

# **HIS 323**

## **EUROPEAN**

### **MINORITIES**

Autumn Semester 2013  
Course Meeting: MW 2:30-4:20  
Beck 313

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Office Hours: MWF 11:30-12:30  
and by appointment



Minorities are everywhere, and have been everywhere throughout history. However, minorities became far more visible in society – and debates concerning minorities more prominent – in the modern era. But what, exactly, constitutes minority status? Should minorities be protected and allowed a certain level of autonomy within the modern state or should they be encouraged (or forced) to assimilate into the majority? With the modern era promoting democratic forms of governments, should the majority rule?

Following the French Revolution, the relationship between individuals (or groups) and the state were radically changing from being subjects of a monarch (often with absolute power) to being citizens of an increasingly state. This shift saw new political actors and ideologies that challenged the status quo. In the nineteenth century, large empires dominated the landscape, in many cases made up of numerous languages, religions, and ethnicities. Nationalist movements emerged and gained momentum throughout the nineteenth and into the twentieth century, seeking greater autonomy and challenging the existing political structures, which led to the establishment of numerous small states in the wake of the First World War. Following the Great War, the trend was for the emergence of states based on national unity. While this change concerned more people involved in the politics of the state, others were excluded. No state was completely homogenous, and nationalist conflict continued, as minority groups sought increased protections or levels of autonomy. What determined this exclusion? Who determined who belonged to the majority?

In order to understand some of these dynamics we will begin by focusing on some nationalism theory. We will explore what is meant by “nationalism” along with some of the different European variations of the “nation.” We will consider definitions of nationalism, how states define their populations and conceptualize minority groups, and how minority populations fit in to or are excluded from state policies. We will delve into how the theory and various definitions influence the identification and treatment of minorities in society, including trends to either

assimilate, segregate, or even outright exclude those who were considered different throughout the nineteenth and twentieth centuries.

We will take a broad look at minorities and move beyond just ethnic and racial minorities. States define their populations in numerous ways, ranging from identifications based on language, religion, culture, ethnicity, or race. But those are not the only categories; populations are also divided by age, class, gender, sexuality, and/or disability to name a few. How a state defines the majority versus the minority population can give us tremendous insights into the internal structures of governing, the values of the state in question, and how groups and states define the “other.”

While it is hoped students will have a solid background in European history, particularly the nineteenth and twentieth centuries, it is not essential for success in this course. If you have not had a survey course of European history, you should meet with me within the first few weeks of this class and may need to do some additional readings on general European history, as we will reference major events and shifts and how they relate to the topic of the course.

This course will help you develop a perspective on history and an understanding of the factors that shape human activity, giving us insights into the origins and nature of contemporary issues, as well as understanding change and continuity over time. However, it is also important to realize that while attitudes towards many groups have significantly shifted during the time of our focus, these are ongoing issues. Minority issues are still quite relevant today. Two recent examples from this year can be found in Poland and Italy. Lech Walesa, leader of Poland’s Solidarity Movement and the first democratic-era president, stated in March 2013 with regards to gay rights, “A minority should not impose itself on the majority.” Throughout the summer, Italy’s first black minister, Cecile Kyenge (Minister of Integration), repeatedly faced racial slurs and had bananas thrown at her at public appearances.

You will also be introduced to the skills of a historian. We will work to develop critical thinking skills through the study of diverse interpretations of historical events and through analysis of primary and secondary sources. These skills will be assessed through our discussions and written work. By completing the requirements for this History course, students will:

1. Acquire a perspective on history and an understanding of the factors that shape human activity. This knowledge will furnish students with insights into the origins and nature of contemporary issues and a foundation for future comparative understanding of civilizations.
2. Develop critical thinking through the study of diverse interpretations of historical events.
3. Apply critical thinking through historical analysis of primary and secondary sources.
4. Develop communications skills in exams, papers, discussions.
5. Develop an understanding of the patterns of minority policies and practices, and how they inform present-day society, politics, and international relations.

This course is approved for **Russian and East European Studies** and also for the **Peace Studies** minor. Students wishing to have this course count for Russian and East European Studies must let me know at the start of the course and choose a research topic related to Russian or Eastern Europe.

## Required Reading

- Brubaker, Rogers. *Nationalism Reframed: Nationhood and the National Question in the New Europe*. Oxford: Cambridge University Press, 1996.
- Brubaker, Rogers. *Citizenship and Nationhood in France and Germany*. Cambridge, Mass.: Harvard University Press, 1992.
- Hidden, John. *Defender of Minorities: Paul Schiemann, 1876-1944*. London: Hurst & Co., 2004.
- Hutchinson, John and Anthony D. Smith, eds. *Nationalism*. Oxford: Oxford University Press, 1994.
- Panayi, Panikos. *Outsiders: A History of European Minorities*. London: Hambledon Press, 2003.

Additional readings will be made accessible through Moodle.

## Grading:

Research Paper:		Participation	20%
- Research Proposal	5%	Discussion Questions	10%
- Theory Draft	10%	Discussion Facilitator	15%
- Overview of Minority	5%		
- Presentation	5%		
- Complete, Due Finals Week	30%		

## Grading Scale:

	B+: 87-89.9%	C+: 77-79.9%	D+: 67-69.9%
A: 93-100%	B: 83-86.9%	C: 73-76.9%	D: 62-66.9%
A-: 90-92.9%	B-: 80-82.9%	C-: 70-72.9%	F: > 62%

## Participation, Deadlines, and Assignment Submissions:

As the seminar meets only twice a week, attending each session ready to participate in discussions is essential for success in this course. "Ready" means you have completed and thought carefully about the readings; you are encouraged to make notes and jot down questions when doing the readings. If for whatever reason you are not in class, you will be expected to meet with me individually and write a 3-4 page analysis of the readings for that day.

All assignments for this course are to be submitted in **electronic format** through Moodle (a hard copy of your theory draft will also be due in class for peer review). Your completed assignment needs to be uploaded prior to the start of class on the day the assignment is due. Papers turned in late without requesting an extension ahead of time will be reduced in grade for each day it is late; requests for an extension must be made at least 24 hours before the assignment is due. No papers will be accepted beyond a week late. The research paper must be submitted in order to receive a passing grade in the course.

## **Weekly Discussion Questions**

A large portion of our class time will be spent discussing the theme for the week. Each class, you are expected to post on Moodle two or three discussion questions based on the assigned reading(s). These are graded pass/fail.

## **Discussion Facilitator**

To help facilitate discussion, everyone will twice take a turn leading the class; we will sign up for these positions early in the semester. For the class you are the facilitator, you should prepare numerous discussion points and questions focused on the reading(s) for that day and be prepared to lead class for at least 30-45 minutes. You should also meet with me a day or two in advance of the class to go over these discussion questions. If appropriate, you are also encouraged to locate any visual or audio aides that connect to our topic that week to add to our discussion.

## **Additional Policies**

- One of the primary goals of this class is to learn how to think critically and discuss constructively – to learn the material and be able to think and talk about it effectively. In this course we are going to be touching on a range of important and possibly sensitive issues including race, ethnicity, class, and sexuality. We all bring our own unconscious biases and blind spots of these topics based on our own cultural understandings and identity, but it will be imperative that we keep discussions academically relevant, and ensure that everyone feels intellectually and emotionally safe to participate in an open discussion of these topics.
- Everyone should consistently demonstrate common courtesy to both me as the instructor and your fellow classmates. With that in mind, if there are occasions when you are late to class you should enter as quietly as possible. Cell phones should be turned off or silent (yes, vibrations still make noise). Laptops and tablets are permitted for notes and readings, however, you should stay on task and not get distracted; if usage becomes distracting and unrelated to the course, I will change this policy. And we should all treat each other's comments and questions with the respect they deserve.
- If you have a physical, psychiatric/emotional, medical, learning or attentional disability that may have an effect on your ability to complete assigned course work, please contact Laurie Bickett, Disability Services Coordinator, in the Advising Center (x6286). She will review your concerns and decide with you what accommodations are necessary. I will be happy to work with you, upon receipt of documentation from her.

## **Plagiarism and Academic Integrity**

As a student at Gustavus, you are expected to know and abide by the College's Academic Honesty Policy as printed in the academic catalog. The policy states, in part, "In all academic exercises, examinations, presentations, speeches, papers, and reports, students shall submit their own work. Footnotes or some other acceptable form of citation must accompany any use of another's words or ideas. Students are especially cautioned that quoting or paraphrasing from electronic sources without proper citation is as serious a violation as copying from a book or other printed source."

All instances of academic misconduct (such as plagiarism) will result in a zero for that assignment and be reported to the Office of the Provost. A continuing pattern of academic misconduct could result in academic probation or expulsion.

By turning in any assignments for this course you are agreeing to the **honor pledge**: “On my honor, I pledge that I have not given, received, or tolerated others’ use of unauthorized aid in completing this work.”

Andrea A. Lunsford offers the following suggestions to “Avoid Plagiarism” in *The Everyday Writer*:

1. Maintain an accurate and thorough working bibliography.
2. Establish a consistent note-taking system, listing sources and page numbers and clearly identifying all quotations, paraphrases, summaries, statistics, and visuals.
3. Identify all quotations with quotation marks – both in your notes and in your essay. Be sure your summaries and paraphrases use your own words and sentence structures.
4. Give a citation or note for each quotation, paraphrase, summary, arguable assertion or opinion, statistic, and visual that is from a source.
5. Prepare an accurate and complete list of sources cited according to the required documentation style. (192)

### **Formatting Guidelines for Writing Assignments**

- All writing assignments are submitted electronically through Moodle. When noted, you may also be asked to bring a hard copy of the assignment into class for in-class peer review;
- All writing assignments are to be typed, with one-inch margins;
- 12-point font size, Times or Times New Roman font, double-spaced;
- If more than 1 page, include page numbers;
- Correct spelling and grammar; proofread your paper before turning it in;
- Proper citations using **Chicago style** (a works-cited page should be used for your final research paper);
- For additional help, please come see me or visit the Writing Center in Confer 232 (x6027 or [gustavus.edu/writingcenter](http://gustavus.edu/writingcenter)).

**Research Paper, due Thursday, December 19**

How do you define nationalism, and how do minority populations fit into concepts of the “nation-state” in modern Europe? How do nationalist policies affect minority populations? What are the goals of the national policies, specifically in terms of minority groups? How can a minority, or can it, exist within the “nation-state”?

To answer these questions, select a minority group within a European state (with the exception of the Jewish minority in Germany). Your selection can be based on a broad definition of “minority,” as we will discuss through this course, but you will need to refine your study to a specific time frame within the 19<sup>th</sup> and 20<sup>th</sup> centuries – do not attempt to provide a complete overview covering many decades, but rather narrow your focus to a particular aspect of the minority experience, a specific incident or moment of relevance for that minority. For Russian and East European Studies students, you must select a minority within Russia/the USSR or Eastern Europe.

How does this minority population fit into the broader state issues? What were the legal protections afforded to minorities? If there were changes in the position of the minority group, what brought about this change? What were the concerns specific to the minority? Did they live in areas with others of the same minority, or are they dispersed around the state, and what is the impact of that? Did the state pursue policies of assimilation or segregation, and how did this influence the development of the minority community?

If you have knowledge of a foreign language, you are strongly encouraged to incorporate research using that language, although it is not a requirement. Likewise, if you have access to primary source documents related to your topic, you are strongly encouraged to incorporate them into your research, although because of language issues, this is not required.

I have outlined a number of assignments to help in the development of your research topic. You should revise and incorporate the broad overview and the theory portions as sections of your final paper. Your final paper should be approximately 15-20 pages in length (and no more than 25 pages).

**Research Proposal, due September 30**

As you consider your research topic, I want you to write a short overview (about a page) of your specific research topic and approach. What minority group and which state will your research address? Have you determined which aspect of this minority experience you will focus on? How do you anticipate narrowing the focus? What types of sources are available and will you incorporate these into your research? This section should include an annotated bibliography of at least three sources that are relevant to your study.

**Theory Draft, due October 16**

Your research paper will need a portion devoted to nationalism theory – how do you define “nationalism” and how does your definition fit in with other scholars? How does the definition of “nationalism” relate to the issue of minorities? With this in mind, you are to

turn in a draft of your theoretical portion, which will be revised and incorporated into your research paper, approximately 3-4 pages in length.

Bring a hard copy of the theory draft into class on October 14. We will spend the class doing peer-review and a discussion of your draft.

### **Brief Overview of Minority, due October 28**

Your specific research topic will have a relatively narrow focus, rather than presenting a broad overview of a minority. In order to get a better grasp on the topic and the broader context, write a 2-3 page overview of the history of the minority population. This assignment should be well cited with a wide variety of scholarly sources.

### **Presentation**

During the final two weeks of the semester, we will share our research with the entire class. While you will still have more time to complete your paper, you should have enough research completed to give us an overview of your findings. This is also a great opportunity for your peers to offer input and suggestions as you work on finalizing your paper. Your presentation should be approximately 10 minutes, with five minutes for comments and questions from the class. You are welcome to use any relevant visual or audio to compliment your presentation, but the emphasis must remain on presenting your research.