comprehension skills.
- Knowledge of the Primordialist or the Perennialist paradigms.
- The ability to read and critically-evaluate a source and to understand it in the context of a wider historical debate.
- Conciseness – the ability to write within a 1-2 paragraph limit.

These Debate responses and blogs are **due by 23.59/11.59 pm Sunday, February 25<sup>th</sup>.**

#### **Assessment breakdown**

<b>Assessed area</b>	<b>Percentage</b>
Critical Thinking	30%
Ability to Summarise Ideas Within 1-2 Paragraph Limit	35%
Understanding of Assigned Text and Key Points of Controversy	35%

### ***Class Seminar Presentations***

In six small groups lettered A to F, students will give one c. 20-25-minute seminar presentation using PowerPoint or similar presentation software.

Student seminar presentations will be on one of six topics, seminars 5 through to 10, and will mostly take place in the second half of the semester.

The presentation seminars are the following:

5. Do Nations Have Navels?: Ernest Gellner vs. Anthony D. Smith on Nations and *Ethnies* (Session 6).
6. Nations Imagined: Benedict Anderson and the Revolutions in the New World (Session 8).
7. Nationalism and Messianism: Elie Kedourie and the "Dark Gods" Theory of Nationalism (Session 9).
8. From Folklorists to Nationalists: Miroslav Hroch and "Small Nation" Nationalism (Session 10).
9. Nations Invented: Eric Hobsbawm and the Invention of Tradition (Session 11).
10. Nationalism and Fascism: George L. Mosse and the Nationalisation of the Masses (Session 12).

(The first 4 seminars – Seminar 1. Primordialism: Were there Nations in the Ancient World? (Session 2); Seminar 2. Perennialism: Were there Nations and Nationalism in the European Middle Ages? (Session 3); Seminar 3. Bible and Covenant: England, the Dutch Republic and Early Modern Nationalism (Session 4), and Seminar 4. Nationalism and Romanticism: From Herder to Fichte (Session 5), and the final Seminar 11. Nationalism and Postmodernism: Umut Özkirimli and the Nationalist Misuse of the Past in Greece and Turkey are Discussion seminars. Student groups do not present these seminars, but must come to class prepared to address my Questions for Discussion. Participation in these class discussions will count heavily towards your 10% Participation grade.)

**Presentations will be between 20-25 minutes long and no longer**, otherwise the presenting group will be penalised. There will be two (2) presentation points chosen by the lecturer that the presenters will need to address. **A maximum of 2-3 students will be presenters**; other students will act as researchers and help to field questions from the class during the discussion phase of the seminar, which the presenting group will lead. **A full 20% of the grade for each presentation will be based on how well the presenting group has managed to encourage class discussion. Remember: these are discussion seminars, not simply presentations.**

It is possible this semester that at least some of the discussion and response to your presentations will be given online via NEO Forum or NEO Debate. Hence, a significant part of your grade will be based on the quality of your follow-up written work on the NEO Forums and/or Debates.

The assessment of the presentation will test the following:

- The ability to express reasoned opinions about controversial questions and theoretical problems relating to the study of nations and nationalism.
- To argue with those of opposing points of view based on logic and evidence.
- Critical reading and comprehension skills.

- Presentation skills- the ability to condense a wide variety of reading into a cogent presentation of a significant historical problem for the benefit of class of peers.
- The encouragement of class questioning and discussion.

### Assessment breakdown

Assessed area	Percentage
Critical Thinking	20%
Use of Evidence to Support Ideas	20%
Answering Presentation Questions	20%
Presentation Skills	20%
Encouragement of Class Questioning and Discussion	20%

### Midterm Essay

Students must submit a long (c. 1500 word) midterm essay. The essay is worth 30% of the overall grade for this class. Prompts for the essays will appear on the seminar reading lists from the very beginning of the semester. **Students are therefore advised to begin reading, note-taking, thinking through and drafting their essays from very early in the semester, as a high standard of work will be expected.**

Midterm essay topics are all taken from seminars that fall in the first section of the course before the midterm break – Seminars 1 through to 5. (Primordialism; Perennialism; Early Modern Nationalism; Nationalism and Romanticism and the Smith vs. Gellner debate.) Essay prompts are marked on the reading lists for Seminars 1-5 with a double asterisk on some discussion questions - \*\*. Any discussion question with a double asterisk may be chosen as an essay prompt; questions without a double asterisk may *not* be chosen.

Essays will be uploaded to the Turnitin assignment for the midterm essay **by 23.59/11.59 pm CET Sunday, March 24<sup>th</sup>.**

The midterm essay must be submitted double-spaced with footnotes and bibliography in Chicago citation format. **Any essays submitted without footnotes and a bibliography, with inadequate or inaccurate footnotes and/or with incorrectly formatted footnotes and/or bibliography will be heavily penalised: typically, up to a full grade (for example, from B+ down to C+), depending on the severity of the problem. Very serious breaches of citation rules – e.g., no citations at all; or citations without page numbers, or false citations that do not match the work or works cited – may fail the assignment outright because of the high – 40% – technical component.**

The midterm essay will test the following:

1. The student's knowledge of the major themes, theories and schools of thought and major theoreticians regarding the study of nations and nationalism.
2. The student's understanding of the main points of controversy in the postwar study of nations and nationalism.
3. The student's ability to discriminate between competing schools of historical interpretation, and to argue a reasoned defence or critique of one or the other schools of historical interpretation, using logic and evidence.
4. Accurate citation in Chicago format.

## Assessment breakdown

Assessed area	Percentage
Critical Thinking	20%
Use of Evidence to Support Ideas	20%
Answering the Question	20%
Grammar & Spelling; Footnoting and Referencing and All Technical Aspects of the Essay	40%

### Final Exam

Students will complete a final, online exam which will be opened for **24 hours** beginning at **11.30 am CET Thursday, May 16<sup>th</sup> 2024** and closing **11.30 am CET Friday, May 17<sup>th</sup> 2024**. Both final exam papers must be uploaded on a single file to the NEO Turnitin assignment "Final Exam."

Students will write two papers of c. 800-1000 words each on topics covered in the seminars held in the second, post-midterm break half of this course. (Theorists of nationalism including Benedict Anderson; Elie Kedourie; Miroslav Hroch; Eric Hobsbawm, George L. Mosse and various postmodern and postcolonial writers.) **There will also be a compulsory "global" essay question, requiring students to compare and contrast two theorists of nationalism studied throughout the course.**

Students must upload the two papers on a single file to the NEO Assignment marked "Final Exam Paper" by the end of the 24-hour period beginning **11.30 am CET Thursday, May 16<sup>th</sup> 2024** and closing **11.30 am CET Friday, May 17<sup>th</sup> 2024**.

The exam will be "open book." Students may consult their notes and the internet. However, **any detected plagiarism and/or use of AI will be punished by an absolute failure for the entire course.**

This may arise because of a renewed outbreak of COVID or because of other, unforeseen, circumstances.

The final essays will test the following:

1. The student's knowledge of the major themes, theoretical models and the ideas of major 20<sup>th</sup> and early 21<sup>st</sup> century theoreticians of nationalism.
2. The student's ability to discriminate between competing schools of historical interpretation, and to argue a reasoned defence or critique of one or the other schools of historical interpretation, using logic and evidence.
3. The student's ability to discriminate between competing schools of historical interpretation, and to argue a reasoned defence or critique of one or the other schools of historical interpretation, using logic and evidence – i.e., critical thinking skills.
4. The student's "global" understanding of the entire course through a "compare and contrast" question.

## Assessment breakdown

Assessed area	Percentage
Critical Thinking	25%
Use of Evidence to Support Ideas	25%

Answering the Question	25%
Grammar & Spelling	25%

## **8. General Requirements and School Policies**

### ***General requirements***

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

### ***Electronic communication and submission***

The university and instructors shall only use students' university email address for communication, with additional communication via NEO LMS or Microsoft Teams. Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, "COM101-1 Mid-term Exam. Question". All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

### ***Attendance***

Attendance, i.e., presence in class in real-time, at AAU courses is default mandatory; however, it is not graded as such. (Grades may be impacted by missed assignments or lack of participation.) Still, students must attend at least two thirds of classes to complete the course. If they do not meet this condition and most of their absences are excused, they will be administratively withdrawn from the course. If they do not meet this condition and most of their absences are not excused, they will receive a grade of "FW" (Failure to Withdraw). Students may also be marked absent if they miss a significant part of a class (for example by arriving late or leaving early).

### ***Absence excuse and make-up options***

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. Each student may excuse up to two sick days per term without any supporting documentation; however, an Absence Excuse Request Form must still be submitted for these instances. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

**Late work:** No late submissions will be accepted – please follow the deadlines.

### ***Electronic devices***

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

**Eating** is not allowed during classes.

### ***Cheating and disruptive behavior***

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the student's Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the student will fail the exam or assignment and be expelled from the exam or class.

### ***Plagiarism***

Plagiarism obscures the authorship of a work or the degree of its originality. Students are expected to create and submit works of which they are the author. Plagiarism can apply to all works of authorship – verbal, audiovisual, visual, computer programs, etc. Examples are:

- **Verbatim plagiarism:** verbatim use of another's work or part of it without proper acknowledgement of the source and designation as a verbatim quotation,
- **Paraphrasing plagiarism:** paraphrasing someone else's work or part of it without proper acknowledgement of the source,
- **Data plagiarism:** use of other people's data without proper acknowledgement of the source,
- **False quotation:** publishing a text that is not a verbatim quotation as a verbatim quotation,
- **Fictitious citation:** quoting, paraphrasing, or referring to an incorrect or a non-existent work,
- **Inaccurate citation:** citing sources in such a way that they cannot be found and verified,
- **Ghostwriting:** commissioning work from others and passing it off as one's own,
- **Patchwriting:** using someone else's work or works (albeit with proper acknowledgement of sources and proper attribution) to such an extent that the output contains almost no original contribution,
- **Self-plagiarism:** unacknowledged reuse of one's own work (or part of it) that has been produced or submitted as part of another course of study or that has been published in the past,
- **Collaborative plagiarism:** delivering the result of collective collaboration as one's own individual output.

At minimum, plagiarism will result in a failing grade for the assignment and shall be reported to the student's Dean. A mitigating circumstance may be the case of novice students, and the benefit of the doubt may be given if it is reasonable to assume that the small-scale plagiarism was the result of ignorance rather than intent. An aggravating

circumstance in plagiarism is an act intended to make the plagiarism more difficult to detect. Such conduct includes, for example, the additional modification of individual words or phrases, the creation of typos, the use of machine translation tools or the creation of synonymous text, etc. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Intentional or repeated plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

### ***Use of Artificial Intelligence and Academic Tutoring Center***

The use of artificial intelligence tools to search sources, to process, analyze and summarize data, and to provide suggestions or feedback in order to improve content, structure, or style, defined here as AI-assisted writing, is not in itself plagiarism. However, it is plagiarism if, as a result, it obscures the authorship of the work produced or the degree of its originality (see the examples above). AAU acknowledges prudent and honest use of AI-assisted writing, that is, the use of AI for orientation, consultation, and practice is allowed. For some courses and assignments, however, the use of AI is counterproductive to learning outcomes; therefore, the course syllabus may prohibit AI assistance. A work (text, image, video, sound, code, etc.) generated by artificial intelligence based on a mass of existing data, defined here as AI-generated work, is not considered a work of authorship. Therefore, if an AI-generated work (e.g. text) is part of the author's work, it must be marked as AI-generated. Otherwise, it obscures the authorship and/or the degree of originality, and thus constitutes plagiarism. Unless explicitly permitted by the instructor, submission of AI-generated work is prohibited. If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

### ***Course accessibility and inclusion***

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive. Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

## 9. Grading Scale

Letter Grade	Percentage*	Description
A	95-100	<b>Excellent performance.</b> The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90-94	
B+	87-89	<b>Good performance.</b> The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83-86	
B-	80-82	
C+	77-79	<b>Fair performance.</b> The student has acquired an acceptable understanding of the material and essential subject matter of the course but has not succeeded in translating this understanding into consistently creative or original work.
C	73-76	
C-	70-72	
D+	65-69	<b>Poor.</b> The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60-64	
F	0-59	<b>Fail.</b> The student has not succeeded in mastering the subject matter covered in the course.

\* Decimals should be rounded to the nearest whole number.

Prepared by: Dr William F. Eddleston

Date: 23 December, 2023.

Approved by: Dr Silviya Lechner

Date: 14 Jan 2024