Course Description

This course considers the degree to which nation-building processes and democratization have developed and unfolded within Central and Eastern Europe from the end of twentieth century to nowadays. Specific attention will be given to transition processes emerging from socialist societies and their influence on ethnicity, identity politics and nationalism.

The course is divided into three sections. The first section, drawing on relevant theoretical and historical literature, reviews central issues in national construction processes as well as the rise of ethnic identity and transition processes within specific subregions. The conflict between marxism and liberal democracy ended with a liberal “triumph” that triggered rapid political transformation throughout the former Socialist Bloc. But did “history end” with this ideological victory? We will examine how the rise of democratic movements at the end of the 20th century has been followed by a powerful conservative wave and the spread of Euroscepticism across the region.

The second section is focused on cases with specific attention given to nation building within Central Europe. The fall of the Berlin’s wall and the reunification of Germany provide seminar participants with inspirational stories about the cultural and ideological reintegration of Germany. The modern history of Czechoslovakia now the Czech Republic and Slovakia will be studied through the prism of intellectual influence (Intelligentsia) on political transformation. The post-socialist history of Poland serves as an important example of effective economic transformation and the establishment of regional economic sustainability. The study of the recent development of
nationalism, anti-immigrant sentiments and populism in Hungary will bring global perspectives to regional problems.

The third section examines transition processes within the “European” part of the former Soviet Union. We will examine and compare the Baltic states, Ukraine, Belarus and some ongoing and frozen conflict zones. Old and new challenges of multiethnic states bordering on Russia, geopolitical influences and the West-East dilemma will all be covered in this section.

Students from all subfields and methodological backgrounds are encouraged to take the course regardless of their previous level of acquaintance with ethnic politics or nationalism. The class will be run as a seminar with students expected to participate in the discussion on a regular basis. Readings consist of both a required component, which is necessary to the fulfill class participation and further readings that students may wish to consult.

**Course Objectives**

The objectives of this course are threefold.

- To give students an overview of the field of the nation building with a particular focus on theoretical and methodological innovations;
- To provide updated information on trends and movements of the nation building process in this particular region.
- To show the value of complementary methodological “optics” from global to regional to the nation-state.
- To assist students in producing original research on questions in this field and;
- To develop the capacity of students to comment critically and constructively on ongoing research.

**Student Responsibilities**

Students are expected to attend all class meetings on time, participate in the class discussion and present on readings on a regular basis. By the end of course students should be able to do the following:

- Analyze and discuss the major problem of nationalism and nation building process in a target region.
- Critically compare ways that multi-ethnic states have achieved democratization.
- Review contemporary publications about national and regional politics in the region.
- Provide a written analysis of a selected book in order to understand intellectual perspectives on the region.
- All students should participate in group presentation: 2-3 students will develop a discussion agenda for a specified class session, focusing on a case study to be agreed upon with the instructor.
• Prepare a research paper on the topic of Nation Building In Central And Eastern Europe to be decided on in consultation with the instructor.

Grades will be assigned according to the following:

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<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Undergrads</th>
<th>Grads</th>
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<tbody>
<tr>
<td>Participation in class discussions</td>
<td>15%</td>
<td>Same</td>
<td>Same</td>
</tr>
<tr>
<td>Book review</td>
<td>20%</td>
<td>5 pages</td>
<td>5 pages</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>25%</td>
<td>20 minutes</td>
<td>25 minutes</td>
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<tr>
<td></td>
<td></td>
<td>At least one supplementary reading</td>
<td>At least two supplementary readings</td>
</tr>
<tr>
<td>Research paper</td>
<td>40%</td>
<td>15 pages</td>
<td>20 pages</td>
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*Class Participation: 15%.* Class participation format is including regular attendance and participation in discussion of assigned readings and documentaries. Students are expected to come to each class having prepared the assigned readings in advance.

*Book review: 20%.* Students will write a short book review (1250-1500 words/5 pages) based on a reading of:


*Or*


The book review is due **October 18, 2018**. Submission via cuLearn.

*Group Presentation: 25%.* Once during the course, students will be asked to provide a short country report at the beginning of each class, during the second and the third parts of the course. This type of course mark will include the following: a) preparation and participation in group work; b) each student will participate in oral summary of their group work. In the latter half of the class, students will make a group presentation (2-3 students per group depending on class size) during the latter part of the term to be decided on in consultation with the instructor. The group work will be presented in class (powerpoint is an option) and will focus on one or more of the themes in the readings. The presentation will consist of a written summary of 3-4 pages to be submitted the day of the presentation and an in-class oral summary of approximately 20 minutes in length
with discussion to follow. Students will select a working group topic and a date for their presentation by class **September 27, 2018**.

*Research Paper: 40%. Research Paper format:* Conduct a research essay of 15-20 pages (the length will vary for undergraduate and graduate students) typed, double spaced. The paper should build on both secondary traditional and web-based sources, on the topic of Nation Building in Central and Eastern Europe.

The research paper is due two days after the last class (December 08, 2018). The paper should have: A Title Page and Abstract of 100 - 250 words. A Statement of the Problem which identifies the major problem addressed and how it fits into national building theories. A Research Question which identifies the specific research questions associated with the problem or topic. A Theoretical Framework which identifies the underlying method of analysis that underlies your paper. Hypotheses which identify possible findings. The Argument or substance of the main paper. Conclusions which identify the findings of your research that include implications for theory (and policy where warranted). A Bibliography which refers to materials actually used in your research paper. The paper can be a *comparative analysis, a detailed case study of one particular country with the accent on specific of nation building (for example; memory work, lustration, rise of far-right movement) or an evaluation of the state policy (such as conflict management)* The research paper must use footnotes as appropriate whenever referring to an author’s idea, citing empirical facts or drawing on research from publishing sources, a complete bibliography (15-20 sources) should be included at the end of the paper. The paper should be organized systematically and quotations from the source should be clear indicated. The final version is due December 08, 2018, please submit your paper via cuLearn.

**Course format**

The course is composed of seminars and group activity and is divided into three sections. The first few classes will serve as an introduction to the course and to overarching theoretical issues. This will be followed by an assessment of case studies from across the region in the middle two sections. The concluding section will be used to generate discussion about the post-Soviet region and its future, and to draw conclusions from theoretical perspectives and case studies. The course is intended to generate discussion among students with the instructor acting as facilitator. We will review recent video documentaries and do group presentations. The discussion captures in specific subjects and problems as outlined in the syllabus. It is essential students do the assigned readings. Further readings based on the students' own initiative are encouraged and welcome. Further readings are optional. Suggestions for additional literature on the topics are likewise welcome. Students are encouraged to follow developments on relevant subject matter by reviewing various scholarly journals. The language of instruction is English. Required and suggested literature is in English, but students are encouraged to read literature in other languages too.
Required Texts:


Hagendoorn, Louk, György Csepeli, Henk Dekker, and Russel Farnen. 2000. European Nations and Nationalism. Theoretical and Historical Perspectives. Aldershot (UK) and Brookfield (USA): Ashgate. *(hereafter ENN)*, ARES

Malešević, Siniša. 2006. Identity as ideology: understanding ethnicity and nationalism. National University of Ireland, Galway: Palgrave Macmillan. *(hereafter II)*, ARES

CLASS SCHEDULE AND TOPICS

FIRST SECTION: CONTEMPORARY THEORIES OF NATIONALISM AND DEVELOPMENT IN CENTRAL AND EASTERN EUROPE

September 06. CLASS 1. NATION CONSTRUCTION WITHIN CENTRAL AND EASTERN EUROPE: ROOT CAUSES

Introductory discussion and reading in class:

Eeden, Mare, Van Den. 2010. Voices from Central Europe: Bauman, Kertesz and Zizek in search of Europe. in ANGELAKI journal of the theoretical humanities 15 (3). ARES

Further reading:

Chapter 1 in II.


September 13. CLASS 2. NATIONALITY AND THE STATE: THEORETICAL SPECULATIONS
Required reading:

Chapter 4 in II.

Chapter 2, 4, 6 in N.


Further reading:


September 20. Class 3. THE COLLAPSE OF THE SOVIET UNION AND THE SOCIALIST CAMP:
OVERVIEW AND IMPLICATIONS

Required reading:


Further reading:


**September 27. Class 4. TRANSITIONS TO DEMOCRACY AND IDENTITY POLITICS: BETWEEN POST SOCIALISM AND LIBERALISM**

**Required reading:**


**Further reading:**


**ADDITIONAL NOTE:** Students to select a working group topic and a date for their presentation by this class.
SECOND SECTION: CENTRAL EUROPE: REBUILDING NATIONS

October 04. CLASS 5. UNIFICATION OF THE GERMANY: HOW TO “OVERCOME” SOCIALISM?

Group presentation

Documentary “The Rise and Fall of The Berlin Wall” Episode 2, selected.

Required reading:


Further reading:


October 11. CLASS 6. CZECH REPUBLIC AND SLOVAKIA: INTELLECTUALS AND POLITICS

Group presentation

Required reading:


**Further reading:**


**October 18. CLASS 7. POLAND’S ECONOMIC TRANSITION: FROM STABILISATION TO GROWTH**

Group presentation

**Required reading:**


**Further reading:**


THE DUE DATE FOR BOOK REVIEW

OCTOBER 25. FALL BREAK, there is NO CLASS on this date

November 01. CLASS 8. HUNGARY: THE INVENTION OF NONLIBERAL DEMOCRACY

Group presentation

Required reading:


Further reading:


THIRD SECTION: POST-SOVIET SPACE

November 08. CLASS 09. BALTIC STATES

Group presentation

Required reading:


Further reading:

**November 15. CLASS 10. UKRAINE: WHEN NATION BUILDING IS CHALLENGED**

Group presentation

**Required reading:**


**Further reading:**


Zhurzhenko, Tatiana. 2007. “The geopolitics of memory” 05(10)

**November 22. CLASS 11. BELARUS - A MINOR NATION?**

Group presentation

**Required reading:**


Further reading:


**November 29. CLASS 12. NATION BUILDING AND CONFLICTS IN THE REGION: DONBAS AND CRIMEA**

Group presentation

**Required reading**

*Donbas on fire. Available online: https://prometheus.ngo/wp-content/uploads/2017/03/Donbas_v_Ogni_ENG_web_1-2.pdf*


Petrov, Nikolai. 2016. “Crimea: Transforming the Ukrainian peninsula into a Russian island.” *Russian Politics & Law* 54 (1): 74-95. ARES


Further reading:

Kuzio, Taras. “From Playground to battleground.”

Uberti, Luca J. “Crimea and Kosovo – the delusions of western military interventionism.”
December 06. Class 13. REGIONAL DEVELOPMENT AND NEW CHALLENGES FOR THE CENTRAL AND EASTERN EUROPE

Discussion and course conclusions.

SPECIALIZED JOURNALS

Ethnopolitics
Nations and Nationalism
Slavic Review
Ethnos: Journal of Anthropology
Nationalities papers
East European Politics and Societies
Foreign Affairs
World politics
European Journal of International Relations
East European Politics & Societies available: http://eep.sagepub.com/content/vol24/issue3/?etoc
Ab Imperio
Caucasian Review for International Affairs
Communist and Post-Communist Studies
Cultural Anthropology
Journal of Muslim Minority Affairs

ANALYTICAL REPORTS for Country Profile Assessment

Human Rights Watch International Crisis Group
International Organization for Migration
Organization for Security and Cooperation in Europe
The World Bank - Europe
United Nations Development Program - Europe and the CIS
Human Rights Watch
Requests for Academic Accommodation
You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities
If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence
As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton’s Sexual Violence Policy. For more
information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

**Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. [https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf](https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf)

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

**Submission, Return and Grading of Term Work**

Written assignments must be submitted directly to the instructor(s) via cuLearn, please be aware of regressive penalty for the late submission.

Final submissions are intended solely for the purpose of evaluation and will not be returned. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>12</td>
<td>67-69</td>
<td>C+</td>
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<tr>
<td>85-89</td>
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<td>63-66</td>
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<td>10</td>
<td>60-62</td>
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<td>57-59</td>
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<td>B-</td>
<td>7</td>
<td>50-52</td>
<td>D-</td>
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Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from the Institute of European, Russian and Eurasian Studies will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student’s responsibility to monitor their Carleton and cuLearn accounts.

Official Course Outline: The course outline posted to EURUS website is the official course outline.