

COURSE SPECIFICATION DOCUMENT

NOTE: ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTTPC.

Academic School/Department: Communications, Arts and Social Sciences

Programme: History

FHEQ Level: 5

Course Title: Nationalism and Conflict

Course Code: HST 5110

Course Leader: Dr Martin D. Brown

Student Engagement Hours: **120**

Lectures: 22.5

Seminar / Tutorials: 22.5

Independent / Guided Learning : 75

Semester: FALL and/or SPRING and/or SUMMER

Credits: 12 UK CATS credits
6 ECTS credits
3 US credits

Course Description:

This course is intended to be a comparative study of the various forms of nationalism, dictatorship and democracy that evolved and emerged across Central/Eastern Europe (CEE) during the 'short' twentieth century (1914-1990). It seeks to identify how CEE has been defined and how it came to take its present form. The main focus of this course will be on the various ideological currents that have shaped the region's history – in particular nationalism, democracy and Communism. In addition, it will explore the conflicting arguments and different historical interpretations with regard to the key events of the period, including the development of nationalism, the emergence of fascism and Communism, the causes and courses of the two world wars and the Cold War, and finally, the causes behind the 'reunification' of Europe after 1989.

Prerequisites: HST 3015 or HST 4110 or INR 4100 or INR 4105 or PLT 3105.

Aims and Objectives:

- To comprehend the variety of debates surrounding the concept of nationalism
- To gain an understanding of how the interaction of a variety of processes have helped to shape the history of Central Eastern Europe (CEE) during the short twentieth century

- To become acquainted with the interplay of key ideological concepts that have dominated CEE: including nationalism, democracy, dissent, fascism and communism.
- To be aware of and be able to discuss a variety of historical interpretations of the region's history

Programme Outcomes :

At the end of this course, the students will have achieved the following programme outcomes.

5A(i); 5A(ii); 5A(iii); 5B(i); 5B(iii); 5C(i); 5C(ii); 5C(iii); 5D(i); 5D(ii); 5D(iii)

A detailed list of the programme outcomes are found in the Programme Specification. This is located at the Departmental page of the portal.

Learning Outcomes:

At the end of this course, the students will have achieved the following learning outcomes.

- Demonstrates a detailed understanding of various debates surrounding the concept of Nationalism
- Demonstrates the similarities and differences between regions across Europe
- Demonstrates detailed understanding of the problems of constructing histories of CEE
- Demonstrates the accumulation of a detailed body of historical knowledge related to at least three states/nations/peoples across the region.
- Present research orally in a convincing and accessible manner.
- Completes assigned work with a degree of clarity, technical competence and critical thinking, and a degree of independence and capacity for self-evaluation, appropriate for a 5000-level course

Indicative Content:

- Different definitions of nationalism employed by various theorists and historians
- Understating the importance of nationalism within wider context of International Relations
- Exploration of different forms of nationalism across the CEE
- Examination of key historical events and regime changes in the history of CEE, from 1914 to 1990
- Changing historical interpretations of the region's history
- Understanding of historical developments in at least 3 countries of CEE

Assessment:

This course conforms to the Richmond University Standard Assessment Norms approved at Academic Council on June 28, 2012.

Teaching Methodology:

The course will be taught through a combination of lectures and seminar classes. Lectures are primarily designed to give an overview of the issues and problems on a particular topic, and thereby provide guidance for seminar discussion. Seminars will be used for debates and group/sub-group discussion, and are intended to provide an interactive and participatory learning environment. Students are expected to do the set readings for each week, and to be prepared to contribute to class discussion and

