

POLS 361: NATIONALISM IN THE BRITISH ISLES

Summer 2013

April 26 – May 11 in the U.K. and Ireland
online through Lander Blackboard May-July 2013

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E-mail is the preferred way to reach me, and I will respond quickly. Students are welcome to leave messages for me on my office phone, but I may not be as quick to return them. I am happy to make appointments to speak with students over the phone.



COURSE DESCRIPTION

This course examines the history and politics of the British Isles by studying the governments of the United Kingdom and the Republic of Ireland and the sense of nationalism and subnationalism that is present because of both Scotland and Ireland. The course examines the intersection of British politics with global issues, such as trade and immigration, and pays special attention to the globalization of the U.K. through London. At the end of the course, students should be able reflect upon practical and theoretical dimensions of globalization and nationalism in political, economic, and cultural dimensions.

This course is connected with a 15 day study tour to England, Scotland, and Ireland, the purpose of which is twofold: (1) to inspire a love and understanding of international travel, and (2) to explore subtle variations in national identity, as seen in the three distinct cultures of England, Scotland, and Ireland. Through guidance both Dr. McMillan and Dr. Lillie Craton (the faculty co-leaders of the study tour), students will consider how national identities are formed while reflecting on their own identities as travelers.

The study tour will center on visits to three major cities—London, Edinburgh, and Dublin—as well as the small city of Oban in the Scottish Highlands. In London, visits to The British Museum, Tower of London, and Cabinet War Rooms of Winston Churchill will provide views of historical and more contemporary nationalism. Students will experience the global community that now lives in London and be asked to think about how Britain has changed since 1945. Religious and political sites will be visited in London, as in Edinburgh and Dublin. Edinburgh offers a chance to compare the more modest Scottish crown jewels with the English crown jewels seen at the Tower as well as the Scottish Parliament, an institution that has been functioning since 1999. Students will see and hear how the Scots are proud of their culture and how the Scots have sought EU funding for some cultural endeavors. Oban offers a chance to see rural Scotland and to visit the birthplace of Christianity in Scotland at Iona Abbey. More about political, religious, and cultural contexts of nationalism can be pointed out in Dublin, especially since Ireland has only had independence since 1922 and better relations between the Republic of Ireland and the U.K. and its monarch have only recently occurred.

CATALOG DESCRIPTION

Diversity of human experience in politics with focus on politically-oriented issues of interest either globally or in the non-Western world.

RATIONALE FOR THE COURSE

You may be taking this course for one or more of the following reasons:

- to complete the 3 hour General Education requirement in global issues
- as a course for your major or major in political science

- as a course for the minor in political science or minor in international studies
- as an elective course so you may learn about European politics, engage as a citizen, and/or develop your personal orientation toward politics.

COURSE OBJECTIVES

After taking this course, the student will be able to:

- *Describe* the main historical and cultural events that have shaped England, Scotland, and Ireland.
- *Apply* an understanding of British, Scottish, and Irish politics and modern globalization to interpret what we see and learn on the study tour.
- *Explain* the forces and processes behind nationalism and identity politics.
- *Evaluate* how nationalism affects domestic and international politics, such as the changing nature of the United Kingdom's government, the relationship of the U.K. and Ireland (as well as Scotland) to the European Union, and how national identity has been challenged by modern globalization.

LANDER UNIVERSITY POLICIES

STUDENTS' CLASSROOM RESPONSIBILITIES:

All Lander students will...

- read and follow their professors' syllabi, including course guidelines and procedures, to be prepared for class
- check their Lander e-mail accounts daily and check Blackboard daily for class announcements, assignments, etc.
- be aware of each professor's absence and tardy policies
- communicate concerns about classes to their professors, including asking for clarification if the student does not understand an assignment or expectations
- be courteous to peers, professors, and the learning environment, avoiding the following disruptive classroom behaviors: sleeping, inappropriate talking, inappropriate laptop use, rudeness, doing homework for other classes, text messaging, or answering cell phones
- not give, use, or receive unauthorized aid in academic activities because these are serious violations of academic integrity
- know and accept the consequences of committing plagiarism, which could include receiving a failing assignment grade, failing the course, or being suspended from the University.

ACADEMIC HONOR CODE AND PLAGIARISM: Lander University is reliant upon all members of its academic community to maintain proper standards of honesty. You are responsible for understanding the possible consequences of violating Lander's Academic Honor Code. I will strongly uphold the Academic Honor Code and any evidence of academic dishonesty or plagiarism will result in my pursuit of the *strongest* punishment—i.e. failing the course—under the guidelines explained in the *Lander University Student Handbook*.

STUDENTS WITH DISABILITIES: If you have now or develop during this semester a physical or learning disability and you want me to make reasonable accommodations for that, you must contact the Lander University **Student Wellness Center** at 388-8885 or studentwellness@lander.edu. Once the Wellness Center has received appropriate documentation, they will inform your instructors.

SPECIFIC COURSE INFORMATION

REQUIRED READINGS

- Herman, Arthur. 2001. *How the Scots Invented the Modern World*. New York: Three Rivers Press.
 - Heyck, Thomas William. 2008. *The Peoples of the British Isles: A New History from 1870 to the Present*. 3rd ed. Chicago: Lyceum Books.
 - PowerPoint slides and short essays created by Dr. McMillan
 - All other assigned articles, essays, and book chapters posted on Lander Blackboard.
- Portions of the following books will be read:
- Grosby, Steven Elliott. 2005. *Nationalism: A Very Short Introduction*. Oxford: Oxford University Press.
 - Krieger, Joel. 2009. "Britain." In *European Politics in Transition*. 6th ed. Mark Kesselman and Joel Kieger, eds. Boston, MA: Houghton Mifflin.
- Articles will come from BBC News, *The Economist*, *Foreign Affairs*, *The New York Times* and other periodicals.

GRADING

▪ Cooperative Participation in the Study Tour	10%
▪ Travel Journal	25%
▪ 2 reports from personal interviews	20%
▪ Research Paper	20%
▪ Reflective Essay/Final Exam	25%

Students are graded on the level of understanding they demonstrate. In all written assignments students should answer questions presented completely, providing facts and evidence, providing examples, and constructing sound arguments that provide analysis and show critical thinking. Below is a breakdown of grades by percentage of points earned on assignments:

▪ A	90-100%	excellent understanding
▪ B	80-89%	good understanding
▪ C	70-79%	satisfactory understanding
▪ D	60-69%	poor understanding
▪ F	below 60%	marginal understanding

ASSIGNMENTS

Cooperative Participation in the study tour is part of your assignment because—just as participation and discussion can be a portion of your grade in a regular course—it is vital that you follow along with the group, attend all required portions of the itinerary, keep up with your belongings, work well with others and be flexible, and enter into good conversations with fellow travelers and locals. Rick Steves, an author, PBS TV host and expert traveler, says that the cultural and societal differences we observe during our travel and how first-hand experiences bring us a broader perspective on American culture and nationalism. The issues he raises include: comparisons of political systems and norms; capitalist and socialist economies; types of religious worship; attitudes towards hygiene, relationships, sex, and nudity; and attitudes towards alcohol and drugs. Keep your eyes, ears, and minds open for chances to make your own observations on such cultural differences. Dr. Craton and I both expect you three big things from each of you:

- **Thing 1: Talk with people.** Ask about their jobs, the economy, politics, religion, food, and healthcare. Ask what they think of us “Yanks” and try not to get defensive if they say something negative. (Sadly, many people in the world think of us as loud, pushy bullies, and some of us are.) This your chance not only to counteract unpleasant stereotypes and make connections, but also to gain a broader

understanding of what makes Americans American. Allow *them* to ask you questions and see what you learn about how *you* describe yourself, your home, your politics, your beliefs, etc. You will learn a lot about political culture from these conversations.

- **Thing 2: Deal with inconveniences.** Some of my best travel stories have come from the things that went wrong. My best travel learning has come from seeing how exaggerated our culture's expectations are for comfort. Sometimes it rains...actually if often rains in Britain. Sometimes transportation breaks down. Sometimes the group does not want to do what *you* want to do. That is okay. Most European hotel rooms are smaller and shabbier than what Americans expect. Customer service expectations are much higher in the U.S. than anywhere else in the world. Rather than get frustrated, observe the differences and grow a little.
- **Thing 3: Act like the adult you are.** Do not put yourself or anyone else at risk. Do not go off on your own without telling Dr. Craton and I and shortening our lives with intense stress. And DO NOT do anything illegal. Period.

NOTE: The participation section above was written by Dr. Lillian E. Craton © 2013.

The **Travel Journal** is your best record of what you experience on the study tour. It will help you remember your daily activities. This is important so that you can (a) catalog all that you saw and learned; (b) tell others about your trip—especially those that may have helped to pay for this!; (c) relate the relevant experiences to the other writing assignments in this course, such as the personal interview reports and the reflective essay/final exam. Therefore, I suggest that you keep a daily log of your activities in NOTE form. Each day, you should write down: (1) the major events of the day; (2) names of people you meet; (3) reminders about interesting, funny, and/or frustrating things that happen. This will enable you to put these thoughts into a reflective journal upon your return.

A reflective journal of 2,000-3,000 words does not need to hash out everything you did each day. You need to spend some time explaining those things that intrigued you and why. These things may happen because of our visits to museums, a feeling in a castle, cathedral, or on a train looking out at the countryside, or a conversation with a fellow traveler or new friend in a pub. If you notice some things related to assigned course readings, be sure to note this!

It is probably best to pick 10 to 12 major experiences and write about them, but I am flexible on the formatting of this travel journal. You are welcome to incorporate pictures or trip materials to make this more of a digital scrapbook or blog, but nicely-presented Word documents are also just fine. The Travel Journal is due on May 31.

Two Reports from Personal Interviews will summarize the answers from your conversations with locals in two brief reports. While students may have many conversations with locals during the study tour, you are required to successfully ask at least one person in England, Scotland, and Ireland the following series of questions in order for comparisons about national identity and politics. The five questions below should be asked.

- *How would you describe yourself in terms of nationality?*
In England, answers are: British? English? European? In Scotland, answers are: British? Scottish? European? In Ireland, answers are: Irish? European?
- *How would you describe your country's relationship with the U.S. and why?*
- *What has changed the most about nationalism in your country in the last ten years and why?*
- *On a scale of 1 to 10, 10 being the most positive, what do you think about the European Union? What informs your choice of rating?*
- *On a scale of 1 to 10, 10 being the most informed, how would you rate your knowledge about the workings of the European Union? What informs your choice of rating?*

Each report should be at least 500 words in length and these are two on June 16.

The **Research Paper** assignment will require students to utilize what has been learned about European history, politics, and nationalism primarily from course readings and a few other readings that result from the students' own research. (You may learn more about politics and history from the study tour and these experiences may prove beneficial in application of the readings.) This formal and analytically-driven paper will be between 1,400 and 1,600 words in length and will require in-text citations and a bibliography. Details about citation styles accepted and bibliographic requirements will be provided later in a separate document. The exact topic (or list of approved topics) for the research paper is not yet determined. The research paper is due on July 1.

I recommend using the **Lander University Writing Center** in LC 347 for assistance. Visit <http://www.lander.edu/engfl/writing/writingcenter-home.html> for more information or call 388-8250 to set up an appointment.

A **Reflective Essay** will serve as the final exam. This will be composed of three large questions that will require students to synthesize what they have learned from the study tour itself, the required course readings, and their reflections about this experience (perhaps first described in the Travel Journal). The final exam is therefore cumulative and should display a mastery of information and concepts from assigned readings, discussions on the trip and with the professor, and study tour experiences. This essay should be between 1,200 and 1,800 words and is due on July 15.

ATTENDANCE

- Students are expected to fulfill all expectations while abroad during the study tour. This means attendance at all required tours, events, or scheduled meetings.
- Students are expected to look at all class materials on Blackboard (monitored by the professor) at the appropriate times. Expectations will be laid out in the course schedule and by Dr. McMillan.

LATE POLICY & MAKE-UP ASSIGNMENTS:

- Students will be allowed to turn in assignments late without penalty *only* in cases of extraordinary circumstances such as an illness or family emergency. Students should make every effort to inform the professor about such circumstances *before* the day of the assignment deadline. In these causes, the burden of proof rests with the student, and the decision to give a deadline extension is within the professor's discretion.
- Written assignments must be e-mailed to the professor.
- Assignments turned in after the deadline (without a prior approved excuse from the instructor) will receive a zero.

IMPORTANT DATES TO REMEMBER

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|---|-------------------------------------|
| ▪ Read required materials and PowerPoints | By Friday, April 26 |
| ▪ Study Tour | Friday, April 26 – Saturday, May 11 |
| ▪ Travel Journal is due | Friday, May 31 at midnight |
| ▪ Reports from Personal Interviews due | Sunday, June 16 at midnight |
| ▪ Research Paper due | Monday, July 1 at midnight |
| ▪ Reflective Essay/ Final Exam due | Monday, July 15 at midnight |

REQUIRED READINGS

MATERIALS TO READ *BEFORE* THE STUDY TOUR

- Dr. McMillan's PowerPoint slides on Great Britain and the European Union (on Blackboard)
- Dr. McMillan's essay on the creation of nations and states (on Blackboard)

BOOKS (purchase used copies of these online)

- Herman, Arthur. 2001. *How the Scots Invented the Modern World*. New York: Three Rivers Press.
- Heyck, Thomas William. 2008. *The Peoples of the British Isles: A New History from 1870 to the Present*. 3rd ed. Chicago: Lyceum Books.

BOOK CHAPTERS (posted on Blackboard)

- Grosby, Steven Elliott. 2005. *Nationalism: A Very Short Introduction*. Oxford: Oxford University Press.
Chapters 1, 2, 3, and 8
- Krieger, Joel. 2009. "Britain." In *European Politics in Transition*. 6th ed. Mark Kesselman and Joel Kieger, eds. Boston, MA: Houghton Mifflin.
Chapters 1, 2, 3, 4, 5

ARTICLES & ESSAYS (posted on Blackboard)

- BBC News. 2010. "Cameron is the New U.K. Prime Minister." May 12.
- Castle, Stephen. 2012a. "Britain Rethinks its Opposition to a Two-Tier Europe." *The New York Times*. Oct. 9. B4.
- Castle, Stephen. 2012b. "European Union Exit? Concerns Grow for Britain." *The New York Times*. Oct. 28. A4.
- Castle, Stephen. 2013. "Ireland Seeks Easting of Its Debt Terms." *The New York Times*. Mar. 1.
- Cowell, Alan. 2009. "In Britain, It's Crass Warfare." *The International Herald Tribune*. Dec. 12.
- Dent, Grace. 2013. "How We Can Learn to Love Prince Charles." *The Independent*. May 8. 13.
- The Economist*. 2008a. "Britain and Europe: Push-pull." Jan. 24.
- The Economist*. 2008b. "The In and Out Club." Jan. 24.
- The Economist*. 2010. "Who Are We? In Few Areas Has So Much Changed in the Past 13 Years." April 29.
- The Economist*. 2011a. "The First Year of the Coalition: The Uncivil Partnership." May 12.
- The Economist*. 2011b. "Scottish Politics: Independence by Stealth." May 12.
- Gregory, Joseph R. 2013. "Margaret Thatcher, 'Iron Lady' Who Set Britain on New Course, Dies at 87." *The New York Times*. April 9. A1.
- Hennessy, Mark. 2013. "Britain's Royal Family Slowly Prepares Transition to Reign of King George VII." *The Irish Times*. May 10. 10.
- King, Charles. 2012. "The Scottish Play: Edinburgh's Quest for Independence and the Future of Separatism." *Foreign Affairs* 91(5): 113-124.
- Lyall, Sarah, and Stephen Castle. 2011. "Britain Suffers as a Bystander to the Euro's Crisis." *The New York Times*, Dec. 8. A1.
- Sciolino, Elaine. 2008. "Britain Grapples with Role for Islamic Justice." *The New York Times*. Nov. 19.
- Stephanopolous, Nicholas. 2009. "Britain's New Supreme Court." *The National Law Journal*. Dec. 14. (BB)

WEBSITES (browse these websites)

- BBC News. 2013. "Q&A: Scottish Independence Referendum." Mar. 22.
<http://www.bbc.co.uk/news/uk-scotland-13326310>. (April 1, 2013).
- BBC News. 2013. "Scottish Independence: Referendum to be held on 18 September, 2014." Mar. 21. <http://www.bbc.co.uk/news/uk-scotland-scotland-politics-21828424>. (April 1, 2013).
- The Government of Ireland. 2013. "Citizens Information."
http://www.citizensinformation.ie/en/government_in_ireland/. (April 1, 2013)
- The Government of the United Kingdom. 2013. "Citizenship and Living in the UK."
<https://www.gov.uk/browse/citizenship>. (April 1, 2013).

The Scottish Government. 2013. "History of Devolution."
<http://www.scotland.gov.uk/About/Factfile/18060/11550>. (April 1, 2013).

READINGS GROUPED TOGETHER BY SUBJECT

*NOTE: Readings may appear in **more than one subject** and are listed in **chronological order** by author. These groupings may make it easier to look for readings on certain topics. Please be aware that this does not really break down the parts of the different books we are reading, but chapter titles and sub-headings (as well as indexes) will be helpful in looking for particular subjects that are addressed.*

British Culture

- Grosby, Steven Elliott. 2005. *Nationalism: A Very Short Introduction*. Oxford: Oxford University Press. [Chapters 1, 2, 3, 5, and 8]
- Heyck, Thomas William. 2008. *The Peoples of the British Isles: A New History from 1870 to the Present*. 3rd ed. Chicago: Lyceum Books.
- Sciolino, Elaine. 2008. "Britain Grapples with Role for Islamic Justice." *The New York Times*. Nov. 19.
- Krieger, Joel. 2009. "Britain." In *European Politics in Transition*. 6th ed. Mark Kesselman and Joel Kieger, eds. Boston, MA: Houghton Mifflin. [Chapters 1, 2, 3, 4, 5]
- Cowell, Alan. 2009. "In Britain, It's Crass Warfare." *The International Herald Tribune*. Dec. 12.
- The Economist*. 2010. "Who Are We? In Few Areas Has So Much Changed in the Past 13 Years." April 29.
- The Economist*. 2011a. "The First Year of the Coalition: The Uncivil Partnership." May 12.
- Dent, Grace. 2013. "How We Can Learn to Love Prince Charles." *The Independent*. May 8. 13.
- Hennessy, Mark. 2013. "Britain's Royal Family Slowly Prepares Transition to Reign of King George VII." *The Irish Times*. May 10. 10.

British History

- Herman, Arthur. 2001. *How the Scots Invented the Modern World*. New York: Three Rivers Press.
- Heyck, Thomas William. 2008. *The Peoples of the British Isles: A New History from 1870 to the Present*. 3rd ed. Chicago: Lyceum Books.
- Krieger, Joel. 2009. "Britain." In *European Politics in Transition*. 6th ed. Mark Kesselman and Joel Kieger, eds. Boston, MA: Houghton Mifflin. [Chapters 1, 2, 3, 4, 5]
- Gregory, Joseph R. 2013. "Margaret Thatcher, 'Iron Lady' Who Set Britain on New Course, Dies at 87." *The New York Times*. April 9. A1.
- BBC News. 2010. "Cameron is the New U.K. Prime Minister." May 12.
- The Economist*. 2011a. "The First Year of the Coalition: The Uncivil Partnership." May 12.
- Dent, Grace. 2013. "How We Can Learn to Love Prince Charles." *The Independent*. May 8. 13.
- Hennessy, Mark. 2013. "Britain's Royal Family Slowly Prepares Transition to Reign of King George VII." *The Irish Times*. May 10. 10.

Economics and Political Economy

- Herman, Arthur. 2001. *How the Scots Invented the Modern World*. New York: Three Rivers Press.
- Heyck, Thomas William. 2008. *The Peoples of the British Isles: A New History from 1870*

- to the Present*. 3rd ed. Chicago: Lyceum Books.
- Krieger, Joel. 2009. "Britain." In *European Politics in Transition*. 6th ed. Mark Kesselman and Joel Kieger, eds. Boston, MA: Houghton Mifflin. [Chapters 1, 2, 3, 4, 5]
- Castle, Stephen. 2012b. "European Union Exit? Concerns Grow for Britain." *The New York Times*. Oct. 28. A4.
- Castle, Stephen. 2013. "Ireland Seeks Easting of Its Debt Terms." *The New York Times*. Mar. 1.
- Gregory, Joseph R. 2013. "Margaret Thatcher, 'Iron Lady' Who Set Britain on New Course, Dies at 87." *The New York Times*. April 9. A1.

The European Union

- The Economist*. 2008a. "Britain and Europe: Push-pull." Jan. 24.
- The Economist*. 2008b. "The In and Out Club." Jan. 24.
- Lyall, Sarah, and Stephen Castle. 2011. "Britain Suffers as a Bystander to the Euro's Crisis." *The New York Times*, Dec. 8. A1.
- Castle, Stephen. 2012a. "Britain Rethinks its Opposition to a Two-Tier Europe." *The New York Times*. Oct. 9. B4.
- Castle, Stephen. 2012b. "European Union Exit? Concerns Grow for Britain." *The New York Times*. Oct. 28. A4.
- Gregory, Joseph R. 2013. "Margaret Thatcher, 'Iron Lady' Who Set Britain on New Course, Dies at 87." *The New York Times*. April 9. A1.

Ireland

- Heyck, Thomas William. 2008. *The Peoples of the British Isles: A New History from 1870 to the Present*. 3rd ed. Chicago: Lyceum Books.
- The Government of Ireland. 2013. "Citizens Information."
http://www.citizensinformation.ie/en/government_in_ireland/. (April 1, 2013)
- Castle, Stephen. 2013. "Ireland Seeks Easting of Its Debt Terms." *The New York Times*. Mar. 1.

Politics in Britain

- Heyck, Thomas William. 2008. *The Peoples of the British Isles: A New History from 1870 to the Present*. 3rd ed. Chicago: Lyceum Books.
- Krieger, Joel. 2009. "Britain." In *European Politics in Transition*. 6th ed. Mark Kesselman and Joel Kieger, eds. Boston, MA: Houghton Mifflin. [Chapters 1, 2, 3, 4, 5]
- Cowell, Alan. 2009. "In Britain, It's Crass Warfare." *The International Herald Tribune*. Dec. 12.
- Stephanopolous, Nicholas. 2009. "Britain's New Supreme Court." *The National Law Journal*. Dec. 14. (BB)
- The Economist*. 2010. "Who Are We? In Few Areas Has So Much Changed in the Past 13 Years." April 29.
- BBC News. 2010. "Cameron is the New U.K. Prime Minister." May 12.
- The Economist*. 2011a. "The First Year of the Coalition: The Uncivil Partnership." May 12.
- The Economist*. 2011b. "Scottish Politics: Independence by Stealth." May 12.
- King, Charles. 2012. "The Scottish Play: Edinburgh's Quest for Independence and the Future of Separatism." *Foreign Affairs* 91(5): 113-124.
- The Government of the United Kingdom. 2013. "Citizenship and Living in the UK."
<https://www.gov.uk/browse/citizenship>. (April 1, 2013).
- The Scottish Government. 2013. "History of Devolution."
<http://www.scotland.gov.uk/About/Factfile/18060/11550>. (April 1, 2013).
- Gregory, Joseph R. 2013. "Margaret Thatcher, 'Iron Lady' Who Set Britain on New Course, Dies at 87." *The New York Times*. April 9. A1.
- Dent, Grace. 2013. "How We Can Learn to Love Prince Charles." *The Independent*. May 8. 13.
- Hennessy, Mark. 2013. "Britain's Royal Family Slowly Prepares Transition to Reign of King

George VII.” *The Irish Times*. May 10. 10.

Scottish Nationalism and Subnationalism in the United Kingdom

Herman, Arthur. 2001. *How the Scots Invented the Modern World*. New York: Three Rivers Press.

Grosby, Steven Elliott. 2005. *Nationalism: A Very Short Introduction*. Oxford: Oxford University Press. [Chapters 1, 2, 3, 5, and 8]

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The Scottish Government. 2013. “History of Devolution.”

<http://www.scotland.gov.uk/About/Factfile/18060/11550>. (April 1, 2013).

BBC News. 2013. “Q&A: Scottish Independence Referendum.” Mar. 22.

<http://www.bbc.co.uk/news/uk-scotland-13326310>. (April 1, 2013).

BBC News. 2013. “Scottish Independence: Referendum to be held on 18 September, 2014.”

Mar. 21. <http://www.bbc.co.uk/news/uk-scotland-scotland-politics-21828424>. (April 1, 2013).