

NATIONALISM AND ETHNICITY IN EUROPE

SYD 4701-AC40 (class # 26204)

3 S and N credits, 100% traditional (face-to-face)

Spring 2024

CLASS: Tuesdays, periods 5 – 6 (11:45 a.m. – 12:35 p.m. & 12:50 – 1:40 p.m.) & Thursdays, period 6 (12:50 – 1:40 p.m.), Rolfs Hall, room # 0115

Instructor: Dr. Alin M. Ceobanu, Assoc. Prof., Department of Sociology and Criminology & Law
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E-mail: aceobanu@ufl.edu (**PLEASE USE THIS E-MAIL TO CONTACT ME DIRECTLY RATHER THAN THE CANVAS SYSTEM**)

Course Objectives, Topic and Goals:

This course, *delivered 100% face-to-face (traditionally)*, satisfies **3 S (Social and Behavioral Sciences) credits**. Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

Students will learn the theoretical and conceptual frameworks used by sociologists to understand the role played by national and ethnic identities. They will learn how basic societal processes and structures affect nationalism and ethnicity, and, reciprocally, how changes in nationalism and ethnicity impact various aspects in society.

The first objective of this class is to introduce students to a variety of approaches and perspectives that explain nationalism and ethnicity. **The second objective** is to analyze select cases of national identity and ethnic conflict in contemporary Europe, both West and East. We will look at several important theoretical problems (for example, the modernity of nationalism/national identity as a factor in state formation and dissolution/secession; ethnic politics and conflict management; the post-1989 national contexts and the enlargement of the European Union; citizenship issues and the challenges of large-scale migration) and case studies (e.g., regionalisms in Spain; Muslim minorities in Europe; the dismemberment of communist ethno-federations and the process of identity formation in the successor states; the Romany community as a trans-national European people lacking a country of their own).

Regarding **student learning outcomes** for this course, by the end of this class, students will be able to:

- (a) **identify** the main themes in the broad literature of nationalism and ethnicity;
- (b) **make** the connection between theoretical debates and recent problems of nationalism and ethnicity;
- (c) **understand** how American and European scholarly research articulates the dynamics of nationalism and ethnicity;
- (d) **distinguish** among the varieties of nationalism and ethnic politics in contemporary European states and their role in carving out an identity.

This course also satisfies [3 N \(International\) credits](#), as part of a Gen Ed program. International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

Students will be instructed on the values, attitudes and norms of European countries, which will lead to an understanding of how geographic location and socio-economic forces impact the cultures in which nationalism and ethnicity are embedded into. Through a comparative understanding and analysis of the prevalent American values and norms in relation to those held by the Europeans, students will be able to develop a cross-cultural understanding of a global phenomenon. Thus, we will see that Europe is a mosaic of peoples, of which some constitute the dominant majority within a country and others are ethnic/regional/continental minorities, and that national and ethnic identities are not immutable (although "nation-states" are commonly conceived as 'hard historical facts'). During the past decades, Europe has witnessed fratricidal wars in former Yugoslavia and ex-U.S.S.R., a continent-wide resurgence of nationalist-populist discourses, the enlargement of the European Union to a part which was once its nemesis, xenophobic sentiments against immigrants and ethnic minorities, Brexit, secessionist tendencies, and increasingly vocal minority populations aiming at statehood. Overall, the readings of this course will demonstrate how nationalism and ethnicity interact in the making of European realities. We will see that a formidable challenge in approaching nationalism and ethnicity in Europe, the United States, or elsewhere, lies in the definition of the terms: whereas for some the two are extremist ideologies of irredentism and secession, for others they function as political vehicles toward clearly-established purposes. The starting premise, therefore, is that nationalism and ethnicity refer to the unique or distinct identity of a particular group of people, especially with respect to common cultural experiences, and the ability to separate them from other people.

Other learning goals for this course include the following: (a) helping students understand the changing context that is commonly employed in the identification and evaluation of ethnicities and nationalisms in Europe; (b) helping students assess the relevancy of the formal sociological (and scholarly) perspectives on nationalism and ethnicity with their own evaluations of these phenomena; and (c) helping students understand the diversity of national and/or ethnic identities among the peoples of Europe.

Course Description:

This course is divided into three sections. The **first** examines different theoretical approaches and definitions of nationalism and ethnicity, using mostly the examples from Europe and the United States. The **second** section takes up the case of Central and Eastern European states, focusing on: (1) the interplay between national politics and the position of ethnic minorities, and (2) the post-1989 context of national and ethnic fervor. The **third** section considers various instances of nationalism and ethnicity in contemporary Western Europe, such as: nationalist discourses; ethnic movements and extreme right politics; immigration as a factor "altering" the ethnic map of countries (and the manner in which nationally-bound citizenship laws have responded to this challenge). We will also look at the future of the "nation-state" in the light of the major changes faced by the European Union and also evaluate the concept of "European identity."

Course Format:

Classes will be conducted in a mixed, lecture-discussion format. The instructor will provide a context-setting lecture and students should come prepared with questions from readings – the two will form the basis of structured discussions. Classes (including the three tests) will be held in **room # 0115 of Rolfs Hall**.

Canvas/e-Learning:

This class makes extensive use of Canvas/[e-Learning](#). You are responsible for regularly checking e-Learning for updates, discussions, instructions, posted lecture notes, and many other resources. The [UF Computing Help Desk](#) is available to help troubleshoot technical issues.

Required Texts:

- Hutchinson, John, and Anthony D. Smith. 1994. *Nationalism* (“Oxford Readers” Series). Oxford and New York: Oxford University Press. (**hereafter NR** – Nationalism Reader)
 - Hagendoorn, Louk, György Csepe, Henk Dekker, and Russel Farnen. 2000. *European Nations and Nationalism. Theoretical and Historical Perspectives*. Aldershot (UK) and Brookfield (USA): Ashgate. (**hereafter ENN**)
- The rest of the readings will be provided by the instructor.

COURSE POLICIES

➤ Class Attendance, Participation, and Excused Absences:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Class participation is an important component of the learning process in this course. Students must attend classes and complete the assigned readings before class time. Attendance is not optional, given that learning will be through in-class presentations, discussions, and short films, that are intended to elicit student reactions. Regular attendance is the best guarantee for success in this course, as much of the test materials comes from class meetings. **Class attendance and participation to discussions counts as 8% towards the final grade.** Try not to be late; if you are late, enter the classroom without disrupting the educational process. Please be respectful in your comments of the instructor and/or your fellow classmates. **Students who skip classes habitually for unexcused reasons will not be permitted to take the tests, which will result in a failing final grade.**

If you are sick (e.g., flu, COVID, RSV), please stay home. If you need immediate assistance, call your primary care provider or the UF Student Health Care Center at 352-392-1161. Students who miss classes for reasons of excused absences, need to email the instructor(s) to arrange for any make-up work as soon as their condition permits this. Medical conditions should be documented appropriately (such as a signed physician’s form). Students with excused absences will be given a reasonable amount of time to make-up for missed exams, assignments, or other coursework.

➤ Cellular Phone and Laptop Policy:

To prevent any kind of disruptions during class time, students are required to turn their cell phones off, place them in their bags/backpacks **before coming to class**, and strictly adhere to this policy (Thank you!). **Sending or receiving e-mail, texting, and internet browsing during class time is not allowed.** Laptops or tablets may be used to take notes or to complete in-class assignments.

➤ Class Etiquette:

The topic of this course should offer students numerous occasions to relate to readings, videos, or class discussions. Nevertheless, it is essential that students attempt to understand how their views or experiences relate to theories and concepts discussed in class. It is likely that some will have strong personal opinions about some of the issues covered in this class, so we must all foster a learning environment in which everyone feels comfortable expressing their ideas and/or disagreeing in a civil-academic manner.

➤ Tests:

There are three tests in this course, which cover reading materials and lectures. The three tests are non-cumulative, closed-book, in paper format, and consists of a mix of multiple-choice questions, definitions (identifications), and short essays. Students will have the entire class time to complete their tests, although many will likely finish early. **Each score test counts as 23% towards the final grade.**

➤ Analytical Paper and Class Presentation:

Students are required to write a cogent paper, 7-8 pages in length (excluding the reference list and the cover page). There should be at least 5 references from peer-reviewed social science journals, other than the course readings provided by the instructor (you may want to consult the archived (print) or electronic collections of the following journals by using the search option on the UF Library's main webpage: *Journal of Ethnic and Migration Studies*, *National Identities*, *Nationalities Papers*, *Nations and Nationalism*, *Nationalism and Ethnic Politics*, *Ethnic and Racial Studies*, *International Migration Review*, *Europe-Asia Studies*, *South European Society & Politics*, *Communist and Post-Communist Studies*, *East European Politics and Societies*, *South European Society and Politics*, etc.). The paper should contain proper citations of references in the text, as well as a list of references for all the information you take from other authors. **Failure to acknowledge these external sources both in the text and in the reference list constitutes plagiarism.** The desired format of citation is the American Sociological Association's style, although students may use other styles (e.g., APA or MLA).

Papers should be double-spaced, in Times New Roman 12 font and have 1 inch margins. Pages should be numbered. Provide a cover page with the topic or title of your paper, your name and UF ID, course name (Nationalism and Ethnicity in Europe) and heading (SYD 4701-AC40, class # 26204, the date, and professor's name (Alin M. Ceobanu). Papers are due at class time (11:45 a.m.), in print, on Tuesday, April 23, 2024. An electronic copy of the paper needs also to be uploaded in Canvas. After this deadline, a letter grade is automatically deducted for each 24h the paper is late. Students will choose their own topic of interest (after consulting with the instructor) that is related to the subject matter of this course (Nationalism and Ethnicity in Europe) and should build their paper's argument around the five (or more) peer-reviewed sources that they consult. Start the paper with an analytic stance in the introductory paragraphs then develop the thesis throughout. Try to present a broad perspective on the topic rather than a series of individual snapshots. Do not forget to include a concluding section. Students will also put together a short (3-4 slides in PowerPoint) presentation, for no more than 4-5 minutes, summarizing their paper's main points, to be delivered in class on April 23, 2024. **The analytical paper (with class presentation) counts as 23% towards your final grade.**

➤ Grading Distribution:

The course grades are based on individual performance and are determined by each student’s ranking in the class. Classes performing exceptionally well are awarded with generous distributions.

The following grading scheme will be used in this course:

Participation in class discussions and attendance	8%
First test	23%
Second test	23%
Third test.....	23%
Analytical paper	23%

➤ Grading Scale:

Information on current UF grading policies for assigning grade points can be found at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

For General Education programs, a minimum grade of C (2.0 points) is needed to earn credit.

The following grading scale will be used:

A	92-100%
A-	90-91.99
B+	88-89.99
B	82-87.99
B-	80-81.99
C+	78-79.99
C	72-77.99
C-.....	70-71.99
D+	68-69.99
D	62-67.99
D-	60-61.99
E	less than 60%

UF POLICIES

➤ In-Class Recording:

Per UF policies, students are permitted to record video or audio of class lectures, although the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

➤ Academic Honesty:

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.

➤ Online Evaluation Policy:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>.

➤ Classroom Accommodation for Students with Disabilities:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

➤ Health and Wellness Resources:

For students facing difficulties completing the course or who are in need of health care or other support:

- *U Matter, We Care:* If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website (<https://umatter.ufl.edu/>) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center:* Visit the Counseling and Wellness Center website (<https://counseling.ufl.edu/>) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website (<https://shcc.ufl.edu/>).
- *University Police Department:* Visit UF Police Department website (<https://police.ufl.edu/>) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website (<https://ufhealth.org/emergency-room-trauma-center>).

➤ **Academic Resources:**

- *E-learning technical support:* Contact the UF Computing Help Desk online (<https://helpdesk.ufl.edu/>), by phone at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- Career Connections Center (<https://career.ufl.edu/>): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- UF Library Support (<https://cms.uflib.ufl.edu/ask>): Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center (<https://teachingcenter.ufl.edu/>): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- Writing Studio (<https://writing.ufl.edu/writing-studio/>): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers

➤ **Critical Dates:**

Feb 8 (Thu)	Test 1
Mar 7 (Thu)	Test 2
Mar 11-15	Spring Break
Apr 18 (Thu)	Test 3
Apr 23 (Tue)	Analytical paper due, class presentation

➤ **Course Schedule and Assigned Readings:**

I. Theoretical Foundations

Week 1

Tue, Jan 9

Introduction, syllabus, course presentation

What is a nation? What is an ethnic? Varieties of nationalism. Civic and ethnic identities.

Thu, Jan 11

Renan, Ernest. 1994 [1882]. "Qu'est-ce qu'une nation ?" Pp. 17-18 in **NR**.

Week 2

Tue, Jan 16

Stalin, Joseph. 1994 [1973]. "The Nation." Pp. 18-21 in **NR**.

Connor, Walker. 1994 [1978]. "A Nation is a Nation, is a State, is an Ethnic Group, is a..." Pp. 36-46 in **NR**.

Thu, Jan 18

Deutsch, Karl W. 1994 [1966]. "Nationalism and Social Communication." Pp. 26-29 in **NR**.

Week 3

Tue, Jan 23

Gellner, Ernest. 1994 [1964]. "Nationalism and Modernization." Pp. 55-63 in **NR**.

Gellner, Ernest. 1994 [1983]. "Nationalism and High Cultures." Pp. 63-70 in **NR**.

Thu, Jan 25

Anderson, Benedict. 1994 [1991]. "Imagined Communities." Pp. 89-96 in **NR**.

Week 4

Tue, Jan 30

- Brass, Paul R. 1994 [1979]. "Élite Competition and Nation-Formation." Pp. 83-89 in *NR*
Hutchinson, John. 1994 [1987]. "Cultural Nationalism and Moral Regeneration." Pp. 122-131 in *NR*.

Thu, Feb 1

- Kohn, Hans. 1994 [1945]. "Western and Eastern Nationalisms." Pp. 162-165 in *NR*.

Week 5

Tue, Feb 6

- Hechter, Michael and Margaret Levi. 1994 [1990]. "Ethno-regional Movements in the West." Pp. 184-195 in *NR*.
Sugar, Peter. 1994 [1969]. "Nationalism in Eastern Europe." Pp. 171-177 in *NR*.

Thu, Feb 8

Test 1

II. Nationalism and Ethnicity in Central and Eastern Europe

Week 6

Tue, Feb 13

- Schöpflin, George. 2000. "The Problem of Ethnic Minorities in Central and Eastern Europe." Pp. 231-240 in *Nations, Identity, Power* (ch. 17), by George Schöpflin. New York: New York University Press
Schöpflin, George. 2000. "Minorities under Communism." Pp. 241-252 in *Nations, Identity, Power* (ch. 18), by George Schöpflin. New York: New York University Press.

Thu, Feb 15

- Schöpflin, George. 2000. "Ethnic Minorities in South-Eastern Europe." Pp. 253-276 in *Nations, Identity, Power* (ch. 19), by George Schöpflin. New York: New York University Press

Week 7

Tue, Feb 20

- Sofos, Spyros A. 1996. "Culture, Politics and Identity in Former Yugoslavia." Pp. 251-282 in *Nation & Identity in Contemporary Europe*, by Brian Jenkins and Spyros A. Sofos (eds.). London and New York: Routledge.
Pavkovic, Aleksandar. 1998. "from Yugoslavism to Serbism: the Serb national idea, 1986-1996." *Nations and Nationalism* 4(4): 511-528.

Thu, Feb 22

- Jasinska-Kania, Aleksandra. 2000. "Poland: The 'Christ' of Nations." Pp. 281- 306 in *ENN*.

Week 8

Tue, Feb 27

- Djintcharadze, Nadya V., Svetlana S. Litvinova, Viatcheslav V. Riazantsev and Sergei V. Tumanov. 2000. "The Russian Federation: A Nation of Nationalities Sharing a Divine Mission." Pp. 455-484 in *ENN*.
Brubaker, Rogers W. 1992. "Citizenship Struggles in Soviet Successor States." *International Migration Review* 26(2):269-291.

Thu, Feb 29

- Bekeshkina, Iryna. 2000. "Ukraine: A Newly Independent Nation." Pp. 427-454 in *ENN*.

Week 9

Tue, Mar 5

- Pechacova, Zdenka and Vlastimil Cerny. 2000. "The Czech Republic: An Old Nation's Late-born State." Pp. 307-331 in *ENN*.
- Hilde, Paal Sigurd. 1999. "Slovak Nationalism and the Breakup of Czechoslovakia." *Europe-Asia Studies* 51(4):647-665.

Thu, Mar 7

Test 2

Week 10

Mar 11-15

SPRING BREAK

Week 11

Tue, Mar 19

- Csepeli, György and Antal Örkény. 2000. "Hungary: State of a Nation Obsessed by Threatened Extinction." Pp. 373-394 in *ENN*.
- Szépe, György. 1999. "The Position of Hungarians in Romania and Slovakia: Recent Developments." *Nationalities Papers* 27(1):69-92.

Thu, Mar 21

- Liiceanu, Aurora. 2000. "Romania: A Latin Nation Among the Slavs." Pp. 395-426 in *ENN*.

Week 12

Tue, Mar 26

- Barany, Zoltan. 2000. "Politics and the Roma in state-socialist Eastern Europe." *Communist and Post-Communist Studies* 33:421-437.
- Barany, Zoltan. 1998. "Ethnic mobilization and the state: the Roma in Eastern Europe." *Ethnic and Racial Studies* 21(2):308-327.

Thu, Mar 28

- Asad, Talal. 2000. "Muslims and European Identity: Can Europe Represent Islam?" Pp. 209-228 in *The Idea of Europe: From Antiquity to the European Union*, edited by Anthony Pagden. Cambridge: Cambridge University Press.

III. Nationalism and Ethnicity in Western Europe

Week 13

Tue, Apr 2

- Cinnirella, Marco. 2000. "Britain: A History of Four Nations." Pp. 37-65 in *ENN*.
- Ruane, Joseph. 1996 [1994]. "Nationalism and European Community Integration: The Republic of Ireland." Pp. 125-142 in *The Anthropology of Europe*, edited by Victoria A. Goddard, Josep R. Llobera and Cris Shore. Oxford: Berg.

Thu, Apr 4

- Crowley, John. 2000. "France: The Archetype of a Nation State." Pp. 67-106 in *ENN*

Week 14

Tue, Apr 9

- Junco, José Alvarez. 2000. "Spain: A Product of Incomplete Nation-building." Pp. 183-214 in *ENN*.
- Peri, Pierangelo. 2000. "Italy: An Imperfect Union." Pp. 249-279 in *ENN*.

Thu, Apr 11

- De Witte, Hans and Georgi Berbeeck. 2000. "Belgium: Diversity in Unity." Pp. 107-139 in *ENN*.

Week 15

Tue, Apr 16

Nassehi, Armin. 2000. "Germany: The Ambiguous Nation." Pp. 215-248 in *ENN*.

Staab, Andreas. 1998. "Xenophobia, ethnicity and national identity in eastern Germany." *German Politics* 7(2):31-46.

Thu, Apr 18

Test 3

Week 16

Tue, Apr 23

Analytical papers due & class presentations