

Last updated August 29, 2011
(Syllabus subject to change. Latest syllabus will be posted on blackboard)

COURSE SYLLABUS
Women and Nationalism
WMST 600-001, GOVT 739-003, HIST 615-006, CONF 695-006
Johnson Center 240A (Paul Robeson Room) 4:30 pm - 7:10 pm T

Dr. Yevette Richards

Preferred contact method: e-mail through Blackboard (courses.gmu.edu)

Phone: 703-993-2896

Office Location: Johnson Center Room 240C

Office Hours: Tuesdays 1:30 to 3:30; Thursdays 1:30-2:30 (or by appointment)

This course examines the gendered dimensions of nations and gendered meanings of nationalism. Early feminist theorists have analyzed the embodiment of nationalisms, critiquing the relations of power inherent in citizenship model predicated on masculinist norms and values. Nationalist discourse often relies on traditionalism, including a patriarchal view of the family, composed of a male protector and female engaged in the production of the culture and the reproduction of ethnicities. In the construction of the nation, the political space for woman is developed through the feminine ideal of motherhood. Nationalism's concern with women's reproductive capacity is deeply intertwined with an interest in controlling female sexuality. Later theorists are beginning to analyze the diversity of women's relationship to nationalist projects. Women in colonized territories or those subsumed as minority subjects within nations have different experiences with nationalism and political conflicts than do majority women from developed nations. Where the earlier theorists viewed women as absent or marginalized and victimized in the formulation of nationalist projects, more recent theorists are analyzing women's place in nationalist projects as more varied. At times nationalist projects represent the chief social movement that women utilize to fight for liberation, human rights, and peace and social justice. A major goal of this course is to equip students with the tools to analyze the causes of this diversity of experiences that women have in relation to nationalism. This course will look at both the overt and hidden roles of women in political processes and institution building, and will reveal how women are both active agents in the production of nationalism and may also be its victims.

Texts

Benedict Anderson, *Imagined Community: Reflections on the Origin and Spread of Nationalism*

Nira Yuval-Davis, *Gender and Nation*

Ida Blom, ed., *Gendered Nations: Nationalisms and Gender Order in the Long Nineteenth Century*

Francesca Morgan, *Women and Patriotism in Jim Crow America*

Themba Waetjen, *Workers and Warriors: Masculinity and the Struggle for Nation in South Africa*

Cynthia Cockburn, *The Space Between Us: Negotiating Gender and National Identities in Conflict*

To find journal articles on E-Journal

- Go to <http://library.gmu.edu/phpzone/ej.php>
- Put the title of the journal in the top box and do a search
- Some databases may only have the abstract so try another one if you have a choice

In your search with the E-Journal Finder, do not include “The” or “A” at the beginning. If the journal has a hyphen (-) or an ampersand (&) in its name you may have to do the search with or without the hyphen or with the & instead of “and.”

Course requirements

- 30% - Class participation
- 25% - One analytical essay – 7 to 10 pages
- 10% - Proposal and annotated bibliography
- 35% - Research paper - 18 to 20 pages

All work must be handed in hard copy form. Always save a copy of all your written work.

This course follows a standard seminar format. Students are expected to attend class and contribute to each week’s discussion of the readings. An excused absence requires documentation. Makeup work is allowed for excused absences in the form of a four-page essay on the literature for the class that was missed. This work cannot also count as one of the student’s two short essays.

Class participation includes general participation in class discussion, leading class sessions, peer feedback on proposals and a presentation of research proposal. In order to facilitate widespread discussion, students should come prepared with at least one question for each class. Class participation also includes discussing research projects and providing peer feedback for proposals.

Leading class discussion: Students assigned to the same day may collaborate on how to present the readings and the class discussion. Students should summarize the argument for the reading(s) and then ask questions based on the thesis and supporting evidence. Students should post their questions on blackboard the day before class. Students should prepare a minimum of 2 questions per reading.

Analytical essay: Students will write one short paper analyzing the readings of one class session. In addition to examining the authors' arguments, students may structure essay in the following ways: What are the differences and commonalities in the themes and arguments across of the literature. How well does the evidence support the argument or thesis? Are there any gaps in the argument? How do the themes and arguments of the literature fit in with other course readings?

The essay is due October 18th and may concern any group of readings.

Proposal and annotated bibliography: Students will use at least ten scholarly sources for the research paper, at least six of which should be outside of course readings. Students should aim to collect as many as 24 sources and then narrow the sources down to the ones that most meet the needs of the paper. Be sure to look at the bibliographies of the sources you find for any additional sources.

Students will provide me with a hard copy of their research proposal and annotated bibliography in class on November 8. The same should be posted on blackboard for peer feedback by November 4. Students should comment online on at least two proposals by November 7. Skip proposals that already have two comments. Students may at first note their intention of commenting on a particular proposal before giving the actual feedback.

For the research proposal and annotated bibliography, students should include the following information as thoroughly as possible given the amount of research conducted.

1. State the thesis or the question(s) you want to explore in your paper. What do you hope to get out of your research? Your thesis statement should be analytical, displaying your intention of making an argument related to a specific topic. Your research may be comparative and/or historical. You may write a historiography concerning how historians, sociologist, feminists have framed some aspect of nationalism and gender overtime.
2. Explain the importance of the topic. Why is this topic worthy of research? What is the public concern with this issue? What conclusions do you expect to reach?

3. Write an annotated bibliography of at least ten scholarly sources. Also include identifying information of all the partially relevant sources you found in your search. Summarize the text and then state how you believe it will help you with your research. Annotations should be brief, written in short paragraph form.

Tips and Examples for Writing Thesis Statements

<http://owl.english.purdue.edu/owl/resource/545/01/>

Annotated Bibliographies

<http://owl.english.purdue.edu/owl/resource/614/01/>

How to Prepare an Annotated Bibliography

<http://copia.library.cornell.edu/olinuris/ref/research/skill28.htm>

Critically Analyzing Information Sources

<http://copia.library.cornell.edu/olinuris/ref/research/skill26.htm>

Help with Writing a Research Paper

<http://mason.gmu.edu/~montecin/writ-pap.htm>

Research Paper: 18 to 20 pages, double-spaced, 12-point font, with regular page margins.

Reference Citations Styles

APA style, common for the social sciences and sciences

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://library.williams.edu/citing/styles/apa.php>

MLA style, common for liberal arts and humanities

<http://owl.english.purdue.edu/owl/resource/747/1/>

<http://library.williams.edu/citing/styles/mla.php>

Chicago style, notes and bibliography style

literature, arts, history

<http://owl.english.purdue.edu/owl/resource/717/1/>

<http://library.williams.edu/citing/styles/chicago1.php>

http://www.chicagomanualofstyle.org/tools_citationguide.html

<http://www.library.csi.cuny.edu/dept/history/lavender/footnote.html>

Chicago style, author-date style

physical, natural, and social science

<http://library.williams.edu/citing/styles/chicago2.php>

http://www.chicagomanualofstyle.org/tools_citationguide.html

University-wide Grading System

Grade	Quality Points	Graduate Courses
A+	4.00	Satisfactory/Passing
A	4.00	Satisfactory/Passing
A-	3.67	Satisfactory/Passing
B+	3.33	Satisfactory/Passing
B	3.00	Satisfactory/Passing
B-	2.67	Satisfactory*/Passing
C	2.00	Unsatisfactory/Passing
F	0.00	Unsatisfactory/Failing

* Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

http://catalog.gmu.edu/content.php?catoid=5&navoid=104#grad_poli

About Blackboard

This course management system is a very important tool for this class. I will post on blackboard the syllabus, instructions for all course assignments, deadlines, recommended readings, and links to relevant web sites and selected campus resources. If any changes occur in the syllabus I will post an updated document. I will announce in class any changes to the syllabus and also alert you through the blackboard message board. I prefer blackboard email for correspondence. I will check it often so please avoid sending me an email through the George Mason email system.

About Research

You may schedule individual consultations with librarians.

E-mail Reference Service

<http://library.gmu.edu/research/email/>

or call Fenwick Library 703/993-2210

or call Johnson Center Library 703/993-9070

Jen Stevens, English, Communication & Women's Studies Liaison Librarian is available to help anyone with research.

jsteven7@gmu.edu

A244 Fenwick Library

703/993-2211

PLEASE NOTE: COURSE POLICIES

1. George Mason University Honor System and Code:

George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. All violations of the Honor Code will be reported to the Honor Committee.

Please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

<http://mason.gmu.edu/~montecin/plagiarism.htm>

Plagiarism (statements from Mason Web Site)

Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit.

<http://mason.gmu.edu/~montecin/plagiarism.htm#plagiarism>

2. Class Registration:

Students are responsible for verifying the accuracy of their own schedules. Students need to check PatriotWeb regularly to verify that they are registered for the classes that they think they are. This is particularly important since students are no longer dropped for nonpayment. Faculty may not allow a student who is not registered to continue to attend class and may not grade the work of students who do not appear on the official class roster.

Deadlines each semester are published in the Schedule of Classes available from the Registrar's Web Site registrar.gmu.edu

The add and drop deadlines for courses:

Last day to add - September 6

Last day to drop with no tuition penalty: September 6

Last day to drop with a 33% tuition penalty: September 19

Final drop deadline (67% tuition penalty): September 30

Selective withdrawal: October 3 - 28

After the last day to drop a class, withdrawing from this class requires the approval of the dean and is only allowed for nonacademic reasons. Undergraduate students may choose to exercise a selective withdrawal. See the Schedule of Classes for selective withdrawal

procedures.

3. Accommodations for students with disabilities:

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Resources (ODS) at 703-993-2474. All academic accommodations must be arranged through that office. <http://ods.gmu.edu>

The need for accommodations should be identified at the beginning of the semester and the specific accommodation has to be arranged through the Office of Disability Resources. Faculty cannot provide accommodations to students on their own (e.g. allowing a student extra time to complete an exam because the student reports having a disability).

4. Mason email accounts:

Students must use their Mason email accounts—either the existing “MEMO” system or a new “MASONLIVE” account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

Other Useful Campus Resources:

University Libraries: “Ask a Librarian”

<http://library.gmu.edu/mudge/IM/IMRef.html>

Counseling and Psychological Services (CAPS): (703) 993-2380

<http://caps.gmu.edu>

Links to the University Catalog (catalog.gmu.edu)

University Policy website (<http://universitypolicy.gmu.edu/>).

Class Schedule

August 30

Introduction

September 6

Theoretical Perspectives – Imagined Communities

Benedict Anderson, *Imagined Community: Reflections on the Origin and Spread of Nationalism*: 1-66.

Yuval-Davis, "Theorizing Gender and Nation," 1-21, *Gender and Nation*.

Anne McClintock, "Family Feuds: Gender, Nationalism and the Family," *Feminist Review*, Nationalisms and National Identities 44 (Summer, 1993): 61-80.

Interview with Professor Nira Yuval-Davis: After *Gender and Nation*, *Studies in Ethnicity and Nationalism* 9 (2009): 128-138.

September 13

Comparative Perspectives

Sylvia Walby, "Gender, Nations and States in a Global Era," *Nations and Nationalism* 6, 4 (October 2000): 523-540.

Jill Vickers, "Bringing Nations In: Some Methodological and Conceptual Issues in Connecting Feminisms with Nationhood and Nationalisms," *International Feminist Journal of Politics* 8, 1 (March 2006): 84-109.

Natividad Gutiérrez Chong, "Patriotic Thoughts or Intuition: Roles of Women in Mexican Nationalism," *Nations and Nationalism* 12, 2 (2006): 339-358.

September 20

Cultural, Gender and Nationalism

Yuval-Davis, "Cultural Reproductions and Gender Relations," 39-67, *Gender and Nation*.

Marie-Monique Huss, "Pronatalism and the Popular Ideology of the Child in Wartime France: The Evidence of the Picture Postcard," 329-368, in *The Upheaval of War* ed. Richard Wall and Jay Winter (1992) **(blackboard)**

Mercedes Carbayo-Abengózar, "Shaping Women: National Identity Through the Use of Language in Franco's Spain," *Nations and Nationalism* 7, 1 (January 2001): 75–92.

September 27

Motherhood and Reproduction Policies

Yuval-Davis, "Women and the Biological Reproduction of the Nation," 26-37, *Gender and Nation*.

Monika Edgren, "Colonizing Women's Bodies, Population Policies and Nationhood in Eighteenth-Century Sweden," *Journal of Women's History* 22, 2 (Summer 2010): 108-132.

Susanne M. Klausen, "'Reclaiming the White Daughter's Purity': Afrikaner Nationalism, Racialized Sexuality, and the 1975 Abortion and Sterilization Act in Apartheid South Africa," *Journal of Women's History* 22, 3 (Fall 2010): 39-63.

Patrizia Albanese, "Abortion & Reproductive Rights under Nationalist Regimes in Twentieth Century Europe," *Women's Health and Urban Life: An International and Interdisciplinary Journal* 3(1) (2004): 8-33.

October 4

Nationalism as a Racial Project

Matthew P. Fitzpatrick, "The Threat of Woolly-haired Grandchildren': Race, the Colonial Family and German Nationalism," 12, 2 *Nations and Nationalism* (2006) 356-368.

Beth Baron, "The Making of the Egyptian Nation, "137-158, in *Gendered Nations*.

Marilyn Lake, "The Ambiguities of National Belonging, Race and Gender in the Imagined Australian Community," 159-178, in *Gendered Nations*.

October 11 Columbus Day recess (Monday classes/labs meet Tuesday. Tuesday classes do not meet this week)

October 18

Due - Analytical Paper

Library Research and Orientation

October 25

Francesca Morgan, *Women and Patriotism in Jim Crow America*, 1-99.

November 1

Francesca Morgan, *Women and Patriotism in Jim Crow America*, 100-163.

November 8

Proposals due online by November 4. Students should comment on at least two proposals by November 7.

In class discussion of proposals

November 15

Nationalism and Conflict

Yuval-Davis, "Gendered Militaries, Gendered Wars," 93-115, *Gender and Nation*.

Helen Bradford, "Regendering Afrikanerdom: The 1899-1902 Anglo-Boer War," in *Gendered Nations*, 207-228.

Joane Nagel, "Masculinity and Nationalism: Gender and Sexuality in the Making of Nations," *Ethnic and Racial Studies* 21 (1998), 242-69.

Paola Bacchetta, "Militant Hindu Nationalist Women Reimagine Themselves: Notes on Mechanisms of Expansion/Adjustment," *Journal of Women's History* 10, 4 (Winter 1999): 125-147.

November 22

Themba Waetjen, *Workers and Warriors: Masculinity and the Struggle for Nation in South Africa*, University of Illinois Press, 2004.

November 24-27

Thanksgiving Recess

November 29

Nationalism and Peace Work

Cynthia Cockburn, "Northern Ireland: Women's Activism in a Divided City," 46-75, and Women's Support Network, Belfast," 76-98, in *The Space Between Us: Negotiating Gender and National Identities in Conflict*, Zed Books (1999)

Fidelma Ashe, "Gendering the Holy Cross School Dispute: Women and Nationalism in Northern Ireland," *Political Studies* 54 (March 2006): 147-164.

December 6

Cynthia Cockburn, Israel/Palestine: Across an Abyss, 99-128, and Bat Shalom: A Women's Group for Peace, 129-155, *The Space Between Us: Negotiating Gender and National Identities in Conflict*

Erella Shadmi, "Between Resistance and Compliance Feminism and Nationalism: Women in Black in Israel" in *Women's Studies International Forum* 23/1 (2000): 23-34.

December 15

Paper due in Women and Gender Studies Center by 12:00 noon.