

## **Nationalism, Ethnicity and Integration in Europe**

PL 370

### **Summary of Course Content:**

This course covers nationalism, ethnicity, and integration in contemporary Europe, from the historical perspective. An overview of European peoples is followed by the study of nationalism, ethnicity and ethnonationalism. Transnational minorities and polyethnic states are examined. Integration of ethnicities is treated in both Western and Eastern Europe. Specific case studies are analyzed. The class format includes lectures, discussion, team work, presentations, and audiovisual materials. The students will be asked to produce a research project, making extensive personal use of information and communication technology. Guest speakers and field trips are planned.

### **Course Aims:**

This course attempts to provide the student with a general understanding of the European area and its realities in terms of nationalism, ethnicities, and integration. Priority is given to conceptualization of different phenomena and their historical development. Critical thinking and comparative analysis will be applied to achieve a clear understanding of the changing composition of Europe.

### **Learning Outcomes:**

Students will learn how to critically analyze processes and concepts related to integration, ethno-politics, and nationalism. Experience education, including guest speakers, field trips, and team work will allow the students to better comprehend European realities. Students will be capable of critical analysis applied to the changing realities of identity politics in European context. Students will develop an ability to conduct basic research, and organize and present their findings in a logical and independent way.

### **Textbook:**

Murphy A. B. (et al.), *The European Culture Area*. Rowman & Littlefield, 2014. ISBN 1442223462  
Wicker H. R. (Ed.), *Rethinking Nationalism and Ethnicity*. Oxford, 1997. ISBN 13609335  
Supplementary Reading Materials to be assigned (*assigned readings*)

### **Required reserved readings:**

Checkel J.T., Katzenstein P.J. (Eds.), *European Identity*. Cambridge, 2009.  
Risse T., *A Community of Europeans?* Cornell, 2010.  
Snyder T., *Bloodlands*, New York, 2010  
Dahbour O., Ishay M. R. (Eds.), *The Nationalism Reader*. Atlantic Highlands NJ, 1995.  
Guibernau M., Rex J., *The Ethnicity Reader. Nationalism, Multiculturalism, and Migration*. Oxford, 1997.

### **Recommended reserved readings:**

Rothschild J., *Ethno-politics. A Conceptual Framework*. New York, 1981.  
Miall H., *Redefining Europe*. London, 1994.  
Connor W., *Ethnonationalism. The Quest for Understanding*. Princeton NJ, 1994.  
Hutchinson J., Smith, A.D., *Nationalism*. Oxford, 1994.  
Kupchan C.A., *Nationalism and Nationalities in the New Europe*. Ithaca NY, 1995.

**Program:**

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| <u>Unit 1</u><br>(Jan. 18, 20)         | Introduction. Methodology. Definitions.<br><i>(assigned readings)</i>  |
| <u>Unit 2</u><br>(Jan. 25, 27)         | Europe Defined. Europe as Continent. Europe as a Human Entity. Advance and Retreat.<br><i>(Murphy, p.1-24; Wicker, p.1-42; assigned readings)</i>                            |
| <u>Unit 3</u><br>(Feb. 1, 3)           | Demography. Density and Distribution. Cultural Factors. Migration. Population Policies. Class Discussion.<br><i>(Murphy, p.71-92; Wicker, p.43-56; assigned readings)</i>    |
| <u>Unit 4</u><br>(Feb. 8, 10)          | The Pattern of Languages. Language Families and Subfamilies. Decline and Revival. Multilingualism.<br><i>(Murphy, p.93-122; Wicker, p.57-72; assigned readings)</i>          |
| <u>Unit 5</u><br>(Feb. 15, 17)         | The Geography of Religion. Diffusion of Christianity. Dechristianization. Non-Christian Minorities.<br><i>(Murphy, p.123-158; Wicker, p.90-110; assigned readings)</i>       |
| <u>Unit 6</u><br>(Feb. 22, 24)         | The European State System. European State Pattern. The Twentieth-Century. European Integration.<br><i>(Murphy, p.159-196; Wicker, p.111-142; assigned readings)</i>          |
| <u>Unit 7</u><br>(Feb. 29, Mar. 2*, 4) | Rural Sector. Manufacturing and Industry. Deindustrialization. Social and Political Dimensions.<br><i>(Murphy, p.197-274; Wicker, p.143-162; assigned readings)</i>          |
|  | * MIDTERM EXAM   |
| <u>Unit 8</u><br>(Mar. 7, 9)           | The Postindustrial Economy. The European City. The Modern Urban Pattern. Regional Variations.<br><i>(Murphy, p.275-342; Wicker, p.163-174; assigned readings)</i>            |
| <u>Unit 9</u><br>(Mar. 14, 16)         | Europe's Changing Social and Ethnic Geography. Traditional Social Model in Transition. Class Discussion.<br><i>(Murphy, p.341-377; Wicker, p.175-192; assigned readings)</i> |
| <u>Unit 10</u><br>(Mar. 21, 23*)       | European Integration. Impetus for Integration. Globalization. Ethno-regionalism.<br><i>(Murphy, p.379-390; Wicker, p.193-210; assigned readings)</i>                         |
|  | * PROJECT PROPOSAL   |
| <u>Unit 11</u><br>(Apr. 4, 6)          | A case study: Polyethnic Poland. The Poles and National Minorities. The Imperative of National Integration.<br><i>(Wicker, p.211-224; assigned readings)</i>                 |
| <u>Unit 12</u><br>(Apr. 11, 13)        | Impetus for Fragmentation. Regionalism. Transnational Minorities. Nations without States. Nationalism.<br><i>(Murphy, p.379-412; Wicker, p.225-250; assigned readings)</i>   |
| <u>Unit 13</u><br>(Apr. 18, 20)        | New Nationalism and Ethnonationalism. Racism and Xenophobia. Ethnic cleansing. Ethnopolitics.<br><i>(Wicker, p.251-272; assigned readings)</i>                               |
| <u>Unit 14</u><br>(Apr. 27*)           | The National Idea and Democracy. Beyond the Nation. Multicultural and Plural Societies. Conclusions.<br><i>(Wicker, p.303-318; assigned reading)</i>                         |
|  | * FINAL PAPER * PORTFOLIO  |
| (Apr. 30 - May 6, tba*)                |  |
|  | * FINAL EXAM   |

**NOTE:**

The syllabus schedule may undergo reasonable changes in relation to guest speakers, field trips, make-ups, discussions, events, and other contingencies.

**Course requirements:**

Two in-class Exams (midterm exam and final exam).  
A Final Research Project (with a Portfolio).  
A Presentation and Reports in class.  
Regular attendance and participation in class.

**Exams:**

The midterm and final exam have the same format. The exams consist of two parts of equal value. The first part is an essay, the student will choose from one of three proposed themes, and will write a well-organized essay. The second part of the exam consists of ten terms to be concisely defined.

**Final Project:**

The final paper (3,000 words) will be on any topic of the student's choice related to the class program. The topic should be precisely defined and worthy of investigation. An electronic version of the project must be given to the instructor in class, in person, during any of the last four classes. Files sent by email are not accepted. The deadline is the last class. No materials will be accepted past the deadline. To produce the final project, students will receive written instructions in class. During the semester, students will show the instructor their final project work in progress and receive checks. **Portfolio:** In order to produce their final papers, students will keep a portfolio of research materials during the semester. The portfolio will be shared with, and evaluated by the instructor. The production of the final paper is a work in progress during the semester. The portfolio and the paper project are progressive steps toward completion of the final paper. A portfolio containing samples of reference materials must be attached to the final project.

**In-class Presentation:**

Students are required give a short individual or team presentation on a specific topic of their choice, approved by the instructor and related to the class program. The presentation will be well-organized, concise, and include (when opportune) audio-visual and electronic materials. A draft presentation must be submitted to the instructor before presenting in class. An electronic version of the presentation must be given to the instructor in class, in person, during any of the last three classes. Files send by email are not accepted. The deadline is the last class. No materials will be accepted past the deadline.

**Assessment Methods:**

Class participation: 10%  
Midterm exam: 20%.  
Presentation and other assignments: 15%.  
Final exam: 25%.  
Final project (with project proposal and portfolio): 30%.  
Improvement over the semester will be rewarded.

Letter grades correspond to the numerical scale:

A to A- = 100% to 90%. B+ to B- = 89% to 80%. C+ to C- = 79% to 70%. D+ to D- = 69% to 60%. F = <60%.

**Assessment Criteria:**

**A.** Work of this quality directly addresses the question or problem raised and provides a coherent argument displaying an extensive knowledge of relevant information or content. This type of work demonstrates the ability to critically evaluate concepts and theory and has an element of novelty and originality. There is clear evidence of a significant amount of reading beyond that required for the course.

**B.** This is highly competent level of performance and directly addresses the question or problem raised. There is a demonstration of some ability to critically evaluate theory and concepts and relate them to practice. Discussions reflect the student's own arguments and are not simply a repetition of standard lecture and reference material. The work does not suffer from any major errors or omissions and provides evidence of reading beyond the required assignments.

**C.** This is an acceptable level of performance and provides answers that are clear but limited, reflecting the information offered in the lectures and reference readings.

**D.** This level of performances demonstrates that the student lacks a coherent grasp of the material. Important information is omitted and irrelevant points included. In effect, the student has barely done enough to persuade the instructor that s/he should not fail.

**F.** This work fails to show any knowledge or understanding of the issues raised in the question. Most of the material in the answer is irrelevant.

**Attendance requirements:**

A maximum of four absences are allowed throughout the semester. Any additional absence will result in a penalization of one grade level (e.g.: from B+ to B for five absences, B+ to B- for six absences, B+ to C+ for seven absences, etc.). Two latenesses count for one absence. Attendance will be taken at the beginning of each class by calling students' names. Students not answering will be marked absent. Students arrived late will ask the instructor to be marked late at the end of the class, after which attendance records will not be modified.

**Use of Computers in class:**

The use of personal computers and technological devices in class is not permitted except for taking notes, or contributing to class activity during designated times. Students not respecting the rule will be penalized by getting no points in the Class Participation requirement (worth 10% of the final grade). Recording and filming in class is not allowed.

**Library sessions:**

The class will meet sometimes in the library to receive instruction on electronic tools and sources. Individual assistance will be provided to the students for their research. To be announced.

**Guest speakers:**

Guest speakers expert in the fields related to the program may be invited during the semester. To be announced.

**Field trips:**

Field trips may be scheduled during the semester in connection with ongoing cultural events of interest in Rome. To be announced.

**Recommended films:**

Some class viewing may be scheduled during the semester. To be announced.

Holland A., *Europa Europa*. Spielberg S., *Schlinder's List*. Kusturica E., *The Time of the Gypsies*. Lanzmann C., *Shoah*. Mancevski M., *Before the Rain*. Wajda A., *Man of Marble*. Taviani P. A., *The Lark Farm*. Zwick E., *Defiance*. Wajda A., *Katyn*. Holland A., *In Darkness*.

**Journals:**

*Current History*, *Minority Rights Group Reports*. *Nationalities Papers*. *South East European Monitor*. *Ethnic and Racial Studies*. *Nations and Nationalism*. *Transitions*.

**Internet sites:**

ERCOMER <http://www.ruu.nl/ercomer>

Minorities at Risk <http://www.bsos.umd.edu:80/cidcm/mar/>

PoER <http://pwl.netcom.com/~ethnic/per.html>

National Identities <http://www.helsinki.fi/valtttdk/neusem/helin2/>

Ethnicity <http://www.ypn.com/living/ethnicity/>

Migrethnic <http://www.ceifo.su.se/>

**Academic honesty**

As stated in the university catalog, any student who commits an act of academic dishonesty will receive a failing grade on the work in which the dishonesty occurred. In addition, acts of academic dishonesty, irrespective of the weight of the assignment, may result in the student receiving a failing grade in the course. Instances of academic dishonesty will be reported to the Dean of Academic Affairs. A student who is reported twice for academic dishonesty is subject to summary dismissal from the University. In such a case, the Academic Council will then make a recommendation to the President, who will make the final decision.

**Students with learning or other disabilities**

JCU does not discriminate on the basis of disability or handicap. However, in order to ensure a satisfactory learning experience, the University follows a four-step process in dealing with student limitations (see Catalogue). Students with disabilities are required to follow the process, which begins at the time of application, and also to identify themselves by the end of the add/drop period. I will contact Academics to learn about any special accommodations mandated under the disability management plan.

**This syllabus is on line:** [www.gabrielesimoncini.it](http://www.gabrielesimoncini.it)