

## Research and Academic Writing Workshop (course code: 609971)

### Syllabus for the academic year 2023-2024

Faculty of Political Science and Sociology, Master in Nationalism Studies

#### Professor: Emmanuel Dalle Mulle

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Class: Thursday 17:00-19:00 (2 hours synchronic online), 1 hour diachronic

Office hours: by appointment (online)

#### Description

The Centre Georges Pompidou in Paris (pictured below) is a masterpiece of modern architecture. Designed in the 1970s by star architects Renzo Piano, Richard Rogers and Gianfranco Franchini, it is famous throughout the world for its 'inside-out' design, whereby all structural and technical elements of the building, usually hidden behind walls, are not only shown, but also highlighted through a colour code that signals the function of each element. You might be wondering what all this has to do with this course? This course follows the same logic behind the design of the Centre Georges Pompidou. Throughout the semester we will build together the structure and technical elements of your research work, hopefully your master's dissertation. In other words, we will not focus on the content of your texts (or not too much), but on all those structural and methodological considerations that are often hidden from view in a published piece of research. At the same time, although the content of your research will not be at the core of our discussions, being this course part of a master's degree in nationalism studies, nationalism, as a general topic, will be a constant and obvious reference of our discussions.



The Centre Georges Pompidou as a metaphor of this course.

#### Organisation and general instructions

At the beginning of the semester each of you will choose a topic to work upon during the rest of the class. I strongly advise you to select a topic relevant to your master's dissertation. Each week we will address an element of the research and writing process through readings, class discussions and practical exercises. In this way, you will progressively build up the intellectual and methodological scaffolding of your research work, which you will present before the rest of the class at the end of the course.

Each class will be divided in three components of roughly one hour: two will be taught online synchronically, i.e. you will have to attend them at the specified time; one will be diachronic, i.e. you will carry it out autonomously outside class hours.

The first synchronic component consists in the discussion of class readings. The readings are compulsory and active participation in the debate is part of the final evaluation. The second component lies in the collective critical analysis of excerpts that I will propose each week as examples of specific aspects of the research and writing process. Some of these examples will be drawn from published sources, others from your own practical exercises. The third component coincide with these practical exercises. Each of you will have to write a short text (500-700 words) in which you will reflect upon the application of the topics discussed in class to your own research work, or to some excerpts of published works that I will select. The specific assignment will be given at the end of each synchronic class and be posted on Moodle. You will complete these exercises on your own and you will submit them by the following Tuesday. To make an example, on Thursday 28 September we will address the topic of 'logics of inquiry'. By the following Tuesday, 3 October, you will have to send your reflections on how the considerations made in class apply to your personal work. The ensuing Thursday, 5 October, during the online synchronic class we will analyse some of these reflections, possibly along with other excerpts that I will propose. This means that we will review critically each other's works. Hence, being ready to accept criticism and to formulate it in a constructive way are key requirements, and learning goals, of this class.

By the end of the semester, you will gather all the building blocks that you need to write a coherent research report. You will have to submit this report to me by 17 December. In the the following class (21 December) you will present your report to the rest of the class.

In addition to the short weekly assignments and the final research report, you will have to submit a literature review (more info below).

### Evaluation Criteria

1. Attendance and participation (30%) → This requirement entails attendance of synchronic classes and submission of the relevant assignments to be written during the diachronic sessions. Unless specified otherwise in class, the written assignments should be 500-700 words long and be submitted no later than the Tuesday following each class at 23:59. To get your credits you have to attend at least 9 classes out of 12 and submit at least 6 assignments out of 8. Exceptions are possible for medical reasons or professional overlapping commitments, but should always be discussed with me, preferably in advance. You will receive feedback on the weekly assignments but not a specific grade for each of them. The grade of this component of the evaluation will be a general one considering all the aspects of your attendance and participation.
2. Literature review (30%) → In class two, we will address the topic of formulating a research question and writing a literature review. You will then have seven weeks to submit your literature review. This should be between 1,600 and 2,000 words long (footnotes/references excluded) and be submitted on Sunday 12 November at 23:59 at the latest. Further instructions on how to write the literature review will be given in class two.
3. Research report and presentation (40%) → The research report should present in a synthetic, coherent and easily readable way all the different elements of your research work that we will discuss in class throughout the semester. The length should be between 5,000 and 7,000 words. The submission deadline is 21 January 2024 at 23:59 at the latest. You will present your work in progress on 21 December. The calendar of the presentations will be communicated in October. The grade will be a single one for the written report and the presentation, but you will receive feedback on both.

All assignments have to be submitted to me via email at [edalle@ucm.es](mailto:edalle@ucm.es). Unjustified late submissions will incur the following penalties: literature review and research report: 0.5 points per day; weekly assignments: it will be counted as non-submitted.

In order to get your credits, you will need to obtain at least 5/10 as the average grade of the different assignments and at least 4/10 in the research report.

## Sessions and readings

### 1. Introduction - 14.9.2023

This introductory class will present the overall content of the course, its functioning and the evaluation criteria. We will then have a brief discussion about the relationship between truth and the research process. We will end with a few considerations on how to choose a research topic that we will further develop in the next class.

*Only optional readings for this class:*

- Anthony Giddens, *The Consequences of Modernity* (Cambridge: Polity Press, 1990), The reflexivity of modernity, pp. 36-45
- Patrick Mcneill and Steve Chapman, *Research Methods*, 3rd ed (London: Routledge Taylor & Francis Group, 2006), Science and values, pp. 172-87
- Nicholas Walliman and Bousmaha Baiche, *Your Research Project: A Step-by-Step Guide for the First-Time Researcher* (London: Sage Publications Ltd., 2001), Research and the research problem, pp. 7-23 (ignore the exercises)

### 2. Research questions and literature review - 21.9.2023

In this session, we will discuss how to formulate a research question, notably discussing what is a relevant question and on the basis of which criteria we can say that a specific piece of research is innovative. All this will naturally lead us to discuss how to write a literature review, as a preliminary step in the research process and the identification of your question.

*Required readings:*

- Mats Alvesson and Jörgen Sandberg, *Constructing Research Questions: Doing Interesting Research* (London: SAGE, 2013), The context of constructing and formulating research question, pp. 10-23
- Diana Ridley, *The Literature Review: A Step-by-Step Guide for Students*, 2nd edition, (London: Sage Publications, 2012), Structuring the literature review, pp. 98-117

*Optional readings:*

- Gerald Graff and Cathy Birkenstein, *'They Say / I Say': The Moves That Matter in Persuasive Writing*, Third Edition (New York: W. W. Norton & Company, 2014), So what? Who cares? Saying why it matters, pp. 92-101
- Diana Ridley, *The Literature Review: A Step-by-Step Guide for Students*, 2nd edition, (London: Sage Publications, 2012), The multiple purposes of a literature review, pp. 23-40.
- Massimiliano Tarozzi, 'How Does My Research Question Come About? The Impact of Funding Agencies in Formulating Research Questions', *Qualitative Report* 18 (23 December 2013), pp. 1-11.

- Any of the review articles on *The State of Nationalism. An International Review*: <https://stateofnationalism.eu/>

### 3. Logics of inquiry - 28.9.2023

Research questions can be approached from different perspectives. These usually entail different logics of inquiry. In this class we will focus on four logics: deductive, inductive, retroductive and abductive. We will further discuss how these logics shape different disciplinary approaches in the social sciences and humanities. We will conclude with some considerations on interdisciplinarity and how to engage with it.

#### *Required readings:*

- Norman Blaikie, *Designing Social Research: The Logic of Anticipation* (Cambridge: Polity, 2000), Strategies for answering research questions, pp. 85-127.

#### *Optional readings:*

- Uriel Abulof, 'Normative Concepts Analysis: Unpacking the Language of Legitimation', *International Journal of Social Research Methodology* 18, no. 1 (2015), pp. 73-89.
- Hayden V. White, *Tropics of Discourse: Essays in Cultural Criticism* (Baltimore: Johns Hopkins Univ. Press, 1978), The burden of history, pp. 27-50
- Craig Calhoun and Diana Rhoten, 'Integrating the Social Sciences: Theoretical Knowledge, Methodological Tools, and Practical Application', in *The Oxford Handbook of Interdisciplinarity*, ed. Robert Frodeman, 2nd edition (Oxford: Oxford University Press, 2017), pp. 103-18
- Jessica K. Graybill and Vivek Shandas, 'Doctoral Student and Early Career Academic Perspectives', in *The Oxford Handbook of Interdisciplinarity*, ed. Robert Frodeman, 2nd edition (Oxford: Oxford University Press, 2017), pp. 404-18

### 4. Concepts, sources and units of analysis - 5.10.2023

Three key building blocks of the research process are the identification and formulation of the main concepts that drive your analysis, the sources or data of your inquiry, and the actors or units that you want to examine. In this class, we will discuss how to formulate, and if needed operationalise, the concepts that lie at the core of your work. We will do the same with your objects of examination, be they individuals, classes, enterprises, country cases, networks or something different altogether. We will finally discuss how to select your sources and/or to generate your data.

#### *Required readings:*

- Norman Blaikie, *Designing Social Research: The Logic of Anticipation* (Cambridge: Polity, 2010), Concepts, theories, hypotheses and models, pp. 110-122
- Sigmund Grønmo, *Social Research Methods: Qualitative, Quantitative and Mixed Methods Approaches* (London: SAGE, 2019), Finding sources and data, pp. 129-48

#### *Optional readings:*

- Svend Brinkmann, 'Unstructured and Semistructured Interviewing', in *The Oxford Handbook of Qualitative Research*, ed. Patricia Leavy (Oxford University Press, 2020), 424-56.

- Patricia Clavin, 'Time, Manner, Place: Writing Modern European History in Global, Transnational and International Contexts', *European History Quarterly* 40, no. 4 (2010), pp. 624-40
- Nicholas Walliman and Bousmaha Baiche, *Your Research Project: A Step-by-Step Guide for the First-Time Researcher* (London: Sage Publications Ltd., 2001), Concepts and theory, pp. 70-87, and The nature and role of data + quantitative and qualitative data, pp. 196-204

**12.10.2023 IS A PUBLIC HOLIDAY. HENCE, NO CLASS ON THAT DAY.  
TAKE ADVANTAGE TO WORK ON YOUR LITERATURE REVIEW!**

### 5. Methods - 19.10.2023

Method is a buzzword in the academic sphere. What do we mean by the word method? What are the main distinctions between different classes of methods? This session will answer these and other questions by providing a bird-eye view of the concept of methods and the main features of the most important categories of methods: qualitative, quantitative and mixed. The optional readings offer some examples of different methodologies (both quantitative and qualitative) applied to the study of ethnicity and nationalism.

#### *Required readings:*

- Norman Blaikie, *Designing Social Research: The Logic of Anticipation* (Cambridge: Polity, 2010), Methods for answering research questions, pp. 199-229

#### *Optional readings:*

- Eleanor Knott, 'Generating Data: Studying Identity Politics from a Bottom-Up Approach in Crimea and Moldova', *East European Politics and Societies: And Cultures* 29, no. 2 (2015): 467-86
- Ivan Serrano, 'Just a Matter of Identity? Support for Independence in Catalonia', *Regional & Federal Studies* 23, no. 5 (2013): 523-45
- Ruth Wodak et al., *The Discursive Construction of National Identity*, Second edition, Critical Discourse Analysis Series (Edinburgh: Edinburgh University Press, 2009), pp. 7-48

### 6. Theories and explanation - 26.10.2023

'Why' is one of the most abused words among researchers. This class will inquire into why we use theories, what causation means and what are the main pitfalls along the steep and slippery path towards showing causation.

#### *Required readings:*

- Randall Morck and Bernard Yeung, 'Economics, History, and Causation', *Business History Review* 85, no. 1 (2011), pp. 39-63.
- John D. Brewer, 'Theory', in *The A-Z of Social Research: A Dictionary of Key Social Science Research Concepts*, ed. Robert L. Miller and John D. Brewer (London: SAGE, 2003), pp. 324-326.

- Chris Anderson, 'The End of Theory: The Data Deluge Makes the Scientific Method Obsolete', *Wired*, 23 June 2008, 2 pp.

*Optional readings:*

- Sondra N. Barringer, Scott R. Eliason, and Erin Leahey, 'A History of Causal Analysis in the Social Sciences', in *Handbook of Causal Analysis for Social Research*, ed. Stephen L. Morgan, Handbooks of Sociology and Social Research (Dordrecht: Springer Netherlands, 2013), pp. 9-26
- Giovanni Capoccia and R. Daniel Kelemen, 'The Study of Critical Junctures: Theory, Narrative, and Counterfactuals in Historical Institutionalism', *World Politics* 59, no. 3 (2007), pp. 341-69
- John Gerring, 'Causation: A Unified Framework for the Social Sciences', *Journal of Theoretical Politics* 17, no. 2 (2005), pp. 163-98
- James Mahoney, 'Path Dependence in Historical Sociology', *Theory and Society* 29, no. 4 (2000): 507-48

**ON 2 NOVEMBER 2023 I AM AT A CONFERENCE, SO NO CLASS ON THAT DAY.  
TAKE ADVANTAGE TO WORK ON YOUR LITERATURE REVIEW.**

**7. Comparisons and Connections – 10.11.2023 (class on a Friday this week!)**

The comparative method is one of the oldest and most common in the social sciences and humanities. It is often suitable for the study of ethnicity and nationalism. That is why we will devote a session to go a little deeper into this specific methodology that can be fruitfully applied across the disciplines of anthropology, history, political science and sociology. We will also consider alternative approaches that go beyond comparisons by including the study of connections and cross-border processes, notably transnational history.

*Required readings:*

- Charles C. Ragin, *The Comparative Method: Moving beyond Qualitative and Quantitative Strategies*, (Berkeley: Univ. of Calif. Press, 2014), Case-oriented comparative method, pp. 34-52
- Saunier, P.-Y. (2006). Going transnational? News from down under, *Historical Social Research / Historische Sozialforschung*, 31(2), pp. 118-131.

*Optional readings:*

- Charles C. Ragin, *The Comparative Method: Moving beyond Qualitative and Quantitative Strategies*, (Berkeley: Univ. of Calif. Press, 2014), The variable-oriented approach, pp. 53-68
- Philipp Ther, 'Beyond the Nation: The Relational Basis of a Comparative History of Germany and Europe', *Central European History* 36, no. 1 (2003), pp. 45-73
- Charles Tilly, *Big Structures, Large Processes, Huge Comparisons* (New York: Russell Sage Foundation, 1984), Comparing, Individualizing comparisons and Universalizing comparisons, pp. 60-115

- Michael Werner and Bénédicte Zimmermann, 'Beyond Comparison: Histoire Croisée and the Challenge of Reflexivity', *History and Theory* 45, no. 1 (2006), pp. 30-50

## REMEMBER TO SUBMIT YOUR LITERATURE REVIEW BY 12 NOVEMBER AT 23:59!

### 8. Drafting a research work in the social sciences and the humanities – 16.11.2023

Drafting a research paper is not as straightforward as one would think. Even if you have all the ingredients lined up, changes in the way you 'mix' them can lead to very different results. This class will discuss how to structure your piece of research, how to put down your ideas and how much of writing is actually re-writing and re-writing and...It will also be an occasion to discuss a tedious, but key element of an academic work: the reference system. The optional readings offer amusing insights into the politics of footnoting.

#### *Required readings:*

- Gordon Taylor, *A Student's Guide to Writing: How to Plan and Write Successful Essays*, New ed (Cambridge: Cambridge University Press, 2009), Introductions, Middles and Endings, pp. 91-144

#### *Optional readings:*

- Joseph Bensman, 'The Aesthetics and Politics of Footnoting', *International Journal of Politics, Culture, and Society* 1, no. 3 (1988), pp. 443-70
- Anthony Grafton, *The Footnote: A Curious History* (London: Faber and Faber, 1997)
- Stiff, Paul. "'A Footnote Kicks Him": How Books Make Readers Work', *Journal of Scholarly Publishing* 28 (1997): 65-73

### 9. Methodological debates in nationalism studies – 23.11.23

After spending most of the semester addressing theoretical and methodological questions about research design and academic writing in the abstract, in this class we will discuss two important methodological debates in the field of ethnicity and nationalism: the methodological nationalism debate and the debate about everyday nationalism's evidence problem. The optional readings cover additional important methodological discussions.

#### *Required readings:*

- Andreas Wimmer and Nina Glick Schiller, 'Methodological Nationalism and beyond: Nation-State Building, Migration and the Social Sciences', *Global Networks* 2, no. 4 (2002), pp. 301-34
- Jonathan Hearn and Marco Antonsich, 'Theoretical and Methodological Considerations for the Study of Banal and Everyday Nationalism', *Nations and Nationalism* 24, no. 3 (2018): pp. 594-605 **OR** Van Ginderachter, Maarten. 'How to Gauge Banal Nationalism and National Indifference in the Past: Proletarian Tweets in Belgium's Belle Époque'. *Nations and Nationalism* 24, no. 3 (2018), pp. 579-93.

*Optional readings:*

- Andreas Wimmer, 'How (Not) to Think about Ethnicity in Immigrant Societies. Toward a Boundary-Making Perspective', in *Concepts and Methods in Migration Research. Conference Reader. Siegen: Study Group 'Cultural Capital during Migration'* (2007), pp. 7-38
- Manu Goswami, 'Rethinking the Modular Nation Form: Toward a Sociohistorical Conception of Nationalism', *Comparative Studies in Society and History* 44, no. 4 (2002), pp. 770-99

10. Special session on how to write the history of nationalism from a global comparative perspective and how to write about banal nationalism in the past - 30.11.2023

Historical research has focused overwhelmingly on the Euro-Atlantic world. Recently a number of historians have called for approaches that move the focus to a more global perspective, thus integrating the history of other continents more firmly in the traditional narratives and chronologies that dominate the current historiography. In this class, Eric Storm, Associate Professor in Contemporary History at the University of Leiden, will guide us through his latest book project: a history of nationalism from a global comparative perspective. He will also talk about practical problems that he encountered in his work when writing about banal nationalism in the past.

*Required readings:*

- Eric Storm, 'When Did Nationalism Become Banal? The Nationalization of the Domestic Sphere in Spain', *European History Quarterly* 50, no. 2 (2020), pp. 204-25
- Sebastian Conrad, *What Is Global History?* (Princeton: Princeton University Press, 2017), Introduction, pp. 1-16

*Optional readings:*

- Richard Drayton and David Motadel, 'Discussion: The Futures of Global History', *Journal of Global History* 13, no. 1 (2018), pp. 1-21
- Michael Goebel, *Anti-Imperial Metropolis: Interwar Paris and the Seeds of Third World Nationalism* (New York, NY: Cambridge University Press, 2017), Chapter 2, pp. 56-88, or Chapter 8, pp. 250-278
- Michael Werner and Bénédicte Zimmermann, 'Beyond Comparison: Histoire Croisée and the Challenge of Reflexivity', *History and Theory* 45, no. 1 (2006), pp. 30-50

**07.12.2023 IS A PUBLIC HOLIDAY. HENCE, NO CLASS ON THAT DAY.**

## 11. Special session on everyday nationalism and studying nationalism from below - 14.12.2023

For a long time, the literature on nationalism has focused on top-down and elite processes. Since the late 1990s, however, approaches that propose to study everyday and banal forms of nationalism have become some of the fastest-growing perspectives in the field. In this class, Ellie Knott, Assistant Professor in Qualitative Methods at the London School of Economics, will share with us some of the practical issues that she encountered in her own research on everyday nationalism and the politics of citizenship and identity in the post-Soviet space.

### *Required readings:*

- Eleanor Knott, 'Generating Data: Studying Identity Politics from a Bottom-Up Approach in Crimea and Moldova', *East European Politics and Societies: And Cultures* 29, no. 2 (2015): 467-86
- Michael Billig, *Banal Nationalism* (London: Sage, 1995), Chapter 1, pp. 13-36

### *Optional readings:*

- Jonathan Hearn, 'National Identity: Banal, Personal and Embedded', *Nations and Nationalism* 13, no. 4 (2007), pp. 657-74
- Rogers Brubaker et al., *Nationalist Politics and Everyday Ethnicity in a Transylvanian Town* (Princeton: Princeton University Press, 2018), Chapter 6, pp. 191-206, and/or Chapter 7, pp. 207-238

Additionally, we will hear the presentation of the research report by Camila Herrera Rojas, as she cannot present on the 21<sup>st</sup> for personal reasons.

## 12. Research report presentations - 21.12.2023

This class will be devoted to the presentations of your research reports (still in progress). You will have 10 minutes to present your report and we will leave 5 minutes for questions from the public. The calendar of the presentations is as follows:

<b>Name</b>	<b>Time</b>
Carmen Atienza Bregante	17:00
Robert Berith	17:15
Juan Jesús Garcia	17:30
Caterina Ghobert	17:45
Victor Consuegra Regalado	18:00
<i>Break</i>	18:15
Sirio Ibáñez López	18:30
Inmaculada Ibarrodo Jurado	18:45
Franziska Schmitt	19:00
<i>Debrief</i>	19:15

In the last 30 minutes, I will do a quick debrief on the presentations and I will answer questions on the course.

## General literature

- Alvesson, Mats, and Jörgen Sandberg. *Constructing Research Questions: Doing Interesting Research*. London: SAGE, 2013.
- Blaikie, Norman. *Designing Social Research: The Logic of Anticipation*. Cambridge: Polity, 2000.
- Capoccia, Giovanni, and R. Daniel Kelemen. 'The Study of Critical Junctures: Theory, Narrative, and Counterfactuals in Historical Institutionalism'. *World Politics* 59, no. 3 (2007): 341-69.
- Clavin, Patricia. 'Defining Transnationalism'. *Contemporary European History* 14, no. 4 (2005): 421-39.
- Clavin, Patricia. 'Time, Manner, Place: Writing Modern European History in Global, Transnational and International Contexts'. *European History Quarterly* 40, no. 4 (2010): 624-40.
- Conrad, Sebastian. *What Is Global History?* Princeton: Princeton University Press, 2017.
- Eco, Umberto. *How to Write a Thesis*. Cambridge, Massachusetts: MIT Press, 2015.
- Frodeman, Robert, ed. *The Oxford Handbook of Interdisciplinarity*. Second edition. Oxford: Oxford University Press, 2017.
- Gerring, John. 'Causation: A Unified Framework for the Social Sciences'. *Journal of Theoretical Politics* 17, no. 2 (2005): 163-98.
- Goertz, Gary, and James Mahoney. *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences*. Princeton University Press, 2012.
- Graff, Gerald, and Cathy Birkenstein. *'They Say / I Say': The Moves That Matter in Persuasive Writing*. Third Edition. New York: W. W. Norton & Company, 2014.
- Grafton, Anthony. *The Footnote: A Curious History*. London: Faber and Faber, 1997.
- Grønmo, Sigmund. *Social Research Methods: Qualitative, Quantitative and Mixed Methods Approaches*. London: SAGE, 2019.
- Hearn, Jonathan, and Marco Antonsich. 'Theoretical and Methodological Considerations for the Study of Banal and Everyday Nationalism'. *Nations and Nationalism* 24, no. 3 (2018): 594-605.
- Knott, Eleanor. 'Generating Data: Studying Identity Politics from a Bottom-Up Approach in Crimea and Moldova'. *East European Politics and Societies: And Cultures* 29, no. 2 (2015): 467-86.
- Leavy, Paricia, ed. *The Oxford Handbook of Qualitative Research*, edited by Patricia Leavy, 424-56. Oxford University Press, 2020.
- Mahoney, James. 'Path Dependence in Historical Sociology'. *Theory and Society* 29, no. 4 (2000): 507-48.
- Mcneill, Patrick, and Steve Chapman. *Research methods*. 3rd ed. London: Routledge Taylor & Francis Group, 2006.
- Morck, Randall, and Bernard Yeung. 'Economics, History, and Causation'. *Business History Review* 85, no. 1 (2011): 39-63.
- Ragin, Charles C. *The Comparative Method: Moving beyond Qualitative and Quantitative Strategies*. Rev. Berkeley: University of California Press, 2014.
- Ridley, Diana. *The literature review: a step-by-step guide for students*. 2nd edition. London: Sage Publications, 2012.

Taylor, Gordon. *A Student's Guide to Writing: How to Plan and Write Successful Essays*. New ed. Cambridge: Cambridge University Press, 2009.

Tilly, Charles. *Big Structures, Large Processes, Huge Comparisons*. New York: Russell Sage Foundation, 1984.

Walliman, Nicholas, and Bousmaha Baiche. *Your research project: a step-by-step guide for the first-time researcher*. London: Sage, 2001.

Werner, Michael, and Bénédicte Zimmermann. 'Beyond Comparison: Histoire Croisée and the Challenge of Reflexivity'. *History and Theory* 45, no. 1 (2006): 30-50.

White, Hayden V. *Tropics of Discourse: Essays in Cultural Criticism*. Baltimore: Johns Hopkins University Press, 1978.

Wimmer, Andreas, and Nina Glick Schiller. 'Methodological Nationalism and beyond: Nation-State Building, Migration and the Social Sciences'. *Global Networks* 2, no. 4 (2002): 301-34.

Wodak, Ruth, Rudolf De Cillia, Martin Reisigl, and Karin Liebhart. *The Discursive Construction of National Identity*. Second edition. Edinburgh: Edinburgh University Press, 2009.