

PSC 32-504-01: Identity & Nationalism in Europe

T/Th 10:00-11:15am

125 Mundy Hall

Fall 2023

Dr. Katharine Aha

Email: ahak@southwestern.edu

Office hours:

- In person: Wednesdays, 9-10am in Mundy 110
 - These are drop-in office hours, no signup required
- Virtual: Wednesdays, 3-5pm
 - These are by appointment only, please signup via the link on Moodle

Course Description

Who belongs within a "nation"? This course seeks to examine the construction of ethnic and national identities in Europe, and investigate a number of different ways in which this impacts power structures, representation, and political outcomes across the region. The course includes a focus on mobilizations of ethnic identities in Central Europe's "new" democracies, struggles between the central state and regions with strong identities in countries like the United Kingdom and Spain, and questions of belonging raised by and about immigrant communities from former colonies in countries like France. We will conclude with an examination of the refugee crisis, which has challenged conceptions about "who belongs," not only within individual nation-states, but within the bounds of "Europe" and "Europeanness" more broadly.

Aims and Outcomes

By the end of this course, you will have a deep understanding of how ethnic and national identities are constructed, and how they impact politics in a number of different contexts across Europe. As a comparative politics course, you will be able to practice comparing how identities are constructed and mobilized both across countries and across time.

As a craft of research course, you will learn key aspects of understanding and conducting research, including:

- Exploring different research methods, and evaluating pros and cons of different approaches
- Breaking down the components of academic articles
- Synthesizing academic literature and putting academic pieces in conversation with each other

- Providing constructive feedback to your peers, and incorporating feedback into your own work
- Conducting your own research study using the tools learned over the course of the semester

Course Materials

There is no required textbook for this course, with the exception of Kate Turabian's *A Manual For Writers of Research Papers* which is available through the SU bookstore. You are also required to activate your free access to The New York Times provided by Southwestern.

All other course materials (readings/videos/podcasts) will be available via Moodle.

Course Grade Components

Map quiz: 5%

The map quiz on 9/5 will ask you to fill in a blank map of Europe.

Article reports: 15%

One of the main goals of this course is to apply what you have learned about different research methods to understanding research articles. In order to practice this, you will complete two article reports in which you break down and evaluate an article. I also expect you to be a point person in discussion of this article in class. You will sign-up for the articles you will report on during the first week of class, with no more than 2 students for each article. The options for article reports are indicated with an asterisk in the Course Materials Schedule below.

Research project: 60%

During the course of the semester, you will write a research paper based on a topic of your choosing related to identity and nationalism in Europe. There are several important components that you will complete along the way. Each component will be graded, and your final research paper grade will take into account how well you have incorporated feedback on earlier parts of the project.

- One to two paragraphs on your research interests + meeting w/ Dr. Aha: 5% (paragraph due Sept. 12, meeting on Sept. 14th)
- Introduction: 5% (Sept. 26th)
- Literature review + theory + research design: 10% (Oct. 17th)
- Peer review (rough draft due): 10% (Nov. 16th)
- Presentation: 10% (Dec. 5th/7th)
- Final research paper: 20% (Dec. 14th)

Attendance and Participation: 20%

I expect you to come to our class meetings prepared by having completed the assigned readings, lecture videos, and any assignments. One of the goals of this class is to give you a safe environment in which to speak so that you can practice analyzing political events and applying the theories we've learned to real-world events. In order to improve your verbal communication and analytical skills, I expect you to participate in all of our class activities and discussions. If you are uncomfortable with participating, please reach out to me at the beginning of the semester so that we can discuss the best approach for successful completion of this course component. At the beginning of the semester, we will discuss as a class what we think are important components of a successful classroom environment.

In order to participate, you need to be in class. If you anticipate that you will be missing class for a prolonged period due to extenuating circumstances or illness, please communicate this with me as soon as possible and contact the Center for Academic Success.

How to Succeed in the Class

1. **Plan ahead!** Make sure that you know when assignments are due, and plan your work accordingly. All important due dates for this course are on this syllabus, as well as on Moodle, so that you can plan ahead. Oftentimes, due dates for multiple classes will overlap – it is your responsibility to budget your own time and determine when you will need to complete assignments in order to ensure that everything is completed. Success in college (and beyond) is dependent on successful time management. Extensions will not be granted because of conflicts with assignments in your other classes.
2. **Come prepared to discuss!** On Moodle, a plan for each unit will be posted, listing all course materials to be completed for each class session, as well as providing questions below each to think about while engaging with the material to ensure that you are focusing on key pieces of information. Make sure that you have completed all required materials (whether it be reading an article, watching a video, or listening to a podcast), and be ready to share your thoughts in class!
3. **Ask questions!** I am here to help you. If something is confusing or unclear, please speak up in class or come to office hours. I will not know if you are having a difficult time with a particular topic unless you let me know, and it is in your interest to bring it up with me so I can clarify as soon as possible. I want to make sure that you are able to better understand course material moving forward (as we move through the course, there is an expectation that you understand/retained prior material) and that you can be successful on your exams/papers.

Course Policies

Citations

The Department of Political Science has decided that students in every course will use the Chicago Style of citation. We will be using the author-date style, which is covered in Chapters 18 and 19 in Turabian's Chicago Manual (9th ed.) *Papers that do not include citations will receive a failing grade, and incorrect citations will be penalized.* It is crucial that you understand how to cite your sources – you can unintentionally plagiarize by failing to cite your sources. If you have questions about citations, please reach out as soon as possible.

Honor Code

It is expected that all work you do in this course will be original work. Please make sure you are familiar with the Honor Code and understand what constitutes a violation, particularly in regards to cheating and plagiarism. You can find more information about the Honor Code [here](#). All written work for this course must include the following pledge: "I have acted with honesty and integrity in producing this work and am unaware of anyone who has not." Questions about the honor code may be directed to Shelley Story, Dean of Students (storys@southwestern.edu).

Late work

Late assignments will receive a half letter grade deduction for each day it is submitted after a deadline.

Please contact me as soon as possible *before the assignment is due* if circumstances beyond your control arise that affect your ability to submit work in a timely manner. *I will not remind you to turn in late assignments.*

Incompletes

Per the Faculty Handbook: The grade of "Incomplete" shall be given only in the case of a medical emergency or some other emergency situation beyond the student's control. The grade of "Incomplete" may not be given for the sole reason of permitting additional time to complete assigned course work. An Incomplete form, including the student's signature, must be submitted to the Center for Academic Success and Records. If a student is unable to provide a signature (due to a medical emergency, for example), then acknowledgement from the CASAR will suffice. The deadline for posting a final grade following an Incomplete will be 4 weeks from the last day of class. If the Incomplete has not been replaced with a final grade by 5 pm on the last day to resolve the Incomplete, the grade becomes an F. Students may seek an extension to the deadline for posting a final grade, if approved by the instructor and the Director of Records.

Grading

A+	99-100	B+	87-89	C+	77-79	D+	67-69
A	94-98	B	84-86	C	74-76	D	64-66
A-	90-93	B-	80-83	C-	70-73	D-	60-63

If you have questions about my comments on your assignments, I am happy to talk with you. If you want me to regrade something, you will need to write a few (at least 3) paragraphs responding specifically to my written comments and explaining why you feel you deserve a higher grade.

Course Credits and Expected Student Workload

Courses in the curriculum of the University are expressed in terms of credits. For courses that have a minimum class time of 150 minutes per week, students should expect to work outside of class a minimum of 2 and 1/2 hours per credit per week. For courses that have a minimum class time of 200 minutes per week, students should expect to work outside of class a minimum of 2 hours per credit per week. Class time and out-of-class work for courses yielding fewer than four credits will be expressed as some proportion of a four-credit course.

Recording Policy

Advance, written permission is required in order to record class lectures, discussions or presentations. Violations of this policy may constitute copyright infringement in violation of federal or state law and violators may be subject to University disciplinary action. Permission to allow lecture recording is not a transfer of any copyrights rights in the recording or related course materials. Such recordings and materials may be used only for individual or group study with other students enrolled in the same class, and may not be reproduced, transferred, distributed, or displayed in any public or commercial manner. Students must destroy recordings at the end of the semester in which they are enrolled in the class.

Paideia

Southwestern takes an interdisciplinary approach to education and encourages students to make connections across courses throughout your time at the university. I encourage you to bring up connections to other classes in our discussions as we move forward through the semester.

Accessibility and Accommodations

Southwestern University will make reasonable accommodations for persons with documented disabilities. Students should contact [Services for Students with Disabilities](#) to determine their eligibility to receive accommodations. It is the student's responsibility

to discuss any necessary accommodations with the appropriate faculty member at the beginning of the semester. If you have accommodations, please schedule a meeting with me ASAP.

Religious Holidays Attendance Policy

Southwestern University recognizes that it has students from a variety of religious and cultural traditions that have special days of observance or celebration that may take students out of their regular activities on certain days during the school year. Since the academic calendar does not always coincide with these days, the following policy is to be followed in order to facilitate student absences due to cultural and religious observances.

- As far in advance as possible, the student is expected to notify the professor(s) or instructor(s) of the class(es) to be missed.
- The student is expected to learn what assignments or exams are due or will be assigned on those dates and negotiate with the professor(s) or instructor(s) alternate times for fulfilling those requirements. Students should be prepared to fulfill the requirements prior to the class(es) to be missed.

[Religious Holidays](#) at Southwestern University.

Title IX

Southwestern University is committed to compliance with Title IX of the Education Amendments of 1972, which prohibits sex discrimination in federally funded education programs and activities. According to Title IX and Texas law, SU Faculty and staff members are considered Responsible Employees of sex discrimination including (but not limited to) sexual harassment, non-consensual sexual contact, intimate partner violence, stalking, and related retaliation. If you share information about any incidents of this nature, employees are required to report all information to the Title IX Coordinator to make sure you have information about support resources and complaint resolution options. This report does not initiate a formal process, and you are in control over how you choose to engage with the Title IX Coordinator. You can read more about the full policy on SU websites <https://www.southwestern.edu/titleix/>. The Title IX Coordinator is Katie Rallojay who can be reached at titleixcoordinator@southwestern.edu or by phone, 512-863-1442

Questions

If you have questions about the course, please schedule a time to meet during office hours. Please do communicate with me early if you have any challenges that impact your performance in this course; I will not be able to help you if you do not ask for help.

Course Materials Schedule

Please note: This schedule provides a general overview of the material for each unit. It does not include assignment due dates, which are listed above. Detailed schedules for each unit will be posted on Moodle.

Unit 1: The Construction of Ethnic & National Identities

Aug. 29

- Barrington, Lowell W. 1997. "'Nation' and 'Nationalism': The Misuse of Key Concepts in Political Science." *PS: Political Science and Politics* 30(4): 712-716.

Aug. 31

- Nagel, Joane. 1994. "Constructing Ethnicity: Creating and Recreating Ethnic Identity and Culture." *Social Problems* 41(1): 152-176.

Sept. 5

- Fearon, James D. and David D. Laitin. 2000. "Violence and the Social Construction of Ethnic Identity." *International Organization* 54(4): 845-877.
- Kaufman, Michael T. 1999. "The Dangers of Letting a President Read." *The New York Times*. May 22, 1999.
- Denison, Benjamin and Jasmin Mujanović. 2015. "Syria isn't Bosnia. And No, the Problem Isn't 'Ancient Hatreds.'" *The Washington Post*. November 17, 2015.

Sept. 7

- Anderson, Benedict. 1983. *Imagined Communities*. London: Verso Books.
 - Chapters 2 and 3

Sept. 12

- Franco, Josh and Kau Vue. 2020. "Chapter 3: The Scientific Method." In *Introduction to Political Science Research Methods, 1st Edition*. Open Education Research funded by The Academic Senate for California Community Colleges.
- Hoover Green, Amelia. 2013. How to Read Political Science. Drexel University.
- Darden, Keith and Harris Mylonas. 2016. "Threats to Territorial Integrity, National Mass Schooling, and Linguistic Commonality." *Comparative Political Studies* 49(11): 1446-1479.

Sept. 14

- Meetings to discuss research topic: each student will sign up for a time slot to meet w/ Dr. Aha

Sept. 19

- Lee, Charlotte. 2020. "Chapter 7: Qualitative Methods." In *Introduction to Political Science Research Methods, 1st Edition*. Open Education Research funded by The Academic Senate for California Community Colleges.
- McNabb, David E. 2020. *Research Methods for Political Science, 3rd Edition*. New York: Taylor and Francis.
 - Pp. 275-282
- Eyadat, Zaid. 2019. "The Comparative Case Study Method: 'Uncivil Society' in the Arab Uprisings." In *Political Science Research in Practice, 2nd Edition*. Edited by Akan Malici and Elizabeth S. Smith. New York: Routledge.

Unit 2: The Politics of Ethnic Nationalism

Sept. 21

- Simons, Thomas W. 1993. *Eastern Europe in the Post War World, 2nd Edition*. New York: St. Martin's Press.
 - Chapters 1-3

Sept. 26

- Saideman, Stephen M. and R. William Ayers. 2008. *For Kin or Country: Xenophobia, Nationalism and War*. New York: Columbia University Press.
 - Introduction
 - Chapter 4: Pushing the Envelope: Hungary's Assertive Attention to Kin
- Reading on formal modeling TBA

Sept. 28

- *Jenne, Erin. 2004. "A Bargaining Theory of Minority Demands: Explaining the Dog that Did not Bite in 1990's Yugoslavia." *International Studies Quarterly* 48: 729-754.
- *Visnovitz, Péter and Erin Kristin Jenne. 2021. "Populist Argumentation in Foreign Policy: The Case of Hungary under Viktor Orbán, 2010-2020." *Comparative European Politics* 19: 683-702.

Oct. 3

- O'Neil, Patrick H. 2020. *Essentials of Comparative Politics 7th Edition*. New York: W. W. Norton & Company.
 - Selection from Chapter 5
- Gallagher, Michael, Michael Laver, and Peter Mair. 2011. *Representative Government in Modern Europe, 5th Edition*. New York: McGraw-Hill
 - Chapter 9
- Pantoja, Adrian D. and Sarah Allen Gershon. 2019. "Statistical Research: Lack of Citizenship, the Achilles' Heel of Latino Political Power." In *Political Science*

Research in Practice, 2nd Edition. Edited by Akan Malici and Elizabeth S. Smith. New York: Routledge.

- (optional) Omae, Masahiro and Dino Bozonelos. 2020. "Chapter 8: Quantitative Research Methods and Means of Analysis." In *Introduction to Political Science Research Methods, 1st Edition*. Open Education Research funded by The Academic Senate for California Community Colleges.

Oct. 5

- Birnir, Jóhanna Kristin. 2007. *Ethnicity and Electoral Politics*. Cambridge: Cambridge University Press.
 - Selection
- *Aha, Katharine. 2021. "Resilient Incumbents: Ethnic Minority Political Parties and Voter Accountability." *Party Politics* 27(4): 680-691.

Oct. 12

- *Bustikova, Lenka. 2014: "Revenge of the Radical Right." *Comparative Political Studies* 47(12): 1739-1765
- *Aha, Katharine, Catherine Hiebel, and Linsey Jensen (unpublished manuscript), "Turning to the Radical Right: Examining Subnational Variation in Radical Right Support after Ethnic Minority Success"

Unit 3: The Politics of Regionalism

Oct. 17

- Lijphart, Arend. 2012. *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries, 2nd Edition*. New Haven, CT: Yale University Press.
 - Chapter 10, "Division of Power: The Federal-Unitary and Centralized-Decentralized Contrasts"

Oct. 19

- *Siroky, David S. and John Cuffe. 2015. "Lost Autonomy, Nationalism and Separatism." *Comparative Political Studies* 48(1): 3-34.

Oct. 24

- BBC. 2018. "Catalonia Region Profile." *BBC Europe News*. June 11, 2018.
- Calamur, Krishnadev. 2017. "The Spanish Court Decision That Sparked the Modern Catalan Independence Movement." *The Atlantic*. October 1, 2017.
- Jones, Sam. 2019. "Spain's Far-Right Vox Surges in Wake of Catalan Independence Protests." *The Guardian*. November 6, 2019.

- *Vampa, Davide. 2020. "Competing Forms of Populism and Territorial Politics: The Cases of Vox and Podemos." *Journal of Contemporary European Studies* 28(3): 304-321.

Oct. 26

- Ranciman, David, Helen Thompson, and Colin Kidd. 2021. "What is the Union." *Talking Politics*. February 4, 2021. (podcast)

Nov. 2

- David Ranciman, Richard Bourke, and Niamh Gallagher. 2021. "Northern Ireland: Past, Present, Future." *Talking Politics*. March 4, 2021. (podcast)
- Gladstone, Rick and Peter Robins. "The Ghosts of Northern Ireland are Back: What's Going On?." April 21, 2021. *The New York Times*.
- *O'Connell, Barry and Mike Medeiros. 2020. "The Brexit Effect? Ethno-National Divisions on the Island of Ireland among Political Elites and Youth." *Nationalism and Ethnic Politics* 26(4): 389-404.

Unit 4: The Politics of Migration

Nov. 7

- Buettner, Elizabeth. 2018. "Postcolonial Migrations to Europe." In *The Oxford Handbook of the Ends of Empire*. Edited by Martin Thomas and Andrew S. Thompson. Oxford: Oxford Handbooks.

Nov. 9

- *Leszczensky, Lars, Rahsaan Maxwell, and Erik Bleich. 2020. "What Factors Best Explain National Identification among Muslim Adolescents? Evidence from Four European Countries." *Journal of Ethnic and Migration Studies* 46(1): 260-276.
- *Maxwell, Rahsaan. 2010. "Political Participation in France among Non-European Origin Migrants: Segregation or Integration?" *Journal of Ethnic and Migration Studies* 36(3): 425-443.

Nov. 14

- Carnago Bonal, Luis and Delia Zollinger. 2018. "Immigration, Welfare Chauvinism and Support for Radical Right Parties in Europe." Euro Crisis in the Press, London School of Economics and Political Science.
- *Magni, Gabriele. 2021. "Economic Inequality, Immigrants and Selective Solidarity: From Perceived Lack of Opportunity to In-Group Favoritism." *British Journal of Political Science* 51(4): 1357-1380.

- *Hainmueller, Jens and Dominik Hangartner. 2019. "Does Direct Democracy Hurt Immigrant Minorities? Evidence from Naturalization Decisions in Switzerland." *American Journal of Political Science* 63(3): 530-547.

Nov. 16: Peer Review Day (rough draft due)

Nov. 21

- Channel 4. 2017. "Why are Many Young People Turning to Marine Le Pen's National Front?" April 12, 2017. (video)
- Onishi, Norimitsu. 2019. "France Announces Tough New Measures on Immigration." *The New York Times*, November 6, 2019.
- Barbarro, Michael and Constant Méheut. 2021. "France, Islam, and 'Laïcité.'" *The Daily*. February 12, 2021. (podcast)
- *Mayer, Nonna. 2022. "The Impact of Gender on Votes for the Populist Radical Rights: Marine Le Pen vs. Eric Zemmour." *Modern & Contemporary France* 30(4): 445-460.

Nov. 28

- Nolan, Dan and Priyanka Boghani. 2016. "Anatomy of an Exodus: How Europe's Refugee Crisis Unfolded." *PBS Frontline*, December 22, 2016.
- Barbarro, Michael and Megan Twohey. 2020. "The Forgotten Refugee Crisis in Europe." *The Daily*, September 17, 2020. (podcast)

Nov. 30

- Kirkwood, Steve. "History in the Service of Politics: Constructing Narratives of History During the European Refugee 'Crisis.'" *Political Psychology* 40(2): 297-313.
- Saatcioglu, Beken. 2021. "The EU's Response to the Syrian Refugee Crisis: A Battleground Among Many Europes." *European Politics and Society* 22(5): 808-823.
- Ammaturo, Francesca Romana. 2019. "Europe and Whiteness: Challenges to European Identity and European Citizenship in Light of Brexit and the 'Refugees/Migrants Crisis.'" *European Journal of Social Theory* 22(4): 548-566.

Dec. 5/7: Presentations

Dec. 14: Final paper due by 11:59pm