

Course Syllabus

Title of the course	Nationalism in Soviet and post-Soviet Russia		
Title of the Academic Programme	Comparative Politics of Eurasia Applied and Interdisciplinary History “Usable Pasts” Business and Politics in Modern Asia		
Type of the course	Elective		
Prerequisites	No prerequisites		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	32	120	152
Course Overview	<p>This course explores various issues of nationalism in Soviet and post-Soviet Russia/Eurasia from the emergence of the Soviet Union up to recent developments. The objective of the course is to provide a broad understanding of the importance of nationalism in Soviet and Russian political history.</p> <p>Students will familiarize themselves with the Soviet and post-Soviet nationalities policies as well as with ethnic problems and conflicts in the USSR/ Eurasia. Students will be also able to analyze the logic of decision-making in the Soviet nationalities policy and realize political potential and prospects of nationalism in present Eurasia. The course will enable students to evaluate policies, problems and conflicts both from normative and non-normative (pragmatic) perspectives.</p> <p>The course consists of three parts: the first part presents theoretical introduction to nationalism, the second part covers the Soviet period and the third part focuses on the post-Soviet nationalism. Among the topics covered are the emergence of the USSR, policy of ‘positive discrimination’, Stalin’s ‘Great power Russian nationalism’, ethnic reasons of the collapse of the USSR, ethnic mobilization in the late Soviet period, conflict in Chechnya, radical Russian nationalism and many others.</p>		
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> • to provide students with a grasp of the development of theory of nationalism and history of ‘nationalities policy’ in the USSR • to help them understand the reasons for the onset of ethnic conflicts on the post-Soviet space • to help students think critically about recent developments in nationalities policy in Russia. 		
Teaching and Learning Methods	<p>The course consists of 6 lectures (12 hours) and 10 seminars (20 hours). Seminars follow an interactive format that includes discussions of key readings, group presentations, etc.</p> <p>The course consists of interactive lectures and seminars comprised of diverse learning tools: literature discussion, student presentations (in small groups), and the individual written assignments</p>		

Content and Structure of the Course						
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study	
			Lectures	Tutorials		
1	What is nationalism? Theories of nationalism: Modernism, Constructivism and Instrumentalism	19	0	4	15	
2	Language, national identity and assimilation.	19	2	2	15	
3	Soviet national policies in 1920-30-s. Nationalism & Russian Civil War. The creation of the USSR. Russian Empire vs. USSR compared. “Positive discrimination”. The Affirmative action Empire	19	2	2	15	
4	Nationalities policies in late Soviet period. Khrushchev and Brezhnev: The “Korenizatsiya” policies. The Soviet nationalism. The Perestroika and disintegration of the USSR.	19	2	2	15	
5	Ethnic conflicts in Russia. Minority movements in Russia. The conflict in Chechnya. Tatarstan. Islamism in Russia.	19	2	2	15	
6	Post-Soviet and post-communist nationalism compared. Yugoslavia vs. Russia. The Baltic states. Moldova& Transnistria.	19	2	2	15	
7	Post-Soviet nationalism. The Caucasus: Georgia, Azerbaijan, and Armenia. The Karabakh conflict. The Georgian-Ossetian and Georgian-Abkhazian conflicts	19	2	2	15	
8	Nationalism in Putin’s Russia. Radical nationalism, migration and xenophobia in Russia	19	0	4	15	
9	Memory, history and nationalism. Memorial wars. State vs Civil rights movement historical politics.	19	0	4	15	
Total study hours		152	12	20	120	
Indicative Assessment Methods and Strategy	Type of assessment	Form of assessment	Module 1	Module 2	Parameters	

	Current	Attendance	*	*	Weekly
	Participation	*	*	Weekly	
	Individual assignment	*	*	Every week a team of two students will have to prepare a short introduction to a seminar: a brief outline of main arguments and findings in the literature and a set of questions for discussion.	
	Quiz	*	*	Each student will require writing at least 2 quizzes. An instructor reserves a right to announce a quiz without prior notice. Each quiz will consist of 3-4 questions that will require short answers, up to 3 sentences. All the questions are based on compulsory readings.	
	Final Exam			Each student will require writing an essay on one of topics related to nationalism in the USSR and Russia. No less than 2500 words, the topic should be submitted no later than 2 weeks before deadline	

The course is designed as a series of lectures and seminars to discuss selected issues related to theory and history of nationalism in Russia.

First, as the course is grounded on discussion of problems with no sole optimal solution, each student must take part in the discussions during seminars. The assessment of students' work is based on individual participation and individual oral presentations on the issues raised in the compulsory readings. Grading is based on answers to the instructor's questions addressed to the audience and particular students; students' questions to the instructor; discussions among students in smaller groups. Students are assessed for the quality of their arguments and ability to analyze critically the problem, engage with the arguments of the book, peers and the instructor, ability to find links between different parts of the course and its readings.

Second, the attendance is obligatory. Students must not skip classes without valid reason. If a student misses more than one class without a valid reason, he/she will be punished by reduction of his/her assessment by 5 % for each class sh/e has missed.

Finally, to pass exam each student has to submit an essay on one of the books that were discussed during the course. The topic of an essay should be approved by instructor and submitted by student no later than three weeks before deadline.

	<p>Grading rules</p> $G_{final} = 0,7 G_{cumulative} + 0,3 G_{exam}$ <p>where</p> $G_{cumulative} = 0,25 \text{ active participation and presence in the class} + 0,25 \text{ Case Portfolio} + 0,25 \text{ Presentation} + 0,25 \text{ Written essay}$ <p>1/ Oral presentations: One presentation is introductory to the chosen case, based on generally available data and material. The criteria of assessment include ability of presenting and interpreting data: clarity, logic, responsiveness (when questioned).</p> <p>2/ Portfolio: Each student, after picking up a particular case, starts working on a portfolio that he/she continues to develop until the end of class. The portfolio includes different sources for analyses - from the mass media reports and primary source material, including mass media, analytical reporting, blogs and forums, statistical data, qualitative studies of narratives, to a review of academic literature and analytical literature; finally, the elements of independent analysis of the case under study. Here the criteria are: completeness of various "layers" of the portfolio, and interconnections between them. At least 30 sources have to be collected in the portfolio – with the explanation, why it important for the case under investigation (should be done till mid-term)</p> <p>3/ Written essay: The written essay is assigned by the end of the class; it must basically include a review of the academic literature on the chosen case. The criteria of assessment are: clarity of writing style, thorough documentation/reference style, creating logical structure of the essay (should be submitted before exam)</p>
Readings / Indicative Learning Resources	<p><u>Literature to the course:</u></p> <p>Mandatory</p> <ol style="list-style-type: none"> 1) Smith A., Smith A. D. Nationalism and modernism. – Routledge, 1998. Режим доступа: https://ebookcentral.proquest.com/lib/hselibrary-ebooks/reader.action?docID=165586&ppg=1 2) Suny R. G., Martin T., Martin T. D. (ed.). A State of Nations: Empire and Nation-making in the Age of Lenin and Stalin. – Oxford University Press, 2001. Режим доступа: https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=430519 3) Giuliano E. Constructing grievance: Ethnic nationalism in Russia's republics. – Cornell University Press, 2011. Режим доступа: https://ebookcentral.proquest.com/lib/hselibrary-ebooks/reader.action?docID=3138182&ppg=43

	<p><u>Optional literature:</u></p> <p>1) Darden K., Mylonas H. Threats to territorial integrity, national mass schooling, and linguistic commonality //Comparative Political Studies. – 2016. – T. 49. – №. 11. – C. 1446-1479.</p> <p>Режим доступа: https://journals.sagepub.com/doi/full/10.1177/0010414015606735</p> <p>2) Shcherbak A., Sych K. Trends in Russian Nationalities Policy: A Structural Perspective //Problems of Post-Communism. – 2017. – T. 64. – №. 6. – C. 311-328.</p> <p>Режим доступа: https://www.tandfonline.com/doi/full/10.1080/10758216.2016.1225264</p> <p>3) Troebst S. " We Are Transnistrians!": Post-Soviet Identity Management in the Dniester Valley //Ab Imperio. – 2003. – T. 2003. – №. 1. – C. 437-466.</p> <p>http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=4&sid=5b34bb0e-750a-48e0-955f-41f60b140cde%40pdc-v-sessmgr06</p>																								
Indicative Self-Study Strategies	<table border="1"> <thead> <tr> <th>Type</th><th>+/-</th><th>Hours</th></tr> </thead> <tbody> <tr> <td>Reading for seminars / tutorials (lecture materials, mandatory and optional resources)</td><td>+</td><td>45</td></tr> <tr> <td>Assignments for seminars / tutorials / labs</td><td>+</td><td>45</td></tr> <tr> <td>E-learning / distance learning (MOOC / LMS)</td><td></td><td></td></tr> <tr> <td>Fieldwork</td><td></td><td></td></tr> <tr> <td>Project work</td><td></td><td></td></tr> <tr> <td>Other (please specify)</td><td></td><td></td></tr> <tr> <td>Preparation for the exam/ Course essay</td><td>+</td><td>30</td></tr> </tbody> </table>	Type	+/-	Hours	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	45	Assignments for seminars / tutorials / labs	+	45	E-learning / distance learning (MOOC / LMS)			Fieldwork			Project work			Other (please specify)			Preparation for the exam/ Course essay	+	30
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Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials																								
Facilities, Equipment and Software	Equipment for Power Point Presentations																								
Course Instructor	Dr. Dmitry Dubrovskiy																								

Annex 1

Course Content

Class 1. What is nationalism? Definition and main concepts. Theories of Nationalism: Primordialism, Modernism, Constructivism and Instrumentalism.

Mandatory literature:

Smith A. D. Nationalism and modernism. – Routledge, 1998.

Class 2. Language, national identity and assimilation.

Mandatory literature:

Smith A. D. Nationalism and modernism. – Routledge, 1998.

Optional literature:

Darden K., Mylonas H. Threats to territorial integrity, national mass schooling, and linguistic commonality //Comparative Political Studies. – 2016. – T. 49. – №. 11. – C. 1446-1479.

Class 3. Soviet national policies in 1920-30-s. Nationalism & Russian Civil War. The creation of the USSR.

Mandatory literature:

Suny R. G., Martin T., Martin T. D. (ed.). A State of Nations: Empire and Nation-making in the Age of Lenin and Stalin. – Oxford University Press, 2001.

Class 4. Nationalities policies in late Soviet period. The Soviet nationalism. The Perestroika.

Mandatory literature:

Suny R. G., Martin T., Martin T. D. (ed.). A State of Nations: Empire and Nation-making in the Age of Lenin and Stalin. – Oxford University Press, 2001.

Recommended reading:

Class 5. Ethnic conflicts in Russia. Minority movements in Russia. The conflict in Chechnya. Tatarstan. Islamism in Russia.

Mandatory literature:

Giuliano E. Constructing grievance: Ethnic nationalism in Russia's republics. – Cornell University Press, 2011.

Class 6. Post-Soviet nationalism. Post-Soviet and post-communist nationalism compared. Yugoslavia vs. Russia. The Baltic states. Moldova& Transnistria.

Mandatory literature:

Giuliano E. Constructing grievance: Ethnic nationalism in Russia's republics. – Cornell University Press, 2011.

Optional literature:

Troebst S. " We Are Transnistrans!": Post-Soviet Identity Management in the Dniester Valley //Ab Imperio. – 2003. – T. 2003. – №. 1. – C. 437-466.

<http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=4&sid=5b34bb0e-750a-48e0-955f-41f60b140cde%40pdc-v-sessmgr06>

Class 7. The Caucasus: Georgia, Azerbaijan, and Armenia. The Karabakh conflict. The Georgian-Ossetian and Georgian-Abkhazian conflicts

Mandatory literature:

Giuliano E. Constructing grievance: Ethnic nationalism in Russia's republics. – Cornell University Press, 2011.

Class 8. Nationalism in Putin's Russia. Radical nationalism, migration and xenophobia in Russia

Mandatory literature:

Giuliano E. Constructing grievance: Ethnic nationalism in Russia's republics. – Cornell University Press, 2011.

Optional literature:

Shcherbak A., Sych K. Trends in Russian Nationalities Policy: A Structural Perspective //Problems of Post-Communism. – 2017. – T. 64. – №. 6. – C. 311-328.

<https://www.tandfonline.com/doi/full/10.1080/10758216.2016.1225264>

Class 9. Memory, history and nationalism. Memorial wars. State vs Civil rights movement historical politics.

Mandatory literature:

Nikolay Koposov. Memory laws, memory wars: the politics of the past in Europe and Russia. Cambridge, Cambridge UP. Chapter 1.

КиберЛенинка: <https://cyberleninka.ru/article/n/nikolay-koposov-memory-laws-memory-wars-the-politics-of-the-past-in-europe-and-russia-cambridge-cambridge-university-press-2018>

Annex 2

Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Quizzes	*	*		
	Report/Presentation	*	*		
	In-class Participation	*	*		
Interim Assessment (if required)	Assignment (e.g. written assignment)				
Summative Assessment	Exam/Essay		*		

Assessment Criteria

In-class Participation

Grades	Assessment Criteria
«Excellent»(8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.

«Good»(6-7)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory» (4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail»(0-2)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

Report

Grades	Assessment Criteria
«Excellent» (8-10)	A well-structured, analytical presentation of report. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion.
«Good» (6-7)	Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenters of the project work highlight key points and respond to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed.
«Satisfactory» (4-5)	Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of report is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up.
«Fail»(0-2)	Fails to demonstrate any appropriate knowledge.

Written Assignments (Essay, Test/Quiz, Written Exam, etc.)

Grades	Assessment Criteria
«Excellent»(8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good»(6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory»(4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail»(0-2)	Fails to demonstrate any appropriate knowledge.

Suggested topics for exam essays

Nationalism in Soviet and post-Soviet Russia

1. Early Soviet nationalities policy: goals, achievements and limits

2. Stalinist Soviet nationalities policy: deportations, Russification and Great-power Russian nationalism
3. The crisis of the USSR and Perestroika: a nationalism perspective
4. The conflict in Chechnya: reasons, violence and resolution
5. Separatist movements in Russia in the 1990-s: Chechnya and Tatarstan compared
6. The conflict in Transnistria: historical roots and perspectives for resolution
7. The Baltic states: unstable ethnic peace?
8. Ethnic wars in the Caucasus: Abkhazia, South Ossetia and Nagornyi Karabakh
9. Russian nationalism: historical origins and current developments (*including any sub-topic*: the rise of xenophobia and anti-migrant attitudes, Kremlin's/Putin's and popular nationalism compared; variety of nationalism ideologies in Russia; Russian and Western nationalists compared; state sponsored nationalism in Russia; nationalist movements vs. liberals, democrats, communists, socialists etc.; the Conservative Turn in Russian politics since 2012)
10. North Caucasus: from nationalism to jihad
11. The 2014 Ukrainian crisis: historical roots, role of ideologies, change in European politics and possible scenarios of resolution

Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

Recommendations for essay

An essay is a written self-study on a topic offered by the teacher or by the student him/herself approved by teacher. The topic for essay includes development of skills for critical thinking and written argumentation of ideas. An essay should include clear statement of a research problem; include an analysis of the problem by using concepts and analytical tools within the subject that generalize the point of view of the author.

Essay structure:

1. *Introduction and formulation of a research question.*
2. *Body of the essay* and theoretical foundation of selected problem and argumentation of a research question.

3. *Conclusion* and argumentative summary about the research question and possibilities for further use or development.

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

- 1) *for persons with vision disorders*: a printed text in enlarged font; an electronic document; audios(transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 2) *for persons with hearing disorders*: a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 3) *for persons with muscle-skeleton disorders*: a printed text; an electronic document; audios; individual assignments and advising.