



College of Europe
Collège d'Europe



Natolin

ECTS CARD

STUDY PROGRAMME

European Interdisciplinary Studies, Natolin campus (Advanced Academic Master)

YEAR

2023-2024

COURSE TITLE

Minority Issues, Nationalism and Identity Politics in the EU's Neighbourhood

SEMESTER

2

COURSE PROFESSOR(S)

CASTELLINO Joshua & CAVANAUGH Kathleen

ACADEMIC ASSISTANT(S)

HAMMAMI Amel

COURSE TYPE

Specialist Course

MAJOR(S)

EUN

ECTS CREDITS

4

TEACHING HOURS

20

INDIVIDUAL & GROUP STUDY TIME

80

TUTORIAL(S)

COEFFICIENT

1

LANGUAGE(S)

EN

COURSE OBJECTIVE

The course aims to provide students with insights into the countries that form part of the European Neighbourhood: their formation, development and contemporary issues within them, presented through the lens of sub-national identities, consisting ethnic, linguistic and/or religious minorities. In doing so it will interrogate the identity-related pressures within the states while seeking to ascertain how the European Union can act to promote human rights, the rule of law and sustainable development. It will also provide students with the principle human rights tools and policies developed to promote equality and non-discrimination with a view to realizing the inherent dignity and worth of individual and communities.

COURSE LEARNING OUTCOMES

On completion of the course, students should have acquired:

- (a) Insights into conceptual issues attendant to identity formation in Europe's neighbourhood.
- (b) Knowledge concerning European legal regimes within particular focus on case law from the European Court of Human Rights.
- (c) A perspective on the rise of populism and the extent to which particular narratives on identity and security have underpinned the rise of 'othering' in Europe. A look at how (and whether) legal protections at the regional and international level are addressing these state techniques.
- (d) An understanding of the complexities of the MENA region and how minority questions are narrated.

RECOMMENDED PREPARATION

No particular requirements for this course, however, a useful online resource for issues related to the MENA region can be found at: <http://www.iadaliyya.com> and www.merip.org (this last one requires a subscription but some of its contents are free).

TEACHING METHOD(S)

The course is envisaged as consisting prepared seminars, encompassing mini-lectures, small group work, simulations, and whole class discussions. A reading list is provided in advance of each seminar, with students expected to read this prior to the class, with a view to familiarizing themselves with how the issues under scrutiny are reflected in the literature, while serving as a backdrop in being able to draw on, apply and verbalize these ideas in the context of group discussions and simulations.

ASSESSMENT METHOD AND CRITERIA

The course will be assessed through three specific means:

- (a) Class participation mark (20 percent)*: A class participation mark will be kept for each component of the course (Part I and Part II), the average of which will account for 20 percent of the mark. Marks will be given for participation in the formal and informal elements of the sessions;
- (b) Group oral presentation of 15 minutes to be followed by Q&A moderated by students (30%) (for the presentation, students are expected to prepare a PowerPoint presentation);
- (c) Written exam (50 percent) (2 hours; closed-book exam): 1 long essay question, 1500 word maximum

*Class participation can be part of the course assessment elements only for courses with fewer than 20 participants, excluding students who registered additionally according to article 20 of the Dispositions particulières. If there are 20 or more participants, 20 per cent of the mark will be added to essay, take-home examination or other assignments in line with Professors' instruction.

The College of Europe reserves the right to change the delivery and assessment of the course in case of circumstances beyond the reasonable control of the College (force majeure). Any communication from the campus administration in this regard takes precedence over the information provided in this ECTS card.

Retake examinations, i.e. exams passed in the second examination session, will have the same format as those taken during the first exam session. The only exception concerns oral exams, which are replaced in the second exam session by written exams. When a student takes an examination during the second session, the final mark for the course is based solely on the result of the retake examination. No other element of evaluation which would have been taken into consideration in the calculation of the final mark during the first examination session will be considered in the second session

COURSE CONTENTS

The course will be divided into two parts.

- Part 1 will seek to outline the rationale for minority rights, its core substance, how it relates to other lenses such as nationalism and state-building, and how it is manifest in international legal regimes. In the second half, it will seek to examine the extent to which the conceptual framework and its core content has resonance to understanding the challenges in Armenia, Azerbaijan, Belarus, Georgia, Moldova, and Ukraine.

- Part 2 will begin by examining two larger end concepts that play a role both in the EU and its neighborhood—the question of religion in the public sphere and the concept of Militant Democracy. It will then focus on the MENA region, interrogating the formation of identities through a historical lens, and casting light on the extent to which the term “minorities” has any salience in the region. The seminars will pay close attention to the extent to which communities far from sites of power have been able to inform the direction of public policy.

COURSE MATERIALS (readings and other learning resources/tools)

Students will be given a detailed course outline with specific reading materials identified for each session. It is expected that the reading will be undertaken by the students in advance of the sessions. On occasion the materials will include primary documents (treaties, historic documents, specific legislations, cases), secondary sources derived from the academic literature, and on occasion podcasts and materials from MOOCs.