COURSE SYLLABUS

Nationalism and Democracy
Core course in the Nationalism Studies program

Preliminary version: 30 May 2019

Instructor:
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Autumn semester 2019
MA
4 Credits (# ECTS Credits)
Pre-requisites: open for students enrolled in Nationalism Studies (core course) and for students enrolled in Political Science & IRES (elective), other programs: previous knowledge of social science methods required

Course hours: Thursday, 9.00-10.40 & Friday, 11.00-12.40
Course e-learning site: tbd

Office hours: usually Thursday XXX & Friday XXX, with occasional exceptions. Only with online appointments: www.bochsler.eu/office.

Course Description
Nationalism and Democracy resemble a couple in a stormy marriage. In the origin of (Western) democracies, the two were symbiotic: democracy often implied the imagination of a nation. Vice-versa, nationalism in its historical shape also implies the liberation of the people from authoritarian rule, and the introduction of self-rule. Nevertheless, nationalism today is often characterised as the enemy of (liberal) democracy. In the course of the transition towards democracy, (ethnic) nationalism often appears as a side-product, leading to civic conflicts and/or ethnocracies, rather than democracy.

This course scrutinises the connection of nationalism and democracy. Thereby, it makes a tour d’horizon of several political science perspectives on nationalism. It starts with authoritarian political regimes, and the role of nationalism in the course of the transition towards democracy. It discusses why the introduction of democratic rule can lead to’ mobilisation along ethnic lines, and/or ethnic conflict. It looks at the rise of nationalist parties and populism, both in established democracies and democratising states. It compares democratic citizenship regimes, and relates them to the notion of the nation. And it analyses to what extent public opinions and political cleavages are linked to the nation. Last but not least, the course analyses which models of democracy are best suited for multicultural
societies, looking at political institutions (federalism, power-sharing), as well as at minority rights.

The course is based on empirical research from contemporary multicultural regimes. The readings and class discussions combine a diversity of substantial arguments with insights into ten multicultural countries/regions, and both quantitative and qualitative research designs and methods. A part of the class hours will be devoted to research methods in empirical political science/social sciences.

**Introductory books**


**Learning Outcomes**

By the end of this course, students will be able to:

- Students will be familiar with basic concepts from comparative politics.
- Students will be able to distinguish and analyse political regimes and
- Get an insight into contemporary shapes and problems of nationalism.
- Understand the logic of comparative studies in political science/social science, and
- Being capable of decipher such research
- Develop a research design for a comparative empirical study, and conduct and write
  an empirical analysis.

**Course requirements and assessment**

*Attendance and active class-room participation (10 %)*

*Expert for one week or session (30% of the grade)*

Participants have to prepare for an expert discussion in class, based on specific preparatory readings.

- Groups of experts will be assigned to a specific week, and a list of suggested readings.
- Based on these readings, instead of a full review, they hand in a list of questions to be discussed in class (2-3 questions per person), by e-mail, and a short elaboration on each of these questions/themes, max. 1 page per person. Ideally, the list of questions combines a) some theoretical aspects, b) methodological issues, and c) it refers to exemplary cases. Show how the questions/themes relate to the required readings. Reading lists can be altered, in agreement between the lecturer and the experts.
- In class, students will be require to respond to questions in a cohesive way, but do not prepare a linear presentation (see below). Approx. 8-10 minutes per person.

The topic of the expert discussion can overlap with the topic of the paper, which the student writes in the second semester of the seminar.

Deadlines:

- Expert discussions take place between week 3 and week 12.
The list of questions needs to be submitted 11 days prior to the class (when the students serve as experts), and 24 hours prior to a preparatory meeting. (i.e. enrol for an office hour no later than 10 days before your ‘expert week’).

**Short assignments (15% of the grade)**

**Assignment 1: problem articulation**
Problem articulation (200-300 words) on one or several broader questions (will be introduced in first meeting). Deadline: 24 September 2018, 13.00h

**Assignment 2: abstract.**
Outline of the research design of your final paper. Max. 1 page. Containing research question, preliminary case selection, and idea about the hypotheses and empirical materials to be analysed. Deadline: 4 November 2019, 23.59h

**Assignment 3: discussant**
Discuss the abstract of one other student, and provide comments to each of the other participants of your group (to be defined) at the feedback sessions. On 8 & 11 November 2019, timetable to be agreed on.

**Final paper (research design + short analysis) (45%)**
Course participants will submit an empirical, comparative research design, focused on a topic connecting nationalism and (non-)democracy/democratisation, or related key questions in politics. It will be followed by a brief empirical analysis. 4000 words. Deadline to be announced.

Grading criteria:
- Originality: is there a clear idea behind the paper (and is it followed and answered in the paper)?
- Clarity: is the argument well structured?
- Case selection and choice of appropriate data: is the selection of the cases and data well explained and convincing?
- Fit of theory and empirical analysis: does the design for the empirical analysis fit the theoretical concept to be investigated?
- Is the operationalisation clear and valid?
- Conduct of a short (preliminary) empirical analysis and appropriateness of the conclusions.
- Overall structure of the paper: is there a clear golden thread throughout the paper? Does the introduction/conclusion refer to the paper, is the research design written and structured clearly, does it fulfil formal standards, is the structure appropriate?

**Late submission:** In case of late submissions, three grade points from the final grade of the assignment are deducted for every 12 hours of delay. For instance, submitting 15 hours late leads to a deduction of six points.
Course programme

I. Nationalism, democracy, and political science

Week 1 (19&20 September) – Introduction. Nationalism and conflict, and what political science can say about it
Political transitions towards democracy and the rise of nationalism. Multiple political science perspectives on nationalism.

Required readings:

Further readings:

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II. Does democracy need nationalism?  
Social and economic prerequisites for the establishment of democracy. Are the people’s sovereignty and the nation two sides of the same medal?

Week 2 (26&27 September) – Democracy and the nation
Connections between the nation and democracy. The social and economic prerequisites for democratisation.

Required readings:
Further readings:

Week 3 (3&4 October) – Identity politics
How politics shapes identities in democratic and non-democratic states. The social, cultural, and political basis of identities. Regional focus: multiple layers of identities in a set of African countries.

Required readings:
* Background reading, optional. Gives you an overview of a field you might already be familiar with from other courses from Nationalism Studies.

Expert readings:

Further readings:
III. Does democratisation lead to nationalist conflict?

Do political transition and elections lead to violent ethnic conflict?

Week 4 (10&11 October) – Identities, mobilisation, and conflict
Motivations and reasons for ethnic conflict: greed and grievances. Why does democracy spark civil wars. Regional focus: the war in Bosnia and Herzegovina.

Required readings:
Refresh: Snyder 2000 chapter 1 (from week 1)


Expert readings:

Further readings:
Week 5 (17&18 October) – Mobilisation in divided and in immigration countries

Similarities between nationalist mobilisation in ethnically divided countries and immigration societies. Are nationalist mobilisation and populism a threat to democracy? Regional focus: ethnic mobilisation and riots in South Asia.

Required readings:

Expert readings:

Add a selection of readings on India’s recent electoral politics

Further readings:


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**IV. Democracy and the nation: how to accommodate cultural groups in democracies**

*Is democracy in divided societies possible? What is the most appropriate model for it?*

**Week 6 (24&25 October) – Political regimes for divided societies: consociationalism or centripetalism?**

An introduction to the prevalent schools about political regimes for divided societies, consociationalism. We compare the consociational type both in democracies and in non-democracies. And we ask whether consociational democracy is compatible with liberal rights? Regional focus: Consociational politics in Lebanon and the Middle East.

**Required readings:**


**Expert readings:**


Further readings:


Week 7 (31 October) – The centripetal model
An alternative idea for political regimes in divided societies: the centripetal model, and its empirical applications.

Required readings:

Expert readings:

Further readings:

Week 8 (7&8 November) – Representation and electoral politics for divided societies
How do elections affect the type and quality of representation in divided societies? (How) Does the representation of cultural minorities matter; and is it enough to assign them a few quota seats? Which strategies do political elites chose in divided societies? Regional focus: electoral politics in the Western Balkans.

Required readings:

Expert readings:

Further readings:

8 November: Paper writing workshops

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V. The “demos” and the territorial order

Citizenship regimes, and territorial organisation of the state

Week 9/1 (14 November) – Political, cultural and economic inequalities

Economic inequalities, cultural and political rights of minorities. How multiple inequalities reinforce each other. The rights of migrants and ‘historical’ minorities in comparison.

Required readings:

Expert readings:

Further readings:
Nationalism and Democracy (Autumn 2019)


Week 9/2 (15 November) – Citizenship and voting rights
How do democracies define their citizens? How do citizenship rights reflect the idea of the nation? How do states include diasporas and co-ethnics across the borders? Regional focus: citizenship policies in Switzerland.

Required readings:


Expert readings:


Further readings:


Week 10 (21/22 November) – The territorial organisation of the state and non-territorial autonomies

Is federalism or territorial autonomy a solution to ethnic grievances, or is it a first step to separatism? We discuss federalism and territorial autonomy in the context of democracies and non-democracies, and we look at cultural autonomies as an alternative. Regional focuses: the federal question in Central Europe. Ethnic mobilisation and informal institutions in the Andes.

Required readings:

Expert readings:

Further readings:
Nationalism and Democracy (Autumn 2019)


**Non-territorial autonomies**

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**VI. The international system and domestic politics**

**Week 11/2 (29 November) - Partition**
Is partition of states the last resort to resolve ethnic conflict? Regional focus: de-facto states in the South Caucasus.

**Required readings:**

**Expert readings:**

Further readings:


**Week 12 (5&6 December) – Peacebuilding missions, transitional justice**

International intervention during and after civil wars; transitional justice: how do international actors and institutions affect domestic politics and democracy. The different modes of transitional justice - international and domestic courts, truth commissions. Regional focus: truth commissions (Peru or Rwanda).

Required readings:


Expert readings:


**Further readings:**

On international interventions, peacebuilding, and domestic politics.


On transitional justice:


