Course Objectives, Topic and Goals:
This course satisfies three credits of (S) Social and Behavioral Sciences Education. In this course, students will learn the theoretical and conceptual frameworks used by sociologists to understand the role played by national and ethnic identities. Furthermore, students 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 further East; 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 specific 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; and (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 three credits of (N) International General Education. 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 an increasingly globalizing world. Thus, we will see that Europe is a colorful 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 two-three decades, Europe has witnessed fratricidal wars in the former Yugoslavia and Republic of Moldova, a continent-wide
resurgence of nationalist discourses, the enlargement of the European Union to a part which was once its nemesis, a rise in xenophobic attacks against immigrants and ethnic minorities, 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 ‘new Europe.’ 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. Learning outcomes for this course include: (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 diverse patterns of national and/or ethnic identity among European peoples.

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)
- The rest of the readings will be provided by the instructor.

Constantly check The Nationalism Project for useful information (http://www.nationalismproject.org).

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 of 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 will evaluate the concept of “Europeanness.”

The Format of the Course and Evaluation:
Classes will be conducted in a mixed, lecture-discussion format. The instructor will provide a short (context-setting) lecture and students should come prepared with questions from readings – the two will form the basis of structured discussions. Students must do the assigned readings before coming to class. PowerPoint slides presented in class will not be posted on the web.

Attendance and Class Participation: Attending classes regularly is expected, given that learning will be through presentations and discussions. Attendance and class participation are important (they count as 15% towards your final grade): engagement in classroom discussions is necessary to facilitate a strong understanding of the topics and be successful in this course. Students who must miss classes because of an illness should inform the professor about this via email or telephone. Medical conditions must be documented in order to be excused and only the original physician’s form (no copies) will be considered. As part of class participation, each student is required to do a PowerPoint presentation of one assigned reading (book chapter or journal article) in front of the class.
Exams: The dates of the two in-class (regular) and closed-book exams are included in the syllabus. It is your responsibility to be on time for the exams. Exams will typically consist of three parts: multiple choice questions, identifications (definitions), and short essays. Both exams will test students on the lectures and reading materials. The second in-class exam in non-cumulative. Students who must miss an exam for reasons of religious observation should contact the instructor during the first two weeks of the semester (otherwise I will assume that all of you can make the currently scheduled examination dates). Other acceptable excuses for missing an exam include your own illness, personal injury on the day of the exam, or a tragic event in the family. Typically, students who cannot make it to the class on the day of the exam should notify the instructor via email or telephone before the exam time and arrange for make-up exams.

Analytical Paper: Students are required to write a cogent paper, 5-6 pages in length (excluding the reference list and the cover page). There should be at least 5 references from refereed social science journals (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 in print (hard copy) format, double-spaced, Times New Roman 12 pitch font and 1 inch margins. Pages should be numbered and stapled or clipped together. 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 4701-21F7 or EUS 4930-19B8), the date, and professor's name (Alin M. Ceobanu). Electronic submissions earn zero credits. You need to keep an electronic back-up copy of your paper in case you are asked to submit it to the instructor. Papers are due in class (10:40 a.m.) on Thursday, November 03, 2016.

After this deadline, a letter grade is automatically deducted for each day the paper is late (note that papers submitted after the end of the class on Thursday, November 03, 2016 are past the deadline). You will choose your own topic of interest (upon consultation with the instructor) that is related to the subject matter of this course (Nationalism and Ethnicity in Europe) and should critically evaluate the five (or more) consulted sources. 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.

Academic Honesty: All coursework must reflect your own individual effort. Cheating and plagiarism (inappropriate use of copyrighted materials) are unethical and will not be tolerated under any circumstances. Cheating and plagiarism will automatically result in a failing grade for the course and disciplinary action by the University (for more information, refer to the UF’s Student Honor Code, http://www.dso.ufl.edu/secr/honorcodes/honorcode.php). There should be no need to cheat, as my goal is to provide assistance to students and see everyone in the class perform well.

Classroom Accommodation: Students requesting accommodation in the classroom for any disability should provide documentation from the Dean of Students Office, pending that they first registered with the Dean of Students Office (see http://www.dso.ufl.edu/drc/). Students are encouraged to make an appointment with the instructor during the first few weeks to discuss how to best address their needs.

Grading Policy: The course grades are based on individual performance and are usually determined by each student's ranking in the class. Classes performing exceptionally well are awarded with generous distributions. There are no extra credit assignments in this class. Per CLAS policy, incomplete grades could be assigned under special circumstances. Peding that (1) a student has done a passing work (a grade of “D” or better) in the course and (2) the instructor is contacted before the last examination or assignment, a formal arrangement (contract) could be agreed upon by both the instructor and the student. This signed contract will
stipulate all conditions for completing the course requirements and earning a letter grade, including an explicit expiration date for the arrangement (see http://www.clas.ufl.edu/forms/incomplete-grade-policy-clas.pdf).

The following grading scheme will be used in this course:

- Attendance & class participation (including presentation) ............. 15%
- First in-class exam ................................................................. 30%
- Analytical paper ................................................................. 25%
- Second in-class exam (non-cumulative) ................................. 30%

The following grading scale will be used to evaluate students’ performance:

- A .......................... 92-100%
- A− ......................... 90-91.9
- B+ .......................... 88-89.9
- B .......................... 82-87.9
- B− .......................... 80-81.9
- C+ .......................... 78-79.9
- C .......................... 72-77.9
- C– .......................... 70-71.9
- D+ .......................... 68-69.9
- D .......................... 62-67.9
- D− .......................... 60-61.9
- F ......................... less than 60%

**Cellular Phone Policy:** To prevent any kind of disruptions during class time, students are required to turn cell phones off (texting is not allowed), place them in their bags/backpacks **before coming to class**, and strictly adhere to this policy.

**E-MAIL MESSAGE CHECKING, TEXTING, OR INTERNET BROWSING DURING CLASS TIME IS NOT ALLOWED.**

**Laptop and Other Electronic Gadgets Policy:** Since there are no in-class assignments requiring internet access, this is a no-laptop class. Students should be courteous to their classmates, and so they need to make sure that their iPads, iPods, mp3 players, GPS devices, etc are turned off **before coming to class**.

**Classroom Behavior:** If they must be late, students are asked to enter the classroom without disrupting the educational process. As a general policy, please be respectful in your comments to the instructor and your fellow classmates.

**Students’ Responsibilities:**

- Attend class regularly
- Complete readings by the date indicated in the syllabus
- Participate in class discussions
- Do the class presentation
- Submit the analytical paper in time
- Take the first and second in-class exams
Critical Dates:

- Oct 13 (Th) First in-class exam
- Nov 3 (Th) Analytical paper due
- Nov 24 (Th) Thanksgiving Holiday, no class
- Dec 6 (Tu) Second in-class exam

Schedule and Assigned Readings:

Aug 23 (Tu)
Introduction, no readings

I. Theoretical Foundations

Aug 25 (Th)
What is a nation? What is an *ethnie*? National and ethnic identities.

Aug 30 (Tu)
Connor, Walker. 1994 [1978]. “A Nation is a Nation, is a State, is an Ethnic Group, is a…” Pp. 36-46 in NR.

Sep 1 (Th)

Sep 6 (Tu)

Sep 8 (Th)

Sep 13 (Tu)

Sep 15 (Th)

Sep 20 (Tu)
II. Nationalism and Ethnicity in Central and Eastern Europe

Sep 22 (Th)

Sep 27 (Tu)

Sep 29 (Th)

Oct 4 (Tu)

Oct 6 (Th)

Oct 11 (Tu)

Oct 13 (Th) – First in-class exam

Oct 18 (Tu)

Oct 20 (Th)

Oct 25 (Tu) – Film Screening
Oct 27 (Th)

Nov 1 (Tu) – Film Screening

III. Nationalism and Ethnicity in Western Europe

Nov 3 (Th) Term paper due

Nov 8 (Tu)

Nov 10 (Th)

Nov 15 (Tu)

Nov 17 (Th)

Nov 22 (Tu) – Film Screening

Nov 24 (Th) Thanksgiving Holiday – no class

Nov 29 (Tu)

Dec 1 (Th)

Dec 6 (Tu) Second in-class exam