



**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL
RELATIONS**

**POLITICAL SCIENCE AND INTERNATIONAL RELATIONS PROGRAMME
INTP/POLS 365: CHALLENGES TO THE NATION-STATE**

**TRIMESTER 2 2011
11 July to 12 November 2011**

Trimester dates

Teaching dates: 11 July to 14 October 2011

Mid-trimester break: 22 August to 4 September 2011

Study week: 17-21 October 2011

Examination/Assessment period: 21 October to 12 November 2011

If you enrol in this course, you must be able to attend the examination at the University at any time during the formal examination period, 21 October to 12 November 2011.

Withdrawal dates

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

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Office Hours: Thursdays 12:00 – 2:00pm

Class times and locations

Lecture Times: Fridays 10:00 – 11:50
Lecture Venue: Hugh Mackenzie LT105

Course delivery

This course is taught by way of one class per week, lasting one-hour and fifty minutes. The class comprises a mixture of lecture format, plenary discussion and group work. Participation in group work, while not assessed, is a critical part of this course. It is expected that you read and reflect on the required readings each week and come to class prepared to participate actively in group work and discussion of the week's readings and themes. The assessment supports these forms of learning.

Communication of additional information

Additional information about the course or information about any changes will be announced in lectures and posted as an Announcement on Blackboard. You should check Blackboard regularly, and I recommend that you configure your Blackboard preferences to have all Announcements emailed to you. It is your responsibility to ensure that you check the email address registered for you in the university system or that you have this forwarded to an email account that you do check regularly.

Course Prescription

This course examines the role and strength of contemporary nation-states in the face of challenges from above and below, such as immigration, sub-state nationalism and globalisation. After reviewing the rise of the nation-state as the hegemonic model of organising societies, we consider recent theories of its decline. Focusing on the experiences of countries in Europe and North America, we ask whether social cohesion, national identity and the political and economic structures of the nation-state are threatened from domestic and international forces as some authors have suggested. How resilient are nation-states around the world in the face of challenges like globalisation and immigration?

Course content

In the first four weeks we study theories of nationalism and the historical rise of the state as an organising model of international society. Subsequently, we consider whether and how the nation-state is challenged by various contemporary social and political developments. For instance, are social cohesion and national identity threatened by domestic and international pressures, as some suggest? Do immigration flows and indigenous understandings of sovereignty weaken states' exercise of sovereignty over their territory and populations? Throughout, we investigate the contemporary character of states' sovereignty, legitimacy and authority over space and people.

Learning objectives

Students passing this course should be able to do the following:

- Describe the historical evolution of the system of nation-states and of theories of nationalism, sovereignty, and the relationship between the nation and the state.
- Understand historical and contemporary phenomena that are argued to threaten the strength and functioning of nation-states.
- Evaluate critically different theoretical and empirical arguments about the extent to which nation-states' strength is under threat, why states adopt particular responses to domestic and international challenges, and what determines the success of these responses.
- Apply these theoretical arguments to the case of particular phenomena (e.g. nationalist movements, immigration, indigenous movements, citizens' use of social media) or countries.

Quizzes will directly test students' understanding of core concepts and arguments presented by authors in the weekly readings. These will also test – and serve to assist – students' preparation for class. The one-page research proposal is designed to check that students are on track in their choice of an essay question and research approach. The research essay offers a chance to explore in depth one of the themes of the course. It tests students' ability to evaluate different theoretical and empirical arguments, and to mount their own critical empirical study of a particular case. The final examination will test each of the learning objectives.

Expected workload

In accordance with Faculty of Humanities and Social Science guidelines, the overall workload for this course is 200 hours in total.

Group work

There is no assessed group work for this course. However, there will be regular group work in the weekly class. Students will be expected to participate actively and collaboratively in the group work each week.

Readings

Essential texts:

Most required reading for this course is contained in the INTP/POLS 365 Coursepack 2011. Please purchase this prior to or during the first week of the trimester. Some required readings will be added

during the trimester. These will be announced on Blackboard and placed on VUW Library's E-Reserves.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 4 to 22 July 2011, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 4 of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Assessment requirements

Quizzes – During the trimester there will be **four unannounced quizzes**, held at the beginning of class. Each quiz will ask 3-4 questions to test your knowledge of the main arguments of the readings of the week or the week prior. Each quiz will last approximately 20 minutes. At the end of the trimester the marks from your best two quizzes will be retained and will each contribute 10% to your final course grade. **Together, the quizzes comprise 20% of your final course grade.**

Research Essay Proposal – A **brief research essay proposal**, worth **5%** of your total course grade, is due on **Friday 19 August, 5pm**. The proposal must be no more than one page, not including bibliography. Guidelines on the proposal will be posted on Blackboard at the beginning of the trimester.

Research Essay - A **2000 – 2500 word research essay**, on a topic of your own choosing, worth **35%** of your total course mark, will be due on **Monday 19 September, 5pm**.

Final Exam – A two hour, closed book exam, worth **40%** of your total course mark.

The **quizzes** are designed to ensure that you prepare well for class and that you understand the required readings. They also give you the opportunity to reflect critically on the theoretical and empirical arguments presented by the authors we read. The **research essay** should relate to one of the core themes of the course, discussing in depth a particular challenge to the nation-state or taking a particular society (or societies) as a (comparative) case study. The **research essay proposal** is designed to ensure that you have chosen a topic and research approach of appropriate scope and relevance.

Important: You must submit the essays in hard copy format **and** upload them to Turnitin. Instructions on how to do this will be posted on Blackboard and announced in lecture at the beginning of the Trimester.

The **final exam** will test your understanding of material covered throughout the course. The date, time and venue of the final two hour exam will be determined when the University completes its timetable during the second half of the trimester. The examination period runs from Friday 21 October to Saturday 12 November 2011.

Penalties

For both the **research essay proposal** and **research essay**, penalties will apply for late submission. A deduction of 5% is made for the first day late, and 2% per day thereafter, up to a maximum of 8 days. Work that is more than 8 days late can be accepted for mandatory course requirements but will not be

marked. Extensions are granted only in extraordinary circumstances and require appropriate documentation (e.g. presentation of a medical certificate). In all cases, **you must approach the Course Co-ordinator prior to the deadline** to make such a request. Please note that extensions will not be given on grounds of time management (e.g. multiple assignments due on the same day.)

For the **research essay**, penalties may be applied if you exceed the upper word limit of 2500 words.

Mandatory course requirements

To gain a pass in this course each student must:

- a) Submit a **research essay proposal** (in both hard copy and to Turnitin) on or by the specified date (subject to such provisions as are stated for late submission of work).
- b) Submit the **research essay** (in both hard copy and to Turnitin) on or by the specified date (subject to such provisions as are stated for late submission of work).
- c) Sit the **final exam** at the end of the course.

Class Representative

A class representative will be elected in the first week of the trimester. The name and contact details of the class representative will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

Use of Turnitin

This course requires you to upload your research essay proposal and research essay directly to the electronic search engine <http://www.turnitin.com>, which checks your work for academic integrity. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. Turnitin will retain a copy of submitted material on behalf of the

University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic.

Course outline:

Week 1 (July 15)	<i>Introducing the concepts – nation, state and sovereignty</i>
Week 2 (July 22)	<i>Emergence of the system of sovereign states</i>
Week 3 (July 29)	<i>Nationalism and the rise of sovereign peoples</i>
Week 4 (Aug 5)	<i>States and their nation-building projects</i>
Week 5 (Aug 12)	<i>Regionalisation and supranational powers</i>
Week 6 (Aug 19)	<i>Indigenous understandings of sovereignty</i> <i>Research Essay Proposal due Friday Aug. 19, 5pm!</i>
	<i>MID-TRIMESTER BREAK</i>
Week 7 (Sep 9)	<i>Globalisation – corporations, IOs and the state</i>
Week 8 (Sep 16)	<i>Immigration as a challenge to territory?</i>
	<i>Research Essay Due Monday Sept. 19, 5pm!</i>
Week 9 (Sep 23)	<i>Immigration, diversity and national solidarity</i>
Week 10 (Sep 30)	<i>Citizenship outside the state</i>
Week 11 (Oct 7)	<i>Citizens against the state</i>
Week 12 (Oct 14)	<i>How resilient is the nation state?</i>

Course reading list:

Week 1: Introducing the concepts – nation, state and sovereignty.

Questions – What is a nation, what is a state and how are they linked theoretically and historically? What are the characteristics (form, functions) of the nation-state? What does sovereignty mean? Is sovereignty a political or a legal concept?

Required reading:

Loughlin, M. (2003) “Ten tenets of sovereignty”, N. Walker (ed.) *Sovereignty in Transition*. Portland, OR: Hart Publishing, pp. 55-86.

Further reading:

Jackson, Robert (1999) “Sovereignty in world politics: a glance at the conceptual and historical landscape”, in R. Jackson (ed.) *Sovereignty at the Millenium*. Oxford: Blackwell, 9-34.

Week 2: Emergence of the system of sovereign states

Questions – How and why did the state, rather than other forms of social and political organisation, win out? What makes states? What are the core elements of sovereignty in the Westphalian system?

Required reading:

Tilly, C. (1985) “War making and state making as organized crime”, in P. Evans, D. Rueschemeyer and T. Skocpol (eds.) *Bringing the State Back In*, Cambridge: CUP, pp. 169-191

Held, D. & McGrew, A. (2003) *Global Transformations*, Cambridge: Polity, pp. 32-49

Herbst, J. (2000) *States and Power in Africa*. Princeton: Princeton University Press, pp. 35-57.

Further reading:

Spruyt, Hendrik (1996) *The Sovereign State and its Competitors*. Princeton: Princeton University Press. (Especially the last two chapters.)

Sassen, S. (2006) *Territory, Authority, Rights. From Medieval to Global Assemblages*. Princeton, NY: Princeton University Press. [Chap. 2]

Tilly, Charles (1975) “Reflections on the History of European State-Making”, in C. Tilly (ed.), *The Formation of National States in Western Europe*, Princeton: Princeton University Press, p. 5-7, 17-48, 71-76.

Ertman, Thomas (1997) *Birth of the Leviathan: Building States and Regimes in Medieval and Early Modern Europe*. Cambridge: CUP.

Week 3: Nationalism and the rise of sovereign peoples

Questions – What is nationalism as an ideology and as a movement? Is it a modern or an ancient phenomenon? Which theories about the origins of nationalism are most compelling? When and why did the transition from state to *nation*-state occur in Europe?

Required reading:

Hutchinson, J. & A. Smith (eds.) (1994) *Nationalism*, Oxford: OUP, pp. 3-13.

Anderson, B. (1997) “The nation and the origins of national consciousness”, in Guibernau, M. & J. Rex (eds.) *The Ethnicity Reader: Nationalism, Multiculturalism and Migration*. Cambridge: Polity, pp. 43-51.

Smith, A. D. (1986) *The Ethnic Origins of Nations*. Oxford: Blackwell, pp. 6-18.

Gellner, E. (2005) “Nationalism and modernity”, in P. Spencer & H. Wollman (eds.) *Nations and Nationalism. A Reader*. Edinburgh: Edinburgh University Press, pp. 40-47.

Brubaker, R. (1996) *Nationalism Reframed: Nationhood and the National Question in the New Europe*. Cambridge University Press, pp. 13-22.

Further reading:

Breuilly, J. (1996) “Approaches to Nationalism”, in G. Balakrishnan (ed.) *Mapping the Nation*. London: Verso, 146-174.

Spencer, P. & H. Wollman (2005) “Good and Bad Nationalisms”, in P. Spencer & H. Wollman (eds.) *Nations and Nationalism. A Reader*. Edinburgh: Edinburgh University Press, 197-217.

Rogers Brubaker (1999), “The Manichaen Myth: Rethinking the Distinction Between ‘Civic’ and ‘Ethnic’ Nationalism”, in Hanspeter Kriesi et al., *Nation and National Identity: The European Experience in Perspective*. Chur: Rüegger, 55-71.

Renan, E. (1999) “What is a Nation?”, in Dahbour, O. & M. Ishay (eds.) (1999) *The Nationalism Reader*. Humanity Books, 143-155.

Hutchinson, J. & A. Smith (eds.) (1994) *Nationalism*, Oxford: OUP. pp. 26-29 (Karl Deutsch); 76-83 (Eric Hobsbawm)

Trevor-Roper, H. (1983) "The invention of tradition: the Highland tradition of Scotland", in E. Hobsbawm and T. Ranger (eds.) *The Invention of Tradition*. Cambridge: CUP, 15-42.

Hechter, M. (2000) *Containing Nationalism*. Oxford: OUP, pp. 1-17.

Sassen, S. (2006) *Territory, Authority, Rights. From Medieval to Global Assemblages*. Princeton, NY: Princeton University Press. [Chap. 3]

Week 4: States and their nation-building projects

Questions – What accounts for different patterns of nation-building across the world? What connects national citizenship and the welfare state?

Required reading:

Breuilly, J. (2001) "The state and nationalism", in Guibernau, M. & J. Hutchinson (eds.) *Understanding Nationalism*. Cambridge: Polity, pp. 32-52.

Scott, J. (1998) *Seeing Like a State*. Yale University Press, pp. 53-83.

McEwen, N. (2006) *Nationalism and the State. Welfare and Identity in Scotland and Quebec*. Brussels: P.I.E. Peter Lang, pp. 53-79.

Further reading:

Marshall, T.H. (1965) "Citizenship and Social Class", in *Class, Citizenship and Social Development. Essays by T.H. Marshall*. New York: Anchor Books.

Flora, Peter ed. (1999) *State Formation, Nation Building and Mass Politics in Europe: the Theory of Stein Rokkan*. Oxford: OUP, 170-208.

Guibernau, M. (1996) *Nationalisms: The Nation-State and Nationalism in the Twentieth Century*. Cambridge: Polity. [Chap. 6, 115-127]

Hutchinson, J. & A. Smith (eds.) (1994) *Nationalism*, Oxford: OUP, pp. 245-250 (Alfred Cobban).

Week 5: Regionalisation and supranational powers

Questions – What is the relationship between cession of sovereignty "upwards" to the European Union and challenges to European states "from below" by regional and nationalist movements? What accounted for the (re-)emergence of stateless nations and autonomy movements in the latter half of the 20th century?

Required reading:

Hix, S. (2005) *The Political System of the European Union*. Palgrave Macmillan, pp. 1-23.

Keating, M. (2004) "European integration and the nationalities question", *Politics and Society* 32: 367-388.

Further reading:

Wallace, W. (2005) "Post-sovereign governance", in Wallace, W., H. Wallace and M. Pollack (eds.), *Policy-Making in the European Union*. Oxford: OUP, pp. 483-503.

Hoffman, S. (2003) "Obstinate or obsolete? The fate of the nation-state and the case of Western Europe", in Nelsen, B. and A. Stubb (eds.) *The European Union: Readings on the Theory and Practice of European Integration*. London: Lynne Rienner, 163-178.

Keating, M. (2001) *Nations Against the State*. 2nd ed. Palgrave Macmillan.

Keating, M. (2001) *Plurinational Democracy. Stateless Nations in a Post-sovereignty Era*. Oxford: OUP. [Chaps. 3-5]

Guibernau, M. (1999) *Nations without States: Political Communities in a Global Age* Cambridge: Polity. [Chaps 2, 6, 7]

Guibernau, M. (2004) *Catalan Nationalism: Francoism, Transition and Democracy*. New York: Routledge.

Week 6: Indigenous understandings of sovereignty

Questions – Do the claims of indigenous peoples worldwide threaten the integrity of the nation-state or do they contribute to its long-term health by having an integrative function? Is it practically and politically viable to share sovereignty in order to accommodate indigenous claims?

Required reading:

Fleras, A. and P. Spoonley (2000) *Recalling Aotearoa: Indigenous Politics and Ethnic Relations in New Zealand*. OUP, pp. 39-78.

Salée, D. (1995) “Identities in conflict: the Aboriginal question and the politics of recognition in Quebec”, *Ethnic and Racial Studies* 18: 2, 277-314.

Jackson, M. (2007) “Globalisation and the colonizing state of mind”, in M. Bargh (ed.) *Resistance: an Indigenous Response to Neoliberalism*. Wellington: Huia, 167-182.

Further reading:

Jenson, J. and M. Papillon (2000) “Challenging the citizenship regime: the James Bay Cree and Transnational Action”, *Politics and Society* 28: 2, 245-264.

Yashar, D. (1998) “Contesting Citizenship: indigenous movements and democracy in Latin America”, *Comparative Politics* 34: 3, 355-375.

Maaka, R. and A. Fleras (2005) *The Politics of Indigeneity: Challenging the State in Canada and Aotearoa New Zealand*. Dunedin: University of Otago Press.

Guibernau, M. (1999) *Nations without States: Political Communities in a Global Age* Cambridge: Polity. [Chap. 3]

McHugh, P. (2001) “A history of Crown sovereignty in New Zealand”, in A. Sharp and P. McHugh (eds.) *Histories, Power and Loss*. Wellington: Bridget Williams Books, 189-211.

Week 7: Globalisation – corporations, international organisations and the state

Questions – Conventional wisdom has been that globalisation has weakened state power and capacity for action. What is the character of globalisation, and has it weakened or in fact strengthened states? What are the different meanings globalisation has for different peoples and different states around the world? We focus on the impact of multi-national corporations and on the globalisation of sport.

Required reading:

Held, D. & A. McGrew (1997) “The Great Globalization Debate: An Introduction”, in Held, D. & A. McGrew (eds.) *The Global Transformations Reader*. Cambridge: Polity, pp. 1-50.

NB. Further required readings will be announced on Blackboard and placed on Library E-reserves closer to the time.

Further reading:

Barber, B. (1992) “Jihad vs McWorld”, *The Atlantic*. 269: 3, 53-65.

Week 8: Immigration as a challenge to territory?

Questions – Has international migration come to challenge the core state function of control over territory? Are there compelling arguments for open borders?

Required reading:

Joppke, C. (1998) “Immigration Challenges the Nation-State”, in C. Joppke (ed.) *Challenge to the Nation-State - Immigration in Western Europe and the United States*. Oxford: Oxford University Press, pp. 5-46.

Guiraudon, V. and G. Lahav (2000) “A reappraisal of the state sovereignty debate: the case of migration control”, *Comparative Political Studies* 33: 2, 163-195.

Further reading:

Barry, B. and R. Goodin (1992) *Free Movement: Ethical Issues in the Transnational Migration of People and Money*. University Park, PA: Pennsylvania State University Press.

Carens, J. (1987) “Aliens and citizens: the case for open borders”, *The Review of Politics* 49: 2, 251-273.

Sassen, S. (2006) *Territory, Authority, Rights. From Medieval to Global Assemblages*. Princeton, NY: Princeton University Press. [Chap. 6]

Castles, S. and M. Miller, (2003) *The Age of Migration* (3rd ed.). New York: Guilford Press. [pp. 255-290]

Joppke, C. (ed.) *Challenge to the Nation-State - Immigration in Western Europe and the United States*. Oxford: OUP. [Chap. 3]

Week 9: Immigration, diversity and national solidarity

Questions – Does the cultural, religious and ethnic diversity introduced by migration threaten the core national identity of receiving societies? What evidence is there that diversity weakens institutions like the welfare state, and is this a cause for concern for us as social scientists or as citizens?

Required reading:

Banting, K., R. Johnston, W. Kymlicka and S. Soroka (2006) “Do multi-cultural policies erode the welfare state? An empirical analysis”, in Banting and Kymlicka (eds.) *Multiculturalism and the Welfare State*. Oxford: OUP, 49-91.

NB. A further reading will be announced on Blackboard and placed on Library E-reserves closer to the time.

Further reading:

Alesina, A, E. Glaeser and B. Sacerdote (2001) “Why doesn’t the United States have a European-style welfare state? An empirical analysis.” *Brookings Papers on Economic Activity* 2, 187-254.

Goodin, R. (1988) “What is so special about our fellow countrymen?”, *Ethics* 98: 4, 663-686.

Miller, D. (1997) *On Nationality*. Oxford: OUP.

Joppke, C. (1999) *Immigration and the Nation-State*. Oxford: OUP, pp. 260-280.

Pogge, T. (1992) “Cosmopolitanism and sovereignty”, *Ethics* 103: 48-75.

Week 10: Citizenship outside the state

Questions: What does it mean for people to live transnational lives, and what are the patterns of transnational politics cross-nationally? Does the extension of political rights to citizens outside the state help or hinder the nation-state?

Required reading:

Bauböck, R. (2005) "Expansive citizenship – voting beyond territory and membership", *PS: Political Science and Politics* 38: 4, 763-767.

Itzigsohn, José (2007) "Migration and transnational citizenship in Latin America: the cases of Mexico and the Dominican Republic", in Faist, T. and P. Kivisto (eds.) *Dual Citizenship in Global Perspective*. Palgrave, 113-134.

Østergaard-Nielsen, E. (2003) "The politics of migrants' transnational political practices", *International Migration Review* 37: 3, 760-786.

Further reading:

Rubio-Marín, R. (2006) "Transnational politics and the democratic nation-state: normative challenges of expatriate voting and nationality retention of emigrants", 81 *N.Y.U.L.Rev.* 2006: 101-131.

Østergaard-Nielsen, E. (2003) *Transnational Politics: Turks and Kurds in Germany*. London: Routledge.

Keck, M. & K. Sikkink (1999) "Transnational advocacy networks in international and regional politics", *International Social Science Journal* 51: 1, 89-101.

Soysal, Y. (1994) *Limits of Citizenship: Migrants and Postnational Membership in Europe*. Chicago: Chicago University Press. [Chaps. 6 and 8]

Foner, N. (1997) "What's new about transnationalism? New York Immigrants today and at the turn of the century", *Diaspora* 6: 3, 355-371.

Basch, L., N. Glick Schiller and C. Szanton Blanc (2008) "'Transnational projects: a new perspective' and 'Theoretical Premises'", in S. Khagram and P. Levitt (eds.), *The Transnational Studies Reader*. Routledge, 261-272.

Week 11: Citizens against the state

Questions: Recently, citizens' use of social media to bring about regime change has been much talked about. Under what circumstances do citizens themselves challenge the state? How significant is the role of social media relative to traditional forms of social organising in civil society?

Required reading:

NB. Required readings for this week will be announced on Blackboard and placed on Library E-reserves closer to the time.

Week 12: How resilient is the nation state?

Questions – On balance, are nation-states undermined by the various challenges that we have examined or has the nation-state system been reconfigured or even reinforced? Is the current demand for state support in the economy likely to have longer term effects for state strength?

Required reading:

Mann, M. (1997) "Has globalization ended the rise and rise of the nation-state?", *Review of International Political Economy*. 4: 3, 472-496.

Thompson, H. (2006) "The modern state and its adversaries", *Government and Opposition* 41: 1, 23-42.

Further reading:

Held, D. (2002) "Cultural and political community – national, global and cosmopolitan", in Vertovec, S. and R. Cohen (eds.) *Conceiving Cosmopolitanism: Theory, Context and Practice*. Oxford: OUP.