# NATIONALISM STUDIES

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**Course description:**

Reading American literature as the conduit of the various concepts of nationhood, the course explores the problematics of national vs. postnational narratives. First we will identify the image repertoire of the national narrative (American Adam, Virgin Land, city upon a hill, “different drummer,” errand into the wilderness, national compact; Liberty, Equality, and Social Justice, among others) in certain sacred texts of fiction that have contributed to the construction of American nationhood. In the second part of the course, by reading postnational narratives that assigned voice to previously muted cultures (works of women authors, authors of color, and texts “queered” in other respects), we will explore how the central national identity was replaced by a postnational identity, contributing to the representational diversity that has informed the Americanness of American literature.

**Prerequisites:** none  
**Language of instruction:** English  
**Method of presentation:** seminar  
**Course requirements:** attendance, paper, final test  
**Grading:** based on class participation, seminar paper, final test  
**Attendance:** mandatory

**Contents**

Week I: Orientation  
Week II: National vs. postnational narratives  
Week III: The topoi of American nationhood  
Week IV: The classic canon  
Week V-VII: *Moby Dick*, *Walden*, *Huckleberry Finn*, *As I Lay Dying*  
Week VIII: Constructing the “post-nation”  
Week IX: The gender of American literature  
Week X: The color of American literature  
Week XI: Queering American literature  
Week XII: Wrapping up

**Reading list for the course**


Poetry and Nation Building: Classic Texts of 19th-century Hungary

Instructor: Professor Péter Dávidházi

Course description:

The course focuses on major poetic texts of 19th-century Hungarian culture to show how literature could serve nation building. Whether in terms of narrative identity, a sense of belonging, or a vocabulary of patriotism, present-day Hungarian national consciousness still owes a great deal to distinguished 19th-century poems, to Dániel Berzsenyi’s *To the Hungarians* (1810), to Ferenc Kölcsey’s *Hymn* (1823), to Mihály Vörösmarty’s *Appeal* (1836), to Sándor Petőfi’s *National Song* (1848), to János Arany’s *The Bards of Wales* (1857), and others. The seminars would take these poems one by one so as to analyse the way poetry suggested an idiom of belonging.

Prerequisites: good command of English

Language of instruction: English

Method of presentation: seminars.

After a brief introduction we read the major texts together, analyze their language, study their historical allusions and explore their political implications, so as to reveal their significance in terms of nation building and beyond.

Course requirements: a home paper of 6-10 pages will be required by the end of the term.

Grading: grading will be based on both the student’s activity during the seminars and the quality of the term paper presented at the end.

Attendance: mandatory. Seminars are to be attended on a regular basis, no more than 2 absences per term are allowed.

Contents

Week I: Poetry and Patriotism in 19th Century Hungarian Culture: A Survey
Week II: Dániel Berzsenyi: *To the Hungarians* (1810)
Week III: Dániel Berzsenyi’s *To the Hungarians*: The Shaping of a National Archetype
Week IV: Ferenc Kölcsey: *Hymn* (1823)
Week V: Ferenc Kölcsey’s *Hymn*: From Poem to Anthem
Week VI: Mihály Vörösmarty: *Appeal* (1836)
Week VII: Mihály Vörösmarty’s *Appeal* and the Problem of Exile
Week VIII: Sándor Petőfi: *National Song* (1848)
Week IX: Sándor Petőfi’s *National Song* and the Revolutionary Ethos
Week X: János Arany: *The Bards of Wales* (1857)
Week XI: János Arany’s *The Bards of Wales* and the Tradition of Resistance
Week XII: Conclusions: The Legacy of 19th-century Hungarian Poetry

Reading list for the course


Arts and Nations: The Rise of the National Idiom in East-Central European Music, Literature, and the Visual Arts

Instructor: Professor Tibor Frank

Course description:

The rise of nations and nationalism in most Central and East-Central European countries in the 19th and much of the 20th centuries was supported and accelerated by, as well as reflected on, art and art-forms. The study of art in this region helps understand the way “imagined communities” or real we call nations emerged. The national language, poetry, music, painting, sculpture, architecture, and a host of other artistic genres have impacted the philosophy and politics of nation-building, national and nationalist movements throughout the former “Eastern” Europe. The fabric of national and nationalist thinking can be better approached and understood through the study of artistic expression.

The course will serve as an introduction into the most important cultural differences among various Central and East-Central European countries, ethnic, national and religious groups. Special emphasis will be given to what we may identify as the “national idiom” such as the language, the folk poetry and folk music, and the “national genres” such as the national opera, the national painting and the historical novel, which have both created and expressed national cultures. As Central and East Central European nations are deeply embedded in their languages, cultures, and cultural symbolism, this field of study is essential to the historical appraisal of the region. Providing a general cultural background to Central European studies in Vienna, the course is essential to understand nationalism as it has developed in the modern history of Central and East-Central Europe.

Prerequisites: basic knowledge of 19th and 20th century European history

Method of presentation: lectures, organized discussions, student presentations

Language of presentation: English

Required work and form of assessment:

(1) Mid-term exam (identifications of terms, names, dates; map quiz; essay question)
(2) A take-home paper of 15,000 characters (cca 10-12 pages)
(3) Final exam (identifications of terms, names, dates; map quiz; essay question)

Grading: attendance 10%, mid-term exam 30%, take-home paper 30%, final exam 30%

Attendance: mandatory

Learning outcomes:

By the end of the course, students should

- be able to know of the history of nationalism and the arts in Europe;
- understand the contribution of music, literature and the visual arts to the building of the nations in Europe;
- develop the ability to relate his/her experiences of nationalism and patriotism in the U.S. with similar phenomena in Europe;
- learn substantially of the European origins of patterns of American thought.
Contents

Week I-II: The Age of Nationalism
Week III: From Romantic to Modern: the Making of National Art
Week IV: National idioms I: The Rise of the National Language(s), Folksong and Poetry
Week V: National idioms II: National Symbol, National Design
Week VI: Review session, mid-term exam
Week VII: National Genres I: The Opera
Week VIII: National Genres II: Historical Painting and Sculpture
Week IX: National Genres III: Historical Fiction
Week XI-XII: Review session, final exam

Reading list for the course

I


Patrick Williams and Laura Chrisman, eds, *Colonial Discourse and Post-Colonial Theory: A Reader*


II


Peter F. Sugar, ed., *Eastern European Nationalism in the 20th Century*


Paul Hoffmann, *The Viennese: Splendor, Twilight, and Exile*, 1-51.


III
Howard Hartog, ed., *European Music in the Twentieth Century*
  Bernard Stevens, “Czechoslovakia and Poland,” 296-319.
*Historische Volksmusikforschung*
  Bálint Sárosi, “Historical Documents Concerning Gipsy Musicians and Their Music in Hungary,” 111-120.
Károly Viski, *Hungarian Dances*, 7-63, 80-90.

Optional Programs

- Touring national/historical public monuments in Budapest, Hungary
- An audio/video performance and discussion of an East-Central European national opera such as *Bánk bán* by Ferenc Erkel or *Prodaná nevesta* by Bedřich Smetana
Along the Fault-lines of Three Empires: Nationalism in Central and South-Eastern Europe, 1790-1990

Instructor: Miklós Lojkó, Associate Professor

The course is designed to describe the dynamic of the historical development as well as the changing historiographical narrative concerning nation-building and nationalism in Central and East-Central Europe from the late 18th to the late 20th centuries with an emphasis on the late 19th to early 20th centuries. The controversial concepts of ‘historic’ vs. non-historic nationhood will be introduced in the context of medieval state formation and its perceptions and subsequent modelling by modern political authors and intellectuals. It will be argued that the nature of the nationalisms inherent in the ethnic struggles of late 19th and early 20th century Central Europe depended largely on the imperial contexts of the Russian, Habsburg and Ottoman empires within which the national consciousnesses of various ethnic groups had gestated for centuries since the early modern period. It will be further argued – through samples of the detailed histories of the nations that make up the region – that the nationalisms (most notably the German and Hungarian and to a lesser extent Romanian) as epitomised by their leading intellectuals, that peaked during the middle of the 19th century failed to grasp the modern popular radicalism that had come to dominate national feeling in Central Europe by the end of the 19th century and which underlay the nationalist settlement reached at Paris in 1919. The interwar and wartime radical shift to the Right in Austria, Hungary and Romania will be explained in this context. The course will end with a survey of the post-WWII disintegrationist and integrationist trends and forces in the region.

Prerequisites: general modern European history survey course is an advantage, but not an absolute prerequisite

Language of instruction: English

Method of presentation: seminar

Course requirements: two uncertified absences allowed without consequences. More than five uncertified absences disqualify the student from completing the course. 3 short in-class papers and 1 end-of-term ‘take-away’ essay.

Grading: Attendance 15%, class contribution 10%, mid-term take-away exam 35%, final take-away exam 40%.

Attendance: mandatory

Contents

Week I: Concepts of European nationalism. The theory and consequences of ‘lateness’ in Central and South-eastern Europe.

Week II: Reading Central Europe into the past: Historic kingdoms before the Ottoman conquest.

Week III: The Faithful and True Sons of the Motherland: The Russian Decembrists and the religious-military-rural definition of nation. The Slavophil debate. How Poles and Moldavians fared under the influence and the shadow of Russian power.

Week IV: Decentralised stagnation: East-Central Europe under the Ottomans. Byzantine Constantinople. Bulgarians, Macedonians, Wallachians, Moldovans, Serbians and their national awakenings from the 1820s to the beginning of the First World War.
Week V: Unlikely survivor: Supranational-cosmopolitan versus nationalist forces within the Habsburg Empire. The watershed of the Compromise of 1867. Czech, Slovak, Polish, Hungarian, German, Romanian and Croat national movements in the multinational empire

Week VI: Claims to divided loyalties: frontiers, borderlands and peripheries in Central and South-Eastern Europe. Partitioned Poland, the Ukraine, Transylvania, Bosnia-Herzegovina.

Week VII: Central Europe and the Balkans in the cauldron of nationalism during the First World War.

Week VIII: Self-Determination and the Paris peace treaties ending the First World War. Czechs, Ukrainians, Poles, Croats, Serbs, Romanians of Transylvania, Austrian Germans, Hungarians and the birth of a New Europe.

Week IX: The New Europe under severe test 1: Poland and Czechoslovakia during the Interwar Years.

Week X: The New Europe under severe test 2: Austria, Hungary and Romania during the Interwar Years. Constitutionalism vs far Right ideologies.


Reading list for course


MAPS

Hannah Arendt’s Theory of Totalitarianism

Instructor: Csaba Olay, Associate Professor

Course description:

The course focuses on Hannah Arendt’s classical description of totalitarianism within the context of her political philosophy. *The origins of totalitarianism* made her well-known and triggered investigations that inspired her thought later on. The three relatively independent parts of the book tries to depict the essential moments of a situation where totalitarian domination could emerge. Hotly disputed by historians since then, Arendt’s study combines in an impressive manner the analysis of anti-Semitism, of imperialism, and of total domination. Seen in the context of her entire oeuvre, the book on totalitarianism characterizes modernity from the perspective of a catastrophe, i.e. from the perspective of the horrors of World War II. In the course we shall examine the thesis that her political philosophy is grounded basically on a conception of human life and existence. The course discusses the main issues in her thinking along this basic idea. Special attention will be given to her typology of human activities (labour, work, action), to her analysis of the public realm and different descriptions of the modern age.

Prerequisites: none

Language of instruction: English

Method of presentation: seminar

Course requirements: attendance, 2 short papers

Grading: attendance 25 %, papers 75%

Attendance: active participation in class discussions, students may be absent from three sessions at the maximum

Contents

Weeks I-III: introduction into theories of power, introduction into Arendt’s political philosophy; *The Human Condition* Ch. 1-2

Weeks IV-VIII: Arendt’s description of total domination; *The Origins of Totalitarianism* ch 5., Ch 9., Ch. 10-12

Weeks IX-XII: Arendt’s political philosophy; *The Human Condition*, Ch. 5

Reading list for course


Recommended reading


Law and Ethnicity: Legal and Institutional Approaches to Minority Protection
Instructor: András L. Pap, Associate Professor

Course description
The course is designed to provide a comprehensive overview of the major issues and questions within the purview of minority protection. Following a theoretical introduction and general discussions about the concept and evolution of minority rights and various rights-based approaches to recognizing minorities, such as individual rights, collective rights, self-determination, land-rights equality, discrimination and affirmative action, separate sessions are dedicated to the analysis of specific and specialized legal regimes and institutions. These include the assessment of indigenous rights, refugee protection, Diaspora policies and politics, as well as the scrutiny of legal and political dilemmas concerning hate speech, hate crimes, the legal conceptualization of minority identity and the processing of ethno-national data.
There will be weekly meetings in a seminar format. Seminar discussions of the required readings will have two parts: a general discussion, in which all students are expected participate, and individual student presentations that explore, contest, or specify the major arguments of the required readings.

Prerequisites: none
Language of instruction: English
Method of presentation: seminar
Course requirements: attendance, presentation, discussion, final essay
Grading: attendance, presentations, discussion of readings, final essay

Students are expected to attend all seminars, read all the required readings and prepare to be active in seminar discussions. It is absolutely essential to read assigned materials prior to each session.
In addition to this, students are required to
(i) give presentations and act as discussants on the assigned readings; and
(ii) submit a final essay incorporating and critically analyzing readings discussed during the course.

(i) Students will be asked to sign up for at least one seminar presentation (choices will be discussed in the first class). The presenters will be expected to sum up the main arguments of the reading and pose some key questions for class discussion. The presentation should be supported by an outline or a response paper of 1-3 pages which discusses some of the selected themes of the reading, to be submitted via e-mail by 8:00 p.m. the day prior to the class. For the class, presenters should bring printed copies for all seminar participants. Discussants are also encouraged, but not required to submit response papers.

(ii) The term paper should be an original research paper that has at least 2000 and no more than 3000 words, double-spaced, with bibliography added. All students are expected to submit a project proposal at the 5th seminar. The proposal should outline the main questions asked and be discussed with the instructor. The topic should relate to the broad themes of the course and class discussions. The paper should follow the genre of a scholarly essay either as a case study or as a literature review. Both the outline and final research paper are expected to be products of each student's individual effort. Evaluation will be based on the quality of research, its originality, quality of grammar, accuracy of spelling, and soundness of content. It constitutes plagiarism if a student quotes or adopts ideas from a source without appropriate attribution (for example, by
failing to utilize endnotes or footnotes properly). Similarly, direct quotations must be attributed and indicated by quotation marks.

Please note that late papers submitted after the deadline will be marked down by half of a letter grade per day.

Final grades will be calculated on the basis of the above; also, class attendance, preparation and participation will be factored into the final grade.

**Attendance**

Active participation in class discussions, students may be absent from three sessions at the maximum

**Contents**

Class 1: Overview
Class 2: The concept of rights, and various rights-based approaches to recognizing minorities:
   individual rights, collective rights, self-determination, land rights: An historical and institutional overview
Class 3: Conflicts of individual and collective rights
Class 4: Equality and discrimination
Class 5: Reversed discrimination/Affirmative action
Class 6: Special legal regimes I: Indigenous rights
Class 7: Special legal regimes II: Refugee protection
Class 8: Special regimes III: Non residual citizenship, Diaspora bonds, status laws:
   the many sides of Diaspora policies and politics
Class 9: Special regimes IV: Definition-making and data processing
Class 10: Special regimes V: Hate crimes
Class 11: Special regimes VI: Hate speech

**Reading list for course**

This interdisciplinary course is designed to engage and challenge students in critical debates. The subject combines several areas of legal studies—human rights, legal theory, theory of EU law, rights of ethnic minorities—with various fields within the social sciences. Besides reading excerpts from books and academic articles, students will also become familiar with a wide range of case law dealing with the topic. Each session is designed to combine academic articles and excerpts from books with legal texts or reports and policy recommendations by international organizations, and with the analysis of case law and jurisprudence. Students will not be given ready answers at the outset; instead, they will be encouraged to take an active part in debating and understanding the analyzed issues.

For each class, the reader contains mandatory and recommended readings. Each mandatory reading is assigned to two students, one of whom will present it in class and submit an outline for it in class. The other assigned student will act as discussant. Presenters and discussants are expected to be familiar with the recommended readings.

**Class 2. The concept of rights, and various rights-based approaches to recognizing minorities: individual rights, collective rights, self-determination, land rights – A historical and institutional overview**
Part I

Part II

Part III
Recommended

Class 3: Conflicts of individual and collective rights

Part I
Will Kymlicka, Multicultural Citizenship, Individual Rights and Collective Rights, 34-48
Will Kymlicka, Liberal Complacencies, op. cit., 1-4
Saskia Sassen, Culture Beyond Gender, op. cit., 1-3

Part II: Cases
Wisconsin v. Yoder, 406 U.S. 205 (1972)
Employment Division, Department of Human Resources of Oregon v. Smith, 494 U.S. 872 (1990)

Recommended
Martha Minow, Should Religious Groups Be Exempt From Civil Rights Laws? Boston College Law Review, September, 2007
Vera Sanchez, “Whose God Is It Anyway? The Supreme Court, the Orishas, and Grandfather Peyote,” Suffolk University Law Review, Spring 1994
Class 4: Equality and discrimination

Part I: The morphology of discrimination

Part II: European Institutional Responses
Iris Marion Young, Justice and the Politics of Difference. Princeton University Press, 1992

Part III: Cases
Plessy v. Ferguson, 163 U.S. 537 (1896)
D.H. v. Czech Republic

Recommended
ECRI Report on Hungary, June 20, 2008

Class 5: Reversed discrimination/Affirmative action

Part I
Iris Marion Young, Justice and the Politics of Difference. Princeton University Press, 1992

Part II Cases
Jewish couple sue over lighting that makes them ‘work’ on sabbath, The Times, June 17, 2009.

Recommended
Rici v. Destefano

Class 6: Special legal regimes I: Indigenous rights

Part I
UN Declaration on the Rights of Indigenous Peoples (2007).

Part II
Fareda Banda – Christine Chinkin, Gender, Minorities and Indigenous Peoples, 1-36.

Recommended
Rice v. Cayetano
Morton v Mancari
Joshua Castellino, Territorial Integrity and the “Right” to Self-Determination: An Examination of the Conceptual Tools, Brooklyn Journal of International Law, 2008.

Class 7: Special legal regimes II: Refugee protection
UN Convention on Refugees
UNHCR Handbook on Procedures, Para 1-168.
Asylum in Hungary, A guide for foreigners who need protection, Hungarian Helsinki Committee Canadian unease at white 'refugee'.

Recommended
Guy Goodwin-Gill, The refugee in International Law, 32-79

Class 8: Special regimes III. Non residual citizenship, Diaspora bonds, status laws: the many sides of Diaspora policies and politics

Part I
Szabolcs Pogonyi, Dual citizenship and sovereignty

Part II

Part III
The Hungarian Status Law
Recommended
George Schöpflin, “Citizenship and Ethnicity.” In: Zoltán Kántor [et al.], The Hungarian status law: nation building and/or minority protection, Sapporo: Slavic Research Center, Hokkaido University, 87-105.

Class 9: Special regimes IV: Definition-making and data processing

Part I

Part II

Recommended:
Patrick Simon: “Ethnic” statistics and data protection in the Council of Europe countries

Class 10: Special regimes V: Hate crimes


Recommended
Class 11: Special regimes VI: Hate speech

Part I


Part II


Part III: Cases

Garaudy v. France, 2003

Recommended

R. A. V. v. City of St. Paul, Minnesota
Virginia v. Black et al
Introduction to the Study of Nationalism

Instructor: Szabolcs Pogonyi, Assistant Professor

Course description

The course will examine the main contemporary theories of nationalism, analyze key concepts and discuss classical debates in the study of nationalism. First we will discuss why nationalism is still an important moving force in contemporary politics and why its scholarly study is still relevant. We will then overview and assess the major systematic typologies of nationalisms, and examine how the key concepts, such as ‘nation’, ‘nationalism’, ‘ethnicity’, 'identity' and related terms are used by different authors.

The second part of the course will discuss the main theories (modernism, constructivism, primordialism, postmodernism) explaining the emergence of nationalism. Next, we will examine a normative question: whether nationalism can be squared with liberal norms. The last class will try to look into contemporary social and political changes that affect the future of nationalism, and will try to assess how globalization affects sovereignty, national belonging and nations states.

Requirements

Students registered for this course are expected to attend classes and participate in class discussions. All students must read all the readings, and give two presentations. In-class presentations should sum up and critically analyze the argument of the assigned reading.

Students are to prepare two 2,000 word essays offering critical analysis of the topics and the literature discussed during the course. The first paper is due on the 8th week of the semester, the deadline of the second paper will be agreed during the first week. Papers submitted after the deadline will be marked down by half of a letter grade per day.

Prerequisites: none

Language of instruction: English

Method of presentation: seminar

Course requirements: attendance, presentation, position papers

Attendance: active participation in class discussions, students may be absent from three sessions at the maximum

Course evaluation

Class participation and activity: 20%
In-class presentation: 30%
Position papers: 50%

Contents

Week I: Introduction
Week II: Why does nationalism still matter?
Week III: Typologies of nationalism
Week IV: Defining nationalism, nationhood, nation and patriotism
Week V: Philosophical origins of nationalist doctrines
Week VI: Nationalism and modernity 1.
Week VII: Nationalism and modernity 2.
Week VIII: Primalism, Ethno-Symbolism and Their Discontents
Week IX: Beyond groupism
Week X: Post-colonialism and self-determination
Week XI: Can Nationalism be Liberal?
Week XII: Beyond the nation state? (Roundtable discussion)

Reading list for course


http://www.lse.ac.uk/collections/gellner/Warwick0.html


Protection of Minorities. Standards and Institutions
Instructor: Szabolcs Poganyi, Assistant Professor

Course description

This course offers a systematic overview of the main standards and institutions of the protection of national minorities in Europe from the Austro-Hungarian, Ottoman and Russian empires to the Council of Europe and the Organization for Security and Co-operation in Europe (OSCE) and the EU. It investigates the historical, political and legal reasons why a system of minority rights protection has evolved since the beginning of the 20th century, and how it works in practice.

In addition to looking at the principal instruments of and mechanism in the area of minority protection, the course also tries to trace the corresponding legal debates. Although the course does not pretend to offer an analysis of all relevant issues, it nevertheless tries to combine a description of basic conceptual, substantive and procedural aspects with a critical assessment.

Particular emphasis will be put on examining contemporary international standards and institutions for protecting the rights of persons belonging to national minorities. Case studies will be used to demonstrate these mechanisms for the implementation of minority rights.

Requirements

Students registered for this course are expected to attend classes and participate in class discussions. All students must read all the readings, and give at least two short presentations. In-class presentations should sum up and critically analyze the argument of the assigned reading.

Students are to prepare a final paper (2,000 words, with bibliography added) on a subject connected to the topics discussed in the course. Papers should include the critical and comparative analysis of class readings on the topic and include ideas on the applicability of the minority rights standards discussed.

Prerequisites: none

Language of instruction: English

Method of presentation: seminar

Attendance: active participation in class discussions, students may be absent from three sessions at the maximum

Course evaluation

Class participation and activity: 20%
In-class presentation: 30%
Final paper: 50%

Contents:

Week I: Introduction: The emergence of minority rights protection norms
Week II: Inter-ethnic issues before 1919 and the 1919 peace treaties
Week III: The inter-war period: the League of Nations and the PCIJ
Week IV: The UN framework
Week V-VI: The UN institutions and cases
Week VII-VIII: The Council of Europe framework I.: The ECtHR and the ECHR
Week IX: The Council of Europe framework II.: The ACFC, the FCNM and the ECRML
Week X: The CSCE/OSCE framework
Week XI: The EU framework
Week XII: Roundtable discussion: the Hungarian Status Law

Readings

International treaties and cases discussed

President Wilson's Address to Congress, Analyzing German and Austrian Peace Utterances
Vladimir Ilyich Lenin: *The Right of Nations to Self-Determination* (excerpts)
Gabriel N. Toggenburg, "Minorities (...) the European Union: Is the Missing Link an 'or' or a 'within'", *European Integration*, Vol. 25(3), September 2003;
President Wilson's Fourteen Points

**Polish Minority Treaty**
**German Settlers in Poland**
**Acquisition of Polish Nationality**
**The Universal Declaration of Human Rights**
**International Convention on the Elimination of All Forms of Racial Discrimination**
**International Covenant on Civil and Political Rights**
**General Comment No. 23: The rights of minorities (Art.27)**
**Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities**
**The Framework Convention for the Protection of National Minorities**
**Explanatory Report**
**The European Charter for Regional or Minority Languages**
**Explanatory Report**
**CSCE Copenhagen Document (1990)**
**The Oslo Recommendations Regarding the Linguistic Rights of National Minorities (1998)**
**The Charter of Fundamental Rights of the European Union**

**Lovelace v. Canada**
**Diergaadt et al. v. Namibia**
**Lönsmann et al. v. Finland**
**Sidiroopoulos et al. v. Greece**
**Ekin v. France**

**Case "Relating to Certain Aspects of the Laws on the Use of Languages in Education in Belgium" v. Belgium**
**Act LXXII of 2001 on Hungarians Living in Neighbouring States (19 June 2001)**
**Act LXXII of 2001 on Hungarians Living in Neighbouring States** (the consolidated text inclusive of amendments passed by the Parliament on 23 June 2003)

**Recommended readings**

Scapegoats, Victims and Heroes in Fascist and Communist Europe
Instructor: Attila Pók, Deputy Director, Institute of History, HAS

Course description

The course looks at some patterns of public and private behaviour in the societies of authoritarian regimes in Europe between the 1930s and the 1950s with a concluding outlook to the present legacies of these regimes. A number of case studies are used to enlighten limits and possibilities of choices made in most critical, often extreme situations. Special attention will be paid to understandings of the concepts of crime, sin, punishment and retribution. Teaching materials include readings on historic, philosophical and moral aspects of heroism, scapegoats and victimhood, a classical short story on scapegoating and feature films. The course encourages active student participation, it is rather a series of seminars than a series of lectures.

Requirements

- class attendance 10 per cent
- five short (1-2 pages) response papers 30 per cent
- one essay (5-6 pages) on any aspects of the issues discussed or a book-review of the same length or an in-class presentation of 15-20 minutes with an outline to be submitted at the time of the presentation. 40 per cent
- in-class activity 20 per cent

Prerequisites: none
Language of instruction: English
Method of presentation: seminar
Grading: attendance 25 %, papers 75%

Attendance: active participation in class discussions, students may be absent from three sessions at the maximum

Week I: Introductions, explanation of the aims and requirements of the course, lecture on psychological approaches to history, scapegoating, heroism, victims, onlookers, devils and angels, on the concept of authoritarianism, on the common and distinctive features of communist and fascist regimes, on the problem of defining perpetrators and victims from the perspective of a historian of modern Europe.

Week II: After a short introduction viewing a film based on George Orwell’s novel Animal Farm followed by a short prepared, structured discussion.

Week III: Seminar based on response papers to the film and reading 7.

Week IV: After a short introduction viewing the film Modern Times directed by Charlie Chaplin followed by a short, prepared, structured discussion.

Week V: Seminar based on response papers to the film and reading 9.

Week VI: After a short introduction viewing a film based on Franz Kafka’s novel, The Trial, directed by David Hugh Jones, starring Anthony Hopkins followed by a prepared, structured discussion.

Week VII: Seminar based on response papers to the film.

Week VIII: After a short introduction viewing the film Taking Sides directed by István Szabó followed by a prepared, structured discussion
Week IX: Seminar based on response papers to the film and readings 1 and 3.
Week X: After a short introduction viewing the film Repentance directed by Tengiz Abuladze followed by a prepared, structured discussion.
Week XI: Seminar based on response papers to the film and readings 2 and 12.
Week XII: Summary, prepared discussion on the cultural, social, political legacies of European authoritarian regimes based on readings VIII and XI.

Reading list for course


Shirley Jackson, *The Lottery* (First published on June 28, 1948)


All mandatory readings are available in electronic form.

Recommended reading


Rolf Hochhuth: *The Deputy*. Any edition


Recommended films

*Fatelessness* directed by Lajos Koltai, based on the novel by Imre Kertész

*Der Untergang* directed by Oliver Hirschbiegel

*The Pianist* directed by Roman Polanski

*The Witness* directed by Péter Bacsó
Sunshine directed by István Szabó