

CULTURES WITHOUT STATE: THE CASE OF CATALONIA

Number of sessions: 30

Length of each session: 1,5 h

Total length of the module: 45 hours

COURSE DESCRIPTION:

This course wants to explain the Ideas of Nation, Nationalism and State using the Catalan Case and the evolution of such ideas in the West. Also the Basque Country will be used to explain a different perspective on Nationalism and how violence affects one of the wealthiest territories of Spain. At a minor level, Galicia will be studied as the third major Nationalist group in Spain but focusing more in the previous two cases.

The aim is to be able to compare Catalonia to other Nationalist territories such as Scotland, Ireland, Corsica, and Padania or the new identities that emerged as the result of the Soviet collapse.

At the end of this semester students will be able to understand the main characteristics of different ideas of Nationalism and the main evolution of the Catalan identity as well as the tensions in the Basque Country.

GRADING:

1st and 2nd Test (25% + 25%)

These exams will be based on both, class notes and the handout provided by the professor during the first week of the semester. Twenty-five multiple-choice questions will be provided with five optional answers each (a, b, c, d, e).

Documentary (10%)

During the semester, students will spent one session watching a documentary or a movie. After watching the documentary, students will have to answer a short questionnaire on the documentary they watched.

Giving a Lecture and designing a Handout (10%+10%)

During the second half of the semester, students will have to give a lecture. In groups of four members, students will teach a session (one hour long) on a topic chosen by the professor. In order to provide a starting point to the group, professor will provide a book but this reading will not be central to the presentation. The group will present on a topic and will use that book as a primary source but they will have to work using other sources (movies, academic and journalistic articles, encyclopedias, books) to give a lecture and fully cover the main ideas of a topic.

The very same day of the presentation the students will provide a handout to the professor. It is necessary to give this document to the professor before the presentation is

given. The document will not be longer than 2 pages per student, that is, the document of the

day will not be longer than 8 pages. The handout has to have a short chronology of the main events commented (if necessary), a short biography of the main people mentioned (if any), a map of the region covered and the definition of the most important concepts covered.

It is very important not to read from notes or cards the whole presentation. A presentation must communicate ideas that the student understood using words that the students feel comfortable with.

Class participation (10%)

In some sessions, attendance and participation is required. For example, the evaluation days with tests or the final exam are mandatory for obvious reasons, but also the sessions based upon readings or documentaries. These sessions will offer the chance to students to participate in debates and discussions, so attendance is basic to get a grade.

Attendance is not the final goal of this part of the evaluation, in fact, attendance is considered necessary to pass the class. This section of the evaluation measures the implication, the engagement and the commitment of students in discussions, lectures and other activities.

Final Exam (10%)

The last session students will take a mandatory exam. This test will be based upon two short questions to answer in a given space. Each of the questions will be answered in less than a page being as specific as possible covering all the elements asked by the professor.

Type of evaluation	Percentage on the final grade
Test	25%
Test	25%
Documentary	10%
Participation	10%
Project and Handout	10% + 10%
Final Exam	10%
Total	100%

BIBLIOGRAPHY:

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- Lecours, André, *Basque Nationalism and the Spanish State*, Reno: University of Nevada Press, 2007.
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- John P. Jackson, Jr., and Nadine M. Weidman, *Race, Racism, and Science. Social Impact and Interaction*, Santa Barbara, ABC CLIO, 2004.
- Poole, Ross, *Nation and Identity*, London: Routledge, 1999.
- Applegate, Celia. *A Nation of Provincials: The German Idea of Heimat*. Berkeley: University of California Press, c1990
- Jeff Pratt, *Class, Nation and Identity. The Anthropology of Political Movements*, London: Pluto Press, 2003.
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- Fredrickson, George M. *The Comparative Imagination: On the History of Racism, Nationalism, and Social Movements*. Berkeley, Calif: University of California Press, c1997