

FYSM 1614 One Term Seminar in European and Russian Studies: Nationalism and Populism

Class Time: Monday 11:35am – 2:25pm

Office Hours: Wednesday 10am- 11am

Instructor: Stephanie Kerr, PhD

Class Location: Southam Hall 506

Office Location: 1108 Dunton Tower

Contact Email: Stephanie.Kerr3@carleton.ca

Course Description:

This course will provide an overview of two of the most pervasive elements of contemporary state-hood, namely that of nationalism and populism. This course will combine lecture time with class discussions to explore the roots, causes, variations, trends and impacts (both positive and negative) of populism and nationalism. Real world examples and case studies will be used to analyse and reinforce key conceptual and theoretical considerations, with a particular focus on Europe, Russia, and Eurasia.

Course Objective:

The aim of the course is for students to examine a range of theoretical and practical issues relating the interplay of nationalism and populism in modern Europe, Russia, and Eurasia. The course will also provide case specific knowledge of these themes within a selection of European states.

Students should note that January 31st is the last day for fee adjustment if withdrawing, with withdrawals after this date resulting in a grade of WDN on the student's official transcript.

Specific Learning Outcomes:

By the end of this course a successful student will be able to:

- Identify nationalist and populist rhetoric and discourse;
- Explain the uses of nationalist and populist appeals in political mobilization;
- Discuss the development of national identity and the potential appeal of populist and nationalist appeals;
- Appraise and explain the influence of nationalism and populism in shaping political behaviour;
- Analyse an overview of current challenges facing European, Russian, and Eurasian states as they pertain to the nationalism and populism.

Textbook:

There is no textbook for the course. All assigned and recommended readings are available online using the University Library website.

Teaching method:

The course will follow a combination lecture and discussion group format. Each class will be split into two sections, broken up by a ten-minute break. Each half of the class will consist of a brief lecture, presentation of reading materials (either by students or the instructor), followed by a group discussion linking the themes and concepts of the lecture to the specific cases presented in the readings.

Assessment method:

Students will have the opportunity to demonstrate their mastery of the both the thematic issues as well as specific course content through in a class mid-term exam, participation in class discussions, one in class presentation summarizing and explaining a specific reading, an in-depth essay style research assignment, and a final exam.

Readings:

Weekly readings – both recommended and required - are assigned and must be completed prior to the beginning of class. All readings are available through the University Library website. Students are not expected to read all the recommended readings as each will be presented in class, complete with a summary and discussion period.

Mark breakdown:

1. Participation 10%
2. Class presentation 15%
3. Mid-term exam 15%
4. Term paper 35%
5. Final Exam 25%

Assignments:***Participation (10%)***

In order to gain a deep understanding of the content, students must be actively involved in their learning. Attendance in class is thus a requirement, but not in itself sufficient for participation. Students are thus actively encouraged to ask questions, share comments and insights, and respond to discussion topics during the discussion portions of each class.

Class presentation (15%)

Over the course of the semester each student will be responsible for the presentation of one of the 32 recommended readings. Those readings that are not selected will become the responsibility of the instructor. Students are encouraged to sign up for a reading early as they will be on a first come, first serve basis. Each reading will have only one presenter. Each presentation will be divided into three sections:

a. Reading summary handout (7%)

For the reading selected, each student will be responsible for providing a clear, organized 1 to 1 ½ two-page summary of the article based on the template provided. This will include a brief summary which must identify the central thesis, supporting arguments, and conclusions. Any key concepts that are introduced in the reading should be clearly defined. An additional summary paragraph is to be provided on the case specific details. Please see assessment materials package for the template. This summary must be emailed to the instructor by 8am on the day of the presentation so that the instructor may make copies for the class. **If it has not been received by 8am on the day of the presentation, it will become the responsibility of the student to provide copies of the handout for all students, as well as a copy for the instructor.**

b. In class presentation (4%)

At the beginning of the discussion period of their assigned presentation period, students will be responsible for presenting the reading to the class. This should be more expansive than what is included in the summary. Reading the summary created will not be considered sufficient for full marks. Presentations should be between 7 and 10 minutes long. Students are not required to use PowerPoint or similar presentations, but an inclusive presentation that includes some visual component is strongly encouraged (see assessment materials package for greater details). Should the student choose to use PowerPoint or a similar program, they are responsible for ensuring its functioning. Should they run into a technical problem, they will still be expected to present. The classroom is equipped with a computer and projector, as such students will need only

arrange to bring their presentation on a memory stick (although a back-up emailed to yourself is always a good idea!).

c. Discussion questions (4%)

On a sheet separate from that of the summary handout, the student should prepare a list of at least four possible discussion questions. Questions should be open ended, and designed to build a conversation based on the material presented. Questions can relate only to the reading itself, or attempt to link the reading to broader themes in the course. The questions should be **emailed to the instructor by 8am the day of the presentation**. Questions submitted after this point will not be considered for grading.

Mid-term exam (15%)

Students will be able to demonstrate their knowledge of the course material in the midterm. The mid-term exam will consist of short-answer (one paragraph) written response to two questions related to the themes covered, as well as one longer essay style question. The questions will detail how a particular thematic issue is manifest within one of several states. In this way students will have timely feedback both on their content knowledge as well as their ability to apply the theory to particular cases. The mid-term will be allotted 120 mins of lecture time, beginning at **11:40am on February 26th**.

Research Assignment (35%)

The research assignment will require students to demonstrate their ability to apply the theory and themes of the course to a particular case study. The assignment will take the form of an analytical case study research paper in which the student will analyze how a theme or issue of their choice is manifest/politicized/or handled across two European states. Papers must present and defend a clear argument. Descriptive papers will not be sufficient to meet all the grading requirements (see assessment package for more details). The assignment will be designed and evaluated in three stages for a total of 100 marks to be pro-rated to 35% of the final grade:

a. Research Proposal (10 marks)

The proposal gives students an opportunity for early feedback and direction on their term paper. In the research proposal students are expected to outline both their thesis and approach to the term paper. Proposal will be due at the **beginning of class in hardcopy only on Jan 29th**. The proposal must include:

- i. Clear and concise introduction research question and thesis statement (100-150 words)
- ii. Outline, point form (Complete sentence but full paragraphs are not necessary) of the essay plan. Include main arguments/ideas (100-150 words)
- iii. Annotated bibliography (minimum 5 academic sources, briefly outlining the source, and detailing how it pertains to the specific research question) (~50 words each, not including the reference itself).

b. First Draft (10 marks)

The draft term paper will be approximately 750-1000 words, not including references or citations. The assignment will be due at the **beginning of class in hardcopy only on March 12th**. The assignment should be consistent with a specific referencing and formatting style (APA, Chicago, MLA etc). Students will receive detailed feedback upon which to make adjustments to their final paper. The same marking criteria are to be used for both the first and final drafts of the paper.

c. Final Paper (80 marks)

The final paper is to be submitted in hard copy only at the beginning of the final class – April 9th. Students should make use of the feedback received on the proposal and first draft. Final papers should be 2,000 words (not including references and citations). A minimum of 8 academic sources are to be employed. See assessment package materials for more details on grading.

*****All written assignments will be marked with attendance to style, grammar, and spelling. *****

Final Exam (25%)

The final exam (date to be determined) will be written during the scheduled exam period. Students will be expected to answer four paragraph length written responses, and one essay style question. The exam will include the materials from all lectures, presentations, and required readings, applying thematic understandings along with specific case knowledge.

*****Policy on late submissions and deferred examinations Late assignments will only ***** be accepted with medical documentation. Extensions may be considered if prior approval is sought, but *****documentation is usually required. *****

Course Schedule:

Jan 8th:

Topic: Course Overview, Identity

Required Reading: NA

Recommended Readings:

Brubaker, R., Loveman, M. & Stamatov, P., (2004) 'Ethnicity as Cognition' *Theory and Society*, 38(1): 31-64

Jan 15th:

Topic: State and Nation Building

Required Reading:

Spruyt, H. (2002) 'The Origins, Development, and Possible Decline of the Modern State' *Annual Review of Political Science*, 5(1): 127-149

Recommended Reading:

- Goalwin, G. (2017) 'Understanding the Exclusionary Politics of Early Turkish Nationalism', *Nationalities Papers*, 45(6): 1150-1166

- Bradenberger, D. (2010). 'Stalin's Populism and the Accidental Creation of Russian National Identity', *Nationalities Paper*, 38(5):723-739

- Stamenova, S. (2017). 'The Specifics of Balkan Ethnic Identity Construction: Ethnicisation of Localities' *National Identities*, 19(3): 311-332

Jan 22nd:

Topic: Nationalism

Required Reading:

Spencer, V. (2014). 'Why Does Culture Matter? Rethinking Cultural and Political Nationalism', *Politics, Groups, and Identities*, 2(4): 666-673

Recommended Reading:

- Ipperciel, D. (2007). 'Constitutional Democracy and Civic Nationalism' *Nations and Nationalism*, 13(3): 395-416
- Kahn, R. (2008). 'The Danish Cartoon Controversy and the Exclusivist Turn in European Civic Nationalism' *Studies in Ethnicity and Nationalism*, 8(3):524-542
- Muro, D. & Quiroga, A. (2005). 'Spanish Nationalism: Ethnic or Civic?', *Ethnicities*, 5(1):9-29

Jan 29th:

Topic: Defining Populism

Required Reading:

Brubaker, R. (2017) 'Why Populism?'. *Theory and Society*, 46(5):357-385

Recommended Reading:

- March, L. (2017). 'Left and Right Populism Compared: The British Case', *British Journal of Politics and International Relations*, 19(2): 282-303
- Fink-Hafner, D. (2016). 'A Typology of Populisms and Changing Forms of Society: The Case of Slovenia', *Europe-Asia Studies*, 68(8):1315-1339
- Mudde, C., & Roviar Kaltwasser, C. (2013) 'Exclusionary vs. Inclusionary Populism: Comparing Contemporary Europe and Latin America'. *Government and opposition*, 48(2):147-174

Assignment Due:

Thesis, Outline, and Annotated Bibliography

Feb 5th:

Topic: Left- and Right-Wing Populism

Required Reading:

Roodujin, M., & Akkerman, T., (2017). 'Flank attacks: Populism and left-right radicalism in Western Europe', *Party Politics*, 23(3):193-204

Recommended Reading:

- Allen, T. (2017). 'All in the Party Family? Comparing Far-Right Voters in Post-Communist and Western Europe', *Party Politics*, 23(3): 274-285
- Aleknonis, G., & Matkevičienė, R., (2016). 'Populism in Lithuania: Defining the Research Tradition', *Baltic Journal of Law & Politics*, 9(1):26-48

Feb 12th:

Topic: Populist and Nationalist Mobilization

Required Reading:

O'Brien, T. (2015). 'Populism, Protest and Democracy in the Twenty-First Century'. *Contemporary Social Science*. (10)4: 337 - 348

Recommended Reading:

- Caiani, M., & Graziano, P. (2016). 'Varieties of Populism: Insights From the Italian Case', *Rivista Italiana di Scienza Politica*, 46(2): 243-267.
- Bonikowski, B. (2017). 'Ethno-nationalist Populism and the Mobilization of Popular Resentment' *British Journal of Sociology*, 68(S1): 181-213
- Vasilopoulou, S., Halikiopoulou, D., & Exadaktylos, T., (2014). 'Greece in Crisis: Austerity, Populism and the Politics of Blame', *Journal of Common Market Studies*, 52(2): 388-402

Feb 26th:

MID TERM EXAM

Mar 5th:

Topic: Democracy and Populism

Required Reading:

Chrysogelos, A., (2017). 'The People in the 'Here and Now': Populism, Modernization and the State in Greece', *International Political Science Review*, 38(4): 473–487

Recommended Reading:

- Otjes, S., and Louwse, T. (2015). 'Populists in Parliament: Comparing Left-Wing and Right-Wing Populisms in the Netherlands', *Political Studies*, 63: 67-79
- Reynié, D. (2016). 'Heritage Populism' and France's National Front', *Journal of Democracy*, 27(4): 47-57.
- Verbeek, B., Zaslove, A., (2016). 'Italy: a case of mutating populism?' *Democratization*, 23(2):304-323

Mar 12th:

Topic: Democratization, Authoritarianism, Populism and Nationalism

Required Reading:

Robinson, N., and Milne, S. (2017). 'Populism and Political Development in Hybrid Regimes: Russia and the Development of Official Populism'. *International Political Science Review*, 38(4):412-425

Recommended Reading:

- Palonen, E., (2009). 'Political Polarisation and Populism in Contemporary Hungary', *Parliamentary Affairs*, 62(2): 318–334
- Shields, S. (2015). 'Neoliberalism Redux: Poland's Recombinant Populism and Its Alternatives', *Critical Sociology*, 41(4-5): 659-678
- Fomina, J., and Kucharczyk, J. (2016). 'Populism and Protest in Poland' *Journal of Democracy*, 27(4): 58-68

Assignment Due:

First Draft of Term Paper

Mar 19th:

Topic: Media and Personalization

Required Reading:

Engesser, S., Ernst, N., Esser, F., and Büchel, F. (2017). 'Populism and Social Media: How Politicians Spread a Fragmented Ideology', *Information, Communication and Society*, 20(8): 1109-1126

Recommended Reading:

- Herkmann, J., (2017) 'Articulations of Populism: the Nordic Case', *Cultural Studies*, 31(4): 470-488
- Mayaffre, D., and Scholz, R. (2017). 'Constructing 'the French people' –On Sarkozy's Populism', *Journal of Language and Politics*, 16(6): 684-705
- Nielsson, B., and Carlsson, E. (2014). 'Swedish Politicians and New Media: Democracy, Identity and Populism in a Digital Discourse', *New Media and Society*, 16(4): 655–671

March 26th:

Topic: Nationalism and Populism

Required Reading:

Zarkov, D. (2017). 'Populism, Polarization and Social Justice Activism' – Editorial – *European Journal of Women's Studies*, 24(3): 197-201

Vieten, U., and Poynting, S. (2016). 'Contemporary Far-Right Racist Populism in Europe' *Journal of Intercultural Studies*, 37(6): 533-540

Recommended Reading:

- Katsambekis, G., Stravrakakis, Y. (2017). 'Revisiting the Nationalism/Populism Nexus: Lessons from the Greek Case', *Javnost- Journal of the European Institute for Communication and Culture*, 24(4): 391-408
- Enyedi, Z. (2016). 'Paternalist Populism and Illiberal Elitism in Central Europe', *Journal of Political Ideologies*, 21(1): 9-25
- Kuzio, T. (2012) 'Democratic Revolutions from a Different Angle: Social Populism and National Identity in Ukraine's 2004 Orange Revolution', *Journal of Contemporary European Studies*, 20(1): 41-54

April 2nd:

Topic: Nationalism, Populism, and Immigration

Required Reading:

Oldmalm, P., and Bale, T. (2015). 'Immigration Into the Mainstream: Conflicting Ideological Streams, Strategic Reasoning and Party Competition', *Acta Politica*, 50(4):265-278

Recommended Reading:

- Mols, F., & Jetten, J. (2016). 'Explaining the Appeal of Populist Right-Wing Parties in Times of Economic Prosperity', *Political Psychology*, 37(2):275-292
- Mudde, C., (2013). 'Three Decades of Populist Radical Right Parties in Western Europe: So What?', *European Journal of Political Research*, 52:1-19
- Dostal, J.M., (2015). 'The Pegida Movement and German Political Culture: Is Right-Wing Populism Here to Stay?', *The Political Quarterly*, 86(4):523-531

April 9th:

Topic: Brexit and Review

Required Reading:

- o Ahluwalia, P., and Miller, T. (2016). 'Brexit: The Way of Dealing with Populism', *Social Identities*, 22(5):453-454
- o Freedman, M. (2017) 'After the Brexit Referendum: Revisiting Populism as an Ideology', *Journal of Political Ideologies*, 22(1): 1-11
- Hendersen, A., Jefferey, C., Liñera, R., Scully, R., Wincott, D., and Jones, R.J. (2016). 'English, Englishness, and Brexit', *The Political Quarterly*, 87(2): 187-199

Recommended Reading:

- Hobolt, S.B. (2016) 'The Brexit Vote: a Divided Nation, a Divided Continent', *Journal of European Public Policy*, 23:9, 1259-1277
- Sampson, T. (2017). 'Brexit: The Economics of International Disintegration', *Journal of Economic Perspectives*, 31(4): 163-184
- Corbett, S. (2016). 'The Social Consequences of Brexit for the UK and Europe: Euroscepticism, Populism, Nationalism, and Societal Division', *International Journal of Social Quality*, 6(1): 11-31

Assignment Due:

Final Draft of Term Paper

Academic Accommodations:

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: www.carleton.ca/csas.

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send the instructor your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with the instructor to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism:

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own”. This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;

- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

All suspicions of plagiarism will be dealt with according to the Carleton's Academic Integrity Policy (<http://carleton.ca/studentaffairs/academic-integrity/>). The Associate Dean of the Faculty will conduct a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of F for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission, Return and Grading of Term Work:

Written assignments must be submitted directly to the instructor(s) according to the instructions in the course outline. If permitted in the course outline, late assignments may be submitted to the drop box in the corridor outside room 3305 Richcraft Hall. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructors. For written assignments not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams 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:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

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.