

## COURSE SYLLABUS

# Nationalism, National Identity, National Feeling

(Version September 17 – minor revisions may occur).

### **Instructor:**

Name, title: Ana Mijić,

Department: Nationalism Studies

Central European University

Semester/term, year: Fall Term 2023

Course level (MA, PhD): MA

# Credits (# ECTS Credits): 4

Office hours by appointment

### **Course Description**

This course provides an intensive examination of the processes involved in constructing and reconstructing (national) identity and alterity, exploring (ethnic) ingroups and outgroups, along with the related social and symbolic boundaries.

Starting with an exploration of approaches focused on nationalism in everyday life, the course delves into sociological and social psychological perspectives on individual and 'collective' identity. It critically reflects on the considerations necessary when dealing with "identity" in empirical research, emphasizing the avoidance of essentialism and the significance of social-historical contextualization (e.g., post-colonial identities). Drawing on these insights the course further investigates the role of emotions in processes of identification and have a look at the complex interplay between emotions, identity, and power dynamics in social and political contexts.

In addition, the course examines the interconnection of Gender and Nationalism, leading into the second part that focuses on ingroup-outgroup differentiations. Drawing from sociological classics on “the established”, “the outsiders”, and “the stranger”, the course explores processes of stigmatization, majority-minority relations, and addresses prominent approaches to analyzing symbolic and social boundaries.

Throughout the course, theoretical discussions will be supplemented with examinations of empirical studies, highlighting key findings and respective methodological approaches, and students will have the opportunity to discuss their research interests, including various research designs, within the scope of the class. The course aims to equip students with a comprehensive (theoretical) understanding of nationalism, (national) identity, and national feeling while fostering critical thinking and research skills.

### **Learning Outcomes**

After having completed the course students will:

- ✓ have an overview of the most frequently discussed sociological and social-psychological theories of identity, especially of national and ethnic identity, and be able to critically engage and discuss competing theories on identity and collective identification;
- ✓ understand the process of construction of ingroups and outgroups, of (ethnic or national) majorities and minorities; as well as the affective dimension of these processes;
- ✓ understand the role of prejudice and stigmatization within the process of group construction;
- ✓ understand the interplay of collective self-identification and categorisation by others as well as the role of power in this process.
- ✓ understand the processes and effects of symbolic boundary making.
- ✓ have an overview of empirical studies on everyday nationalism, national identity, and national feeling as well as a range of methods used in the sociological investigation of these topics.
- ✓ be able to choose an appropriate method with regard to their own research interests.

## Course Requirements

- 1) Regular preparation and active participation (20% of the final grade). Student attendance, preparation, and active participation in class are required. Students must come to class on time having carefully read all the assigned material and prepared to discuss it by also constructively engaging with other student's points. If students are not able to attend a class (due to illness, emergency care obligations, etc.) they should contact me in advance. Under these circumstances, and with my approval, students should answer the week's guiding questions in writing and email them to me within one week of the missed class.
- (2) Oral presentation (30% of the final grade). Each student will be expected to give two short presentations (individually or as a part of a group) addressing two topics listed in the course schedule. Presentations should provide a brief summary and critical review of the listed readings. In addition to the presentation, up to three discussion questions should be prepared for discussion during the class. These questions should be uploaded to the learning platform two days prior to the respective class. The presentation (incl. the presentation of the discussion questions) should be no longer than 15 minutes.
- (3) Final Paper (50% of the final grade). Students can choose if they want to submit a proposal for a research project or a substantive research paper on everyday nationalism, national identity, national feeling, and/or symbolic and social boundaries in the context of national identity. Both should be 3,000-3,500 words long and based on the student's own interests. Students should choose the topic of their final paper and discuss it with the instructor by week 10; in week 12 everyone will give a short presentation on their chosen topic and approach.

**COURSE SCHEDULE**

Week 0 (14.09.2023)	Information Session		
Thursday 10.50	Presentation of content, readings, and assignments		
Week 1 (21.09.2023)	Introduction		Guiding Questions <sup>1</sup>
Thursday 10.50	Theorizing National Discourse	<p><b>Mandatory</b></p> <p>Skey, Michael. 2011. National Belonging and Everyday Life: The Significance of Nationhood in an Uncertain World. Basingstoke, Hampshire: Palgrave Macmillan (Chapter 1: Theorizing National Discourse)</p>	<ol style="list-style-type: none"> <li>1) Which aspects of the text are particularly interesting to you? What would you like to deal with more intensively?</li> <li>2) Skey argues that in order to examine the relevance of national discourses, both a macro- and a micro-perspective should be adopted. Why?</li> <li>3) What role does everyday life play in the (re-)construction of nationality / national identity? Please also reflect on the relevance of power in these processes.</li> <li>4) (How) Does Skey explain the prominent position that (according to him) nation has in terms of constructing symbolic boundaries/collective identities (compared to class, gender, local or regional distinctions)?</li> <li>5) Identities (individual as well as collective) are constructed. Why can they nevertheless not be regarded as completely 'flexible'? What reasons does Skey give and do these reasons seem plausible to you?</li> <li>6) What is meant by 'ontological security' and why might this concept be important with regard to nationhood?</li> <li>7) How does Skey reflect on majority-minority relationships?</li> </ol>
Thursday 13.30	Introductory Discussion	<p><b>Mandatory</b></p> <p>Movie "Down there" by Djordje Čenić (link will be provided)</p>	<p><b>Which topics from our course are addressed in the movie and how are they approached?</b> (nationalism in everyday life, individual and 'collective' identity – social-historical contextualization – emotions in processes of identification – gender and nationalism – established and outsiders - the stranger - stigmatization, majority-minority relations - symbolic and social boundaries – ethnic boundaries – religion)</p>

<sup>1</sup> The guiding questions for each session will be added or may be modified during the term.

Week 2 (28.09.2023)	Everyday Nationalism		Guiding questions
Thursday 13.30	Everyday nationalism/How to study everyday nationalism?	<p><b>Mandatory</b></p> <p>Fox, Jon E., and Maarten Van Ginderachter. 2018. "Introduction: Everyday Nationalism's Evidence Problem." <i>Nations and Nationalism</i> 24 (3): 546–52. (You can focus on the pages 546-548 (2<sup>nd</sup> paragraph).</p> <p>Hearn, Jonathan, and Marco Antonsich. 2018. "Theoretical and Methodological Considerations for the Study of Banal and Everyday Nationalism". <i>Nations and Nationalism</i> 24 (3): 594–605.</p> <p><b>Optional</b></p> <p>Fox, Jon E., and Cynthia Miller-Idriss. 2008. "Everyday Nationhood". <i>Ethnicities</i> 8 (4): 536–63.</p> <p>Knott, Eleanor. 2015. "Everyday nationalism. A review of the literature". <i>Studies on National Movements</i> 3: 1–16.</p> <p>Skey, Michael. 2018. "'There Are Times When I Feel like a Bit of an Alien': Middling Migrants and the National Order of Things. <i>Nations and Nationalism</i> 24 (3): 606–23.</p>	<ol style="list-style-type: none"> <li>1) How do Fox and Ginderachter characterize everyday nationalism?</li> <li>2) How is the distinction between "banal nationalism" and "everyday nationhood" elucidated?</li> <li>3) What social scientific concern do Fox and Ginderachter highlight regarding banal nationalism?</li> <li>4) Hearn and Antonsich argue for the necessity of bridging macro and micro approaches in the study of nationalism. What is the essence of their argument, and why is such an integration essential?</li> <li>5) Hearn and Antonsich pose the question "how micro is banal nationalism?" How do they respond to this query?</li> <li>6) They contend that everyday perspectives on nationalism must grapple with issues of intention and agency. What do they mean by this, particularly in the context of contrasting language use and various degrees of conscious everyday nationalism?</li> <li>7) Hearn and Antonsich assert that focusing solely on individual agency is insufficient. What underpins this assertion?</li> <li>8) In the words of Hearn/Antonsich (2018: 597), "[P]eople generally relate to and find their place within such structures [like class, race and gender hierarchies, large demographic patterns, or economic and legal systems] through the mediation of social organizations which more directly shape their lives and mobilize interests and identities." Could you expound upon this concept?</li> <li>9) The query posed by Hearn and Antonsich (2018: 598) is, "But why does meaning matter?" Take a moment to reflect on this.</li> <li>10) How do Hearn and Antonsich contemplate "identity" within the realm of everyday/banal nationalism?</li> <li>11) Why do they consider it imperative, with respect to the 'evidence question,' to reflect on how the concept of "nation" is construed in research (singular or plural)?</li> <li>12) "More profitable (...) would be to look for evidence which troubles the smooth reproduction of nationalism (...) Rather than focusing on the 'repair work,' our invitation is to fully embrace those breaches for their transformative potential." (Hearn/Antonsich 2018: 600/601). What is your perspective on this standpoint?</li> <li>13) Why is it crucial to maintain an "openness to surprise when seeking evidence" (Hearn/Antonsich 2018: 601)?</li> </ol>

Week 3 (05.10.2022)	Social Identity		Guiding questions
Thursday 10.50	Social Identity	<p><b>Mandatory</b></p> <p>Jenkins, Richard. 2014a. <i>Social identity</i>. Fourth Edition. Key ideas. New York: Routledge, Taylor &amp; Francis Group. (Chapter 4)</p> <p><b>Optional (*recommended as introduction to the topic)</b></p> <p>Jenkins, Richard. 2006. 'Identity', in <i>Encyclopedia of Social Theory</i>, ed. Austin Harrington, Barbara L. Marshall, and Hans-Peter Müller. London; New York: Routledge.</p> <p>Jenkins, Richard. 2014a. <i>Social identity</i>. Fourth Edition. Key ideas. New York: Routledge, Taylor &amp; Francis Group. (Chapter 2, 9)</p> <p>Jenkins, Richard. 2000. 'Categorization: Identity, Social Process and Epistemology', <i>Current Sociology</i> 48, no. 3: 7–25, <a href="https://doi.org/10.1177/0011392100048003003">https://doi.org/10.1177/0011392100048003003</a>.</p> <p>Tajfel, Henri. 1978. "Social categorization, social identity and social comparison." In <i>Differentiation between social groups: studies in the social psychology of intergroup relations</i>, edited by Henri Tajfel. London; New York: Academic Press. (Chapter 3).</p>	<ol style="list-style-type: none"> <li>1) What is meant by the internal-external dialectic of identification?</li> <li>2) Reflect on the differentiation between self- or group identification and external categorization of individuals or groups.</li> <li>3) What is meant by "Identity is never unilateral"(42).</li> <li>4) Reflect on the role of power in the processes of identification and categorization?</li> <li>5) Drawing on Giddens, Jenkins differentiates between the individual, the interaction, and the institutional order, within which categorization can be seen at work. Summarize!</li> <li>6) In the context of which processes does identity emerge (in a processual way)?</li> <li>7) What Jenkins defines as primary identities? Do you agree?</li> <li>8) Reflect on the five scenarios within which external definitions might be internalized.</li> </ol>
Thursday 13.30	Beyond Identity? Or: What needs to be considered?	<p><b>Mandatory</b></p> <p>Brubaker, Rogers, and Frederick Cooper. 2000. "Beyond 'Identity'". <i>Theory and Society</i> 29 (1): 1–47.</p> <p><b>Optional</b> (particularly for those who are already familiar with the Brubaker/Cooper article)</p> <p>Stuart Hall, 'Who Needs "Identity"?', in <i>Questions of Cultural Identity</i> (London: SAGE Publications Ltd, 2006), 1–17</p> <p>Anthias, Floya. 2018. 'Identity and Belonging: Conceptualizations and Reframings through a Translocational Lens'. In <i>Contested Belonging</i>, edited by Halleh Ghorashi et al, 137–59. Bingley, UK: Emerald.</p>	<ol style="list-style-type: none"> <li>1) How and why do Brubaker and Cooper characterize/identify the "identity crisis in the social sciences"?</li> <li>2) What do Brubaker and Cooper mean by the terms "categories of practice" and "categories of analysis," and why is it important to maintain this distinction? Consider this question within the context of the primary research areas in nationalism studies.</li> <li>3) Brubaker and Cooper identify five primary uses of "identity" in social research. Provide a summary.</li> <li>4) Reflect on the differentiation of "strong" and "weak" understandings of identity as defined by Brubaker and Cooper?</li> <li>5) They propose to use alternative terms/concepts. Express your viewpoint.</li> <li>6) What do you think? Is the concept of "identity" necessary, or what actions should be taken to avoid the</li> </ol>

			<p>issues identified by Brubaker and Cooper in one's own research?</p> <p>Optional: "Who needs 'Identity?'" (Stuart Hall)</p> <ol style="list-style-type: none"> <li>1) What is the central theme or argument presented by Stuart Hall in "Who Needs Identity?"</li> <li>2) What is the historical and cultural context in which this essay was written?</li> <li>3) Why is the question of identity important in the broader scope of social and cultural studies?</li> <li>4) What role does power play in the construction and negotiation of identity?</li> </ol>
Week 4 (12.10.2023)	National/Ethnic Identity		Guiding questions
Thursday 10.50	Ethnicity	<p><b>Mandatory</b></p> <p>Jenkins, Richard. 1994. 'Rethinking Ethnicity. Identity, Categorization and Power', <i>Ethnic and Racial Studies</i> 17, no. 2 (1994): 197–223.</p> <p><b>Optional</b></p> <p>Brubaker, Rogers, Mara Loveman, and Peter Stamatov, 'Ethnicity as Cognition', <i>Theory and Society</i> 33, no. (February 2004): 31–64.</p> <p>David, Ohad, and Daniel Bar-Tal. 2009. „A Sociopsychological Conception of Collective Identity: The Case of National Identity as an Example.” <i>Personality and Social Psychology Review</i> 13 (4): 354–79.</p> <p>Jenkins, Richard. 2014. <i>Social Identity</i>, Fourth Edition, Key Ideas (New York: Routledge, Taylor &amp; Francis Group), chap. 11.</p> <p>Waters, Mary C. 1990. <i>Ethnic Options. Choosing Identities in America</i> (Berkeley/Los Angeles).</p> <p>Waters, Mary C. 1996. 'Optional Ethnicities: For Whites Only?', in <i>Origins and Destinies: Immigration, Race, and Ethnicity in America</i>, ed. Silvia Pedraza and Rubén G. Rumbaut (Belmont, Calif: Wadsworth), 444–54.</p>	<ol style="list-style-type: none"> <li>1) Summarize Barth's "Ethnic Groups and Boundaries" and assess its impact on the perception of ethnicity in social sciences.</li> <li>2) Explore how Jenkins incorporates Barth's concept of ethnic boundaries to develop his unique approach to ethnicity.</li> <li>3) Analyze Jenkins' perspective on the role of power in shaping ethnic identity formation and negotiation.</li> <li>4) Examine Jenkins' rejection of the notion that individual self-boundaries are more secure than those of social groups (200).</li> <li>5) Explain Jenkins' concept of "nominal and virtual" (202) social identity and provide an example to illustrate it.</li> <li>6) Describe Figure 1 in your own words to convey its essence.</li> <li>7) Discuss Jenkins' interpretation of the interplay between ethnicity, nationality, and race.</li> <li>8) Investigate the various contexts of social categorization as explored by Jenkins and support each context with relevant research examples.</li> </ol>

Thursday 13.30	What needs to be considered?	<p><b>Mandatory</b></p> <p>Option 1: Postcolonial readings of “cultural identity”</p> <p>Hall, Stuart. 1990. ‘Cultural Identity and Diaspora’. In <i>Identity: Community, Culture, Difference</i>, edited by Jonathan Rutherford, 222–37. London: Lawrence &amp; Wishart Ltd.</p> <p>Option 2: Beyond Groupism:</p> <p>Brubaker, Rogers. 2002. ‘Ethnicity without Groups’. <i>European Journal of Sociology</i> 43 (2): 163–89.</p> <p><b>Optional:</b></p> <p>Malešević, Siniša. 2011. ‘The Chimera of National Identity.’ <i>Nations and Nationalism</i> 17 (2): 272–90.</p> <p>Jenkins, Richard. 2006. ‘When Politics and Social Theory Converge: Group Identification and Group Rights in Northern Ireland’. <i>Nationalism and Ethnic Politics</i> 12 (3–4): 389–410.</p> <p><b>Methodological considerations (optional)</b></p> <p>Wimmer, Andreas, and Nina Glick Schiller. 2002. ‘Methodological Nationalism and beyond: Nation-State Building, Migration and the Social Sciences’. <i>Global Networks</i> 2 (4): 301–34.</p>	
Week 5/1 (19.10.2023)	National Feeling (Information about the mandatory reading will be provided later)		Guiding questions
Thursday 10.50	Emotions and Nationalism	<p><b>Mandatory</b></p> <p>Heaney, Jonathan. 2013. ‘Emotions and Nationalism: A Reappraisal’. In <i>Emotions in Politics</i>, edited by Nicolas Demertzis, 243–63. London: Palgrave Macmillan UK.</p> <p><b>Optional</b></p> <p>Closs Stephens, Angharad. 2016. ‘The Affective Atmospheres of Nationalism’. <i>Cultural Geographies</i> 23 (2): 181–98. <a href="https://doi.org/10.1177/1474474015569994">https://doi.org/10.1177/1474474015569994</a>.</p>	



		<p>Merriman, Peter, and Rhys Jones. 2017. 'Nations, Materialities and Affects'. <i>Progress in Human Geography</i> 41 (5): 600–617. <a href="https://doi.org/10.1177/0309132516649453">https://doi.org/10.1177/0309132516649453</a>.</p> <p>Militz, Elisabeth, and Carolin Schurr. 2016. 'Affective Nationalism: Banalities of Belonging in Azerbaijan'. <i>Political Geography</i> 54 (September): 54–63. <a href="https://doi.org/10.1016/j.polgeo.2015.11.002">https://doi.org/10.1016/j.polgeo.2015.11.002</a>.</p> <p>Vogler, Carolyn. 2000. 'Social Identity and Emotion: The Meeting of Psychoanalysis and Sociology'. <i>The Sociological Review</i> 48 (1): 19–42. <a href="https://doi.org/10.1111/1467-954X.00201">https://doi.org/10.1111/1467-954X.00201</a></p> <p><b>Background reading:</b></p> <p>Turner, Jonathan H., and Jan E. Stets. 2005. <i>The Sociology of Emotions</i>. Cambridge [UK]; New York: Cambridge University Press.</p>	
Thursday 13.30	Nationalism and Emotions	Ahmed, Sara. 2014. <i>The Cultural Politics of Emotion</i> . Second edition. Edinburgh: Edinburgh University Press	
Week 5/2 (20.10.2023)	National Feeling		Guiding questions
Friday 10.50	Guest Lecture on Emotions and Nationalism	N.N.	
Week 6 (26.10.2022)	No class		
Week 7 (02.11.2023)	No class		
Week 8 (09.11.2023)	Gender and Nationalism		Guiding questions
Thursday 10.50	Scholarship on gender and nationalism	<p><b>Mandatory</b></p> <p>Jennifer Thomson, 'Gender and Nationalism', <i>Nationalities Papers</i> 48, no. 1 (January 2020): 3–11, <a href="https://doi.org/10.1017/nps.2019.98">https://doi.org/10.1017/nps.2019.98</a>.</p>	<ol style="list-style-type: none"> <li>1) How has the scholarship on gender and nationalism evolved over time?</li> <li>2) How (symbolic/social) gender boundaries are drawn in the context of (different) nation-states/national projects?</li> <li>3) Reflect on Thomsons's outline of the intersection of</li> </ol>

		<p><b>Optional</b></p> <p>Nira Yuval-Davis, Floya Anthias, and Jo Campling, eds., <i>Woman, Nation, State</i> (Houndmills, Basingstoke, Hampshire: Macmillan, 1989) (Introduction).</p> <p>Nira Yuval-Davis, 'Gender and Nation', <i>Ethnic and Racial Studies</i> 16, no. 4 (1993): 621–32;</p> <p>Nira Yuval-Davis, <i>Gender &amp; Nation, Politics and Culture</i> (London ; Thousand Oaks, Calif: Sage Publications, 1997).</p>	<p>gender with sexuality, race, and migration in the context of nationalism.</p> <p>4) Discuss the concept/term of “homonationalism.”</p> <p>5) Discuss the concept/term of “femonationalism.”</p>
Thursday 13.30	Gender and body politics	<p><b>Mandatory</b></p> <p>Wodak, Ruth. 2015. <i>The Politics of Fear: What Right-Wing Populist Discourses Mean</i>. SAGE Publications Ltd.</p>	
Week 9/1 (16.11.2023)	Established and Outsiders – two classical perspectives on ingroup-outgroup differentiation		Guiding questions
Thursday 10.50	Established and Outsiders	<p><b>Mandatory</b></p> <p>Elias, Norbert, and John L. Scotson. 2008. <i>The established and the outsiders</i>. Rev. ed. <i>The collected works of Norbert Elias</i>, v. 4. Dublin, Ireland: University College Dublin Press.</p> <p><b>Empirical study (mandatory)</b></p> <p>Pratsinakis, Manolis. 2018. “Established and Outsider Nationals: Immigrant–Native Relations and the Everyday Politics of National Belonging”. <i>Ethnicities</i> 18 (1): 3–22.</p>	
Thursday 13.30	The Stranger	<p><b>Mandatory</b></p> <p>Schütz, Alfred. 1944. “The Stranger: An Essay in Social Psychology.” <i>AJS</i> 49 (6): 499–507.</p>	

Week 9/2 (17.11.2023)	Majorities, minorities / (Beyond) Assimilation		Guiding questions
Friday 10.50	Majorities – Minorities	<p><b>Mandatory</b></p> <p>Tajfel, Henri, 1992. <i>The Social Psychology of Minorities</i>. Reprint. Report / Minority Rights Group 38. London: Minority Rights Group.</p>	
Friday 13.30	(Beyond) Assimilation?	<p><b>(Information about the mandatory reading will be provided later)</b></p> <p>Alba, Richard, and Victor Nee. 1997. 'Rethinking Assimilation Theory for a New Era of Immigration'. <i>International Migration Review</i> 31 (4): 826.</p> <p>Brubaker, Rogers. 2001. 'The Return of Assimilation? Changing Perspectives on Immigration and its Sequels in France, Germany, and the United States'. <i>Ethnic and Racial Studies</i> 24 (4): 531–48.</p> <p>Crul, Maurice. 2016. 'Super-Diversity vs. Assimilation: How Complex Diversity in Majority–Minority Cities Challenges the Assumptions of Assimilation'. <i>Journal of Ethnic and Migration Studies</i> 42 (1): 54–68.</p> <p>Saharso, Sawitri. 2019. 'Who Needs Integration? Debating a Central, yet Increasingly Contested Concept in Migration Studies'. <i>Comparative Migration Studies</i> 7 (1).</p> <p>Schinkel, Willem. 2018. 'Against "Immigrant Integration": For an End to Neocolonial Knowledge Production'. <i>Comparative Migration Studies</i> 6 (1).</p>	
Week 10 (23.11.2023)	No class		
Week 11/1 (30.11.2023)	Symbolic Boundaries and Ethnic Boundaries		Guiding questions
Thursday 10.50	Ethnic Boundaries	<p><b>Mandatory</b></p> <p>Wimmer, Andreas. 2008. "The Making and Unmaking of Ethnic Boundaries: A Multilevel Process Theory". <i>The American Journal of Sociology</i> 113 (4): 970–1022</p>	

		<p><b>Optional</b></p> <p>Lamont, Michèle, and Virág Molnár. 2002. "The Study of Boundaries in the Social Sciences". <i>Annual Review of Sociology</i> 28 (1): 167–95. <a href="https://doi.org/10.1146/annurev.soc.28.110601.141107">https://doi.org/10.1146/annurev.soc.28.110601.141107</a></p> <p>Pachucki, Mark A., Sabrina Pendergrass, and Michèle Lamont. 2007. "Boundary processes. Recent Theoretical Developments and New Contributions". <i>Poetics</i> 35 (6)</p> <p><b>Empirical study (optional)</b></p> <p>Rétiová, Alica, Ivana Rapoš Božič, Radka Klvaňová, and Bernadette Nadya Jaworsky. 2021. "Shifting Categories, Changing Attitudes: A Boundary Work Approach in the Study of Attitudes toward Migrants". <i>Sociology Compass</i> 15 (3).</p>	
Thursday 13.30	Lecture on "Symbolic Boundaries and the Negative Classifications of the 'Successful Other' at the Intersection of Refugeeness, Ethnicity, and Gender" (Ana Mijić / Michael Parzer)		
Week 11/2 (01.12.2022)	Religion and Nationalism		Guiding questions
Friday 10.50	Religion and Nationalism/ Religion in Boundary Work	<p><b>Mandatory</b></p> <p>Brubaker, Rogers. 2012. "Religion and Nationalism: Four Approaches". <i>Nations and Nationalism</i> 18 (1): 2–20. <a href="https://doi.org/10.1111/j.1469-8129.2011.00486.x">https://doi.org/10.1111/j.1469-8129.2011.00486.x</a>.</p> <p>Dahinden, Janine, and Tania Zittoun. 2013. "Religion in Meaning Making and Boundary Work: Theoretical Explorations". <i>Integrative Psychological and Behavioral Science</i> 47 (2): 185–206.</p> <p><b>Optional</b></p> <p>Friedland, Roger. 2001. "Religious Nationalism and the Problem of Collective Representation". <i>Annual Review of Sociology</i> 27 (1): 125–52.</p>	
Friday 13.30	Guest Lecture on Religion and Nationalism	<p><b>Empirical study (mandatory)</b></p> <p>Mattes, Astrid. 2017. "Who We Are Is What We Believe? Religion and Collective Identity in Austrian and German Immigrant Integration Policies." <i>Social Inclusion</i> 5 (1): 93–104. <a href="https://doi.org/10.17645/si.v5i1.766">https://doi.org/10.17645/si.v5i1.766</a>.</p>	

Week 12 (08.12.2023)	Discussion, Conclusion, Evaluation
Thursday 10.50	Presentation of the final paper drafts
Thursday 13.30	Conclusion and Evaluation