

<b>Syllabus for SUN 2002 course</b>		<b>Ethnic Relations</b>
<b>Session no.</b>		
	<b>Teacher's Name/ Teachers' Names</b>	Erica Benner
<b>1-2</b>	<b>Topic/Title</b>	Arguments for the nation-state
	<b>Teaching Mode</b>	Lecture (30%)/student presentation (40%)/discussion(30%)
	<b>Rationale/ Objectives/ Summary</b>	Introduction and basic concepts: nation-state, culture, liberalism
	<b>Reading and/or writing Assignments</b>	Tamir, Liberal Nationalism, Preface xi-xx; Miscevic, Nationalism and Beyond, ch. 8
<b>3-4</b>	<b>Topic/Title</b>	Nation-building in historical perspective
	<b>Teaching Mode</b>	Lecture (30%)/student presentation (40%)/discussion(30%)
	<b>Rationale/ Objectives/ Summary</b>	The connection between democratic rule and cultural cohesion – can democratic states operate without national unity?
	<b>Reading and/or writing Assignments</b>	Rousseau, The Government of Poland, chs. 1-5)

<b>5-6</b>	<b>Topic/Title</b>	Multiculturalism
	<b>Teaching Mode</b>	Lecture (30%)/student presentation (40%)/discussion(30%)
	<b>Rationale/ Objectives/ Summary</b>	Liberal perspectives on the nation state
	<b>Reading and/or writing Assignments</b>	Miller, On Nationality, ch. 5
<b>7-8</b>	<b>Topic/Title</b>	Individual and group rights
	<b>Teaching Mode</b>	Lecture (30%)/student presentation (40%)/discussion(30%)
	<b>Rationale/ Objectives/ Summary</b>	The connection of individual and group rights
	<b>Reading and/or writing Assignments</b>	Kukathas: Are there any cultural rights?
<b>9-10</b>	<b>Topic/Title</b>	The nation-state in international context
	<b>Teaching Mode</b>	Lecture (30%)/student presentation (40%)/discussion(30%)
	<b>Rationale/ Objectives/ Summary</b>	Self-Determination – introduction to the theoretical approaches

	<b>Reading and/or writing Assignments</b>	Mill, On Representative Government, ch. 16; Raz and Margalit: National Self-Determination
<b>23-24</b>	<b>Topic/Title</b>	National and multinational states
	<b>Teaching Mode</b>	Lecture (30%)/student presentation (40%)/discussion(30%)
	<b>Rationale/ Objectives/ Summary</b>	Contemporary debates on multiculturalism and nation state
	<b>Reading and/or writing Assignments</b>	Walzer, parts from On Toleration; Miscevic, ch. 9

This course introduces some ethical debates about the pros and cons of the nation-state. Focusing on the relationship between political nationhood and cultural identity, we will consider different answers to questions such as: do distinct cultural groups have a right to political autonomy? Should each nation-state be based on a common culture? Are there any serious alternatives to the nation-state today, and if so, what are their strengths and weaknesses?

Classes will be based on short presentations by both the instructor and students, followed by discussions. Students are encouraged to draw concrete examples from their own experience or expertise.

<b>11-14</b>	<b>Teacher's Name/ Teachers' Names</b>	Mária Kovács
	<b>Topic/Title</b>	Self-determination: the current debate

	<b>Teaching Mode</b>	Lecture (50%)/participant presentations (50%)
	<b>Rationale/ Objectives/ Summary</b>	<p><b>Discussion points:</b></p> <ul style="list-style-type: none"> <li>■ Is there a right to self- determination in international law?</li> <li>■ Does the „right to self-determination" imply a right to secession?</li> <li>■ Why and how did the end of the Cold War lead to a reformulation of problems of self-determination?</li> </ul> <p><b>Participant presentations:</b></p> <ul style="list-style-type: none"> <li>■ Please select a particular self—determination conflict for a case study. (You can draw on your research or personal experience.)</li> <li>■ Please apply the class readings in the discussion of your selected case.</li> </ul>
	<b>Reading and/or writing Assignments</b>	<p>Thomas Franck, "Fairness to Peoples and their Right to Self-Determination" in <i>Fairness in International Law and Institutions</i> , Clarendon, Oxford, 1995, pp. 140-169.</p> <p>Donald Horowitz, "Self-Determination: Politics, Philosophy and Law" in I. Shapiro and W. Kymlicka (eds.), <i>Ethnicity and Group Rights</i>, NYU Press, 1997, 421-463</p> <p>Antonio Cassese, <i>Self-Determination of Peoples</i>, pp. 11 – 100; 339-365.</p>

15-18	<b>Topic/Title</b>	Self-determination in post-Soviet Eastern Europe
	<b>Teaching Mode</b>	Lecture (50%) / Discussion (50%)
	<b>Rationale/ Objectives/ Summary</b>	<p><b>Discussion points:</b></p> <ul style="list-style-type: none"> <li>■ What does international law currently regard as the proper unit of self determination, and ultimately, of secession?</li> <li>■ The uti possidetis debate. What legacy of decolonialization do we see survive into the post-Soviet period?</li> </ul> <p><b>Participant assignment:</b></p> <ul style="list-style-type: none"> <li>■ In-class discussion of the decisions of the Badinter Commission based on Franck, Radan and Ratner</li> </ul>
	<b>Reading and/or writing Assignments</b>	<p>Peter Radan, "The Badinter Arbitration Commission and the Partition of Yugoslavia", <i>Nationalities Papers</i>, 1997, pp. 537-557.</p> <p>Hurst Hannum, "Self-Determination, Yugoslavia and Europe: Old Wine in New Bottles?" <i>International Law and Contemporary Problems</i>, 1993/3, 57-69.</p> <p>Steven R. Ratner, "Drawing a Better Line: Uti Possidetis and the Borders of New States", <i>AJIL</i>, 90/4, 591-608.</p> <p>Guidelines on the Recognition of New States in Eastern Europe and in the Soviet Union</p> <p>Decisions of the Badinter Commission</p>
19-22	<b>Topic/Title</b>	Dealing with conflicting rights: the self-determination of minorities?
	<b>Teaching Mode</b>	Lecture (50%) / Presentations (50%)

	<p><b>Rationale/ Objectives/ Summary</b></p>	<p><b>Participant assignments:</b></p> <ul style="list-style-type: none"> <li>■ Please select a particular case of minority autonomy. (You can draw on your research, the class readings, or your personal experience.)</li> <li>■ Please apply the class readings to your selected case</li> </ul> <p><b>Discussion points:</b></p> <ul style="list-style-type: none"> <li>■ How do minority rights norms and secession norms correlate?</li> <li>■ What solutions have been suggested to overcome the tension between territorial integrity and self-determination?</li> <li>■ What are the lessons of currently existing ethnic autonomies in the region?</li> </ul>
	<p><b>Reading and/or writing Assignments</b></p>	<p>Hurst Hannum, Territorial Autonomy: Permanent Solution or Step toward Secession? (<a href="http://www.zef.de/download/ethnicconflict/hannum.pdf">http://www.zef.de/download/ethnicconflict/hannum.pdf</a>)</p> <p>Mária M. Kovács, "Standards of Self-Determination and Standards of Minority Protection in the Post-Cold War Era" <i>Nations and Nationalism</i></p> <p>Markku Suksi, "Constitutional Options for Self-Determination: What Works?" (<a href="http://www.unausa.org/issues/kosovo/rome/suksi.asp">http://www.unausa.org/issues/kosovo/rome/suksi.asp</a>)</p> <p>Farimah Daftary, "Insular Autonomy, A Framework for Conflict Resolution?" <i>The Global Review of Ethnopolitics</i>, Vol.1, no1, September, 2001, 19-40</p>

This course will concentrate on problems of self-determination and minority protection. We will examine various theories of self-determination, the extent and actual content of self-determination rights, the extent to which self-determination is regarded as a legal right, and current initiatives to extend and redefine self-determination rights as benefitting minorities, too.

This course will examine issues that remain hotly debated to our day. The course will not attempt to provide "answers" to the debated issues, but will look at the polemical arguments advanced on opposite sides. Where possible, readings are selected to introduce students to the debates. The readings are selected to provide a historical account of experiments with self-determination and international minority protection as well as a cross section of the relevant literature on contemporary debates within various disciplines.

<b>25-26</b>	<b>Teacher's Name/ Teachers' Names</b>	Will Kymlicka
	<b>Topic/Title</b>	Western political theory and ethnic relations in Eastern Europe
	<b>Teaching Mode</b>	Introductory lecture (50%)/participant presentations (50%)
	<b>Rationale/ Objectives/ Summary</b>	Is ethnocultural neutrality a myth? What does ethnocultural justice mean?
	<b>Reading and/or writing Assignments</b>	*
<b>27-28</b>	<b>Topic/Title</b>	The relevance of western models of nation building and minority rights in East Central Europe
	<b>Teaching Mode</b>	Developing an in-class typology of minority-rights claims
	<b>Rationale/ Objectives/ Summary</b>	What kinds of minority rights claims do we encounter in East-Central Europe? What explains the overwhelming resistance of East

		European states to the general principle of recognizing minority nationalism?
	<b>Reading and/or writing Assignments</b>	*
<b>29-30</b>	<b>Topic/Title</b>	Specific features of East-Central Europe: historical legacies, the kin-state phenomenon
	<b>Teaching Mode</b>	In-class analysis of constitutional transformation in East Central European countries
	<b>Rationale/ Objectives/ Summary</b>	What are the prospects of multination states, federalism and territorial autonomy in East Central Europe? (Part I.)
	<b>Reading and/or writing Assignments</b>	*
<b>31-32</b>	<b>Topic/Title</b>	The emerging models of cultural autonomy
	<b>Teaching Mode</b>	Discussion and analysis of models of ethnocultural autonomy
	<b>Rationale/ Objectives/ Summary</b>	What are the prospects of multination states, federalism and territorial autonomy in East Central Europe? (Part II)



	<b>Reading and/or writing Assignments</b>	*
<b>33-34</b>	<b>Topic/Title</b>	Hard cases: the Roma, the Russians in the Baltics, the Crimean Tatars and the Cossacks
	<b>Teaching Mode</b>	Analysis of OSCE standards on the protection of minorities, and discussion of its applicability in individual Central-East European countries
	<b>Rationale/ Objectives/ Summary</b>	In what sense do „hard cases" lack obvious analogues in Western experience?
	<b>Reading and/or writing Assignments</b>	*
<b>35-36</b>	<b>Topic/Title</b>	Ethnocultural justice and democratization
	<b>Teaching Mode</b>	Discussion of case studies by participants
	<b>Rationale/ Objectives/ Summary</b>	Can we expect that ethnocultural conflicts will disappear with democratization? Is there grounds to hope that such „sequencing" will lead to ethnocultural peace? What are the risks of denying the seriousness and persistence of ethnocultural identities?

	<b>Reading and/or writing Assignments</b>	*
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Several countries in Eastern and Central Europe are under significant pressure from the West to improve their minority rights record. Indeed, both the European Union and NATO have declared that respect for minority rights will be one of the criteria used in deciding whether to admit countries from Eastern and Central Europe. Various declarations and conventions have recently been adopted which seek to codify minimum standards and/or 'best practices' regarding minority rights. These declarations and conventions are often implicitly based on Western models or assumptions about how to manage ethnic relations. Many critics argue that these models and assumptions will not work in the Eastern European context. Indeed, some critics argue that they do not always work well in the West, and that there is a double-standard involved in imposing standards on Eastern Europe that are not always respected in the West.

In this course, we will examine these debates about exporting Western models of minority rights to post-communist Europe. We will begin by considering the actual practices of Western democracies, including various forms of language rights, territorial autonomy and multiculturalism. We will then consider a range of objections which have been raised to the adoption of these Western-style practices in post-Communist Europe. We will conclude with an examination of the strategies adopted by Western organizations, particularly the OSCE, in promoting minority rights in the region.

\*Participants are to read *Can Liberal Pluralism be Exported? Western Political Theory and Ethnic Relations in Eastern Europe*, Edited by Will Kymlicka and Magda Opalski before arriving in Budapest.

<b>37-38</b>	<b>Teacher's Name/ Teachers' Names</b>	András Kovács
	<b>Topic/Title</b>	Attitude, Stereotypes, Prejudice I. - Theoretical Approaches
	<b>Teaching Mode</b>	Lecture (60%)/presentation (40%)
	<b>Rationale/ Objectives/ Summary</b>	Theories on stereotyping and prejudice  Methods and problems of measurement of national and ethnic

		stereotypes and prejudices; prejudice and political conflict
	<b>Reading and/or writing Assignments</b>	<p>Gordon W. Allport: The Nature of Prejudice. Addison-Wesley, Reading, Mass. 1954 (first edition); Part I. Ch. 1. Attitudes and Beliefs</p> <p>Henri Tajfel: Human groups and social categories.</p> <p>Cambridge Univ. Press, Cambridge, London, New York, 1981. Part I. Ch. 7. p. 143-164; Part IV. Ch. 11. p. 228-253.; Ch. 15. p. 309-344.</p> <p>John J. La Gaipa: Stereotypes and Perceived Ethnic-Role Specialization.</p> <p>In: W. Bergmann (Ed.): Error without Trial. Psychological Research on Antisemitism. Walter de Gruyter, Berlin, New York 1988. p. 373-381.</p>
<b>39-40</b>	<b>Topic/Title</b>	Attitude, Stereotypes, Prejudice II. - Empirical Investigations
	<b>Teaching Mode</b>	Discussing literature on empirical methods
	<b>Rationale/ Objectives/ Summary</b>	Analysis of results of empirical investigations in different European countries (France, the Netherlands, Germany, Serbia, Hungary, Russia, Romania)
	<b>Reading and/or writing Assignments</b>	A.H. Eagly-M.E. Kite: Are Stereotypes of Nationalities Applied to Both Women and Men?

		<p>In: Journal of Personality and Social Psychology, 1987. vol. 53. p. 451-462.</p> <p>Karen Phalet-Edwin Poppe: Competence and morality dimensions of national and ethnic stereotypes: a study in six eastern-European countries.</p>
<b>41-42</b>	<b>Topic/Title</b>	Identity, Social Identity, National Identity, Ethnocentrism I. - Theoretical Approaches
	<b>Teaching Mode</b>	Lecture (40%)/presentations (60%)
	<b>Rationale/ Objectives/ Summary</b>	Analysis of most influential theories
	<b>Reading and/or writing Assignments</b>	Anthony D. Smith: National identity. Penguin Books, London 1991. Ch. 1. p.1-18.; Ch.4. p. 71-98
<b>43-44</b>	<b>Topic/Title</b>	Identity, Social Identity, National Identity, Ethnocentrism II. Empirical Methods
	<b>Teaching Mode</b>	Presentations (40%)/discussion (60%)
	<b>Rationale/ Objectives/ Summary</b>	The applications of the most influential theories in empirical research
	<b>Reading and/or writing Assignments</b>	Hans Dekker - Darina Malova: Nationalism and its explanations. Paper presented at the First Dutch-

		Hungarian Conference on Interethnic Relations. NIAS, Wassenaar, 1997. p. 11-41.
	<b>Topic/Title</b>	Majorities, Minorities, Conflicts and Assimilation I. - Theoretical Approaches
	<b>Teaching Mode</b>	Lecture (40%)/presentations (60%)
	<b>Rationale/ Objectives/ Summary</b>	Introduction to the major explanations of ethnic conflict and debates about assimilation
	<b>Reading and/or writing Assignments</b>	Henri Tajfel: Human groups and social categories, Chapter 11, 15
	<b>Topic/Title</b>	Majorities, Minorities, Conflicts and Assimilation II. - Methodological Investigations
	<b>Teaching Mode</b>	Presentations (40%) /discussion (60%)
	<b>Rationale/ Objectives/ Summary</b>	Ethnic conflict and assimilation in practice
	<b>Reading and/or writing Assignments</b>	Gordon W. Allport: The Nature of Prejudice. Addison-Wesley, Reading, Mass. 1954 (first edition); Part I. Ch. 1. Attitudes and Beliefs

		John W. Berry - Ype H. Poortinga - Marshall H. Segall - Pierre R. Dasen: Cross-Cultural Psychology: Research and Applications. Cambridge Univ. Press, 1992. Ch. 11. p. 271-291.
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The course will concentrate on the most influential sociological and social-psychological theories of nationalism, national identity, national feeling and national conflict. After a general introduction in the sociology and social-psychology of attitudes stereotyping, prejudice and identity, Professor Kovács's lectures will deal with the theories of ethnic and national stereotypes, identities and conflicts as group conflicts. The seminars will introduce the students into the methods of empirical investigation of the subject.