

**AMERICAN UNIVERSITY OF CENTRAL ASIA**

**EUROPEAN STUDIES DEPARTMENT**

**Academic Year 2014-2015 - Spring Semester**

**ES 237 – Identity, Nation State, Europeanization**

Course ID: **3174**

Course Schedule: **Monday 13:00-14:15 (R119)**

Assistant Professor **Görkem Atsungur**

Office: **#214** – European Studies Department

Office Hours: **Monday: 11.00-13.00**

E-mail: [**atsungur\_g@mail.auca.kg**](mailto:atsungur_g@mail.auca.kg)

**I. COURSE DESCRIPTION**

\* ES Required Course for Juniors

Number of Credits: 3 cr.

The first part of the course will introduce the concept of identity, individual and collective, seen as a process, dynamic and contextual in Europe. Selected theories of identity (Mead, Gellner, Ardener, Giddens, Smith, Barth, Eriksen, etc.) - sociological and anthropological approaches, with elements of political sciences will be presented. An important and interesting aspect of European integration is the changing role of national identity and the development of identity at a union level. How is national identity constructed today in Europe? What are the differences regarding national identity, citizenship, patriotism, and nationalism? What are the differences between West and East of Europe in this respect? How is national identity constructed in the late modern and post-modern Europe? The process of construction of identity is also part of the course. Identity is a process in which symbolic images are created, and relations between partners acquire meaning. Symbols are instruments with which collective identity is constructed. Myth and ritual, art and literature, symbolically organised space, mythologised history, and many other symbolic forms are applied in the process of building mutual images of partners of social relations and in making these relations meaningful. Examples from different parts of Europe and different periods of time will be given as illustrations of this process. Particular attention will be given to the concept of the boundary in identity construction.

The second part of the course will deal with the issue of Europeanization, understood as the adaptation to institutional structures of integrating Europe. Europeanization has had a diverse but profound impact on politics, policies and polities in the member states of the European  
Union (EU). What happens collective identities in the process of integration with European structures, and under the normative influence of the European Union? Also special attention will be given to the process of Europeanization after the Central and Eastern enlargement of the EU. Also, the course will be devoted to Europeanization seen from the point of view of norms and values. Are there European values which define the core European identity? Does it make sense to speak about the European identity from the point of view of common European values? What constitutes European identity? What does it mean to be European? How does the process of Europeanization affect national identities? All these questions will be analysed in the course.

**II. COURSE RULES & POLICIES**

**A. Teaching Methods:**

The course objectives will be achieved through combination of lectures and seminars. Students will take active part in class discussions and read their weekly assignments and homework. The Instructor uses audio-visual materials for the course chapters. All Power-Point (ppt.) slides and reading materials are available in the e-course system. Students must prepare themselves for Seminar activity and be ready in the class for discussion.

**B. Reading Materials:**

Instructor prepares all required materials for students. Necessary course materials, including the course Syllabus, can be found on the course website in the e-course in European Studies/ Spring 2015.

The password for the e-course is **esspring2015**

Students must check e-course materials regularly – at least twice a week before the classes. Each student has to read required readings which are indicated for each section before the class and students should come ready to present, argue and discuss them. All reading materials, including term paper and presentation are the main responsibility of the student in order to pass this course.

**C. Special Needs:**

Students with special needs may require special arrangements relating to attending class sessions, carrying out writing term project and essays or taking examinations. They are strongly encouraged to inform the Instructor during the first week of classes.

**D. Classroom Rules of Conduct:**

Please respect university discipline rules and turn off cell phones and pagers during class. Students should keep quiet and not be late for the class. Please do not come to class if you are late more than 5 minutes. You cannot use social networks Facebook, VK, and Twitter etc. during the classes. If the professors notice such behaviour, he has right to ask these students to leave the classroom. Food and beverages are not permitted in the classroom. During the exams/quizzes, the use of cell phones, pagers, PDAs, or any other electronic devices is strictly prohibited. Unmoral/Rude behaviours to other students, staffs and/or the instructor will not be tolerated.

**E. Academic Honesty and Discipline:**

Academic dishonesty will not be tolerated at AUCA. All assignments, essays, quizzes, and exams must be done by on your own. If the student is found engaged in cheating, plagiarism, inventing false information or citations, helping someone else or any other violation of the ‘’Code of Academic Integrity,’’ s/he should expect the severest penalties available under AUCA policies.

According to Merriam-Webster Online Dictionary, **Plagiarize** means: “*to steal and pass of (the ideas or words of another) as one’s own, to use (another’s production) without crediting the source, to commit literary theft and to present as new and original an idea or product derived from an existing source*.” As a result of these, Plagiarism is an act of fraud.

Students found guilty of academic dishonesty will be assigned an appropriate academic penalty severely.

For more information, please visit: <http://www.auca.kg/en/registrar_code_conduct/>

If you have any concerns about how to write an academic article, term paper, etc. feel free to consult me at any time.

**F. Adobe Connect:**

Since Fall 2014, the instructor has been selected by the Office of the CIO to use ‘Adobe Connect’ program in his courses. Adobe Connect is a web conferencing platform for Web Meetings, eLearning, and webinars. For instance, when the instructor is abroad for conference and academic purposes, he can record his courses and students can reach his classes through the links. Moreover, the instructor will record his courses during his classes. Digital meetings enable live, interactive, effective classes and group collaboration between the instructor and students anytime, anywhere, on virtually any device. Students are expected to follow adobe connect requirements.

**III. COURSE ASSESSMENT & REQUIREMENTS**

**A. Attendance and Active Participation – 5%**

The nature of the subject requires active class participation. All students should NOT hesitate to participate when they want to expand the topic or they need further explanation, etc. Participation is more than just speaking out or spouting an opinion. It should also reflect critical thinking, which is supported by evidence either from the readings or from independent sources.

Moreover, during the semester students are required to engage in online participation through the e-course system. As a result of this, it is highly recommended to check the e-course at least once each week.

Any student who misses more than three classes unexcused without medical report to confirm illness, s/he will fail the course. Students must bring their medical certificate within one week. After one week, medical certificates will not be accepted. All medical certificates must be approved by AUCA clinic first. Without AUCA stamp, medical certificates will not be valid.

Medical certification will only help not to fail the grade. Please do not forget that the instructors will also give some points to class attendance. Attendance is five points and medical certificate is not accepted for this grade.

Moreover, in the spring semester, there will be a simulation game about the European Union. All students are encouraged to be part of this simulate game. Simulation game is not extra-curriculum activity. It is part of the academic course.

As a result of these, Active and meaningful participation and attendance will add 5% to the final grade.

**B. Midterm Exam – 15%**

Each Student must take a Mid-term exam (15%) for this course. The MT will be given in the middle of entire course: **09 March 2015 Monday**. It will be lasted 75 minutes. Make-up examinations will NOT be administered except in the case of a medical emergency. If students try to attempt cheating during the exam, the instructor will give F grade for the final grade, and student will fail in the course.

**C. Peer Reviewed Argumentative Essay – 30%**

Each student must write six argumentative essays (each of them five points) which will be peer reviewed by other classmates. Each of the argumentative essay should be submitted as a hard copy on due date as the syllabus has already indicated. Late or electronic submission will not be accepted.

- What is an Argumentative Essay?

In argumentative essay, we not only give information but also present an argument with the PROS (supporting ideas) and CONS (opposing ideas) of an argumentative issue. We should clearly take our stand and write as if we are trying to persuade an opposing audience to adopt new beliefs or behavior. The primary objective is to persuade people to change beliefs that many of them do not want to change. This is the most important part when persuading others. We are asking some people to change their beliefs or actions. We should be supporting our ideas with such facts, statistics and/or authorities that there should not be room for any doubts. Before we start saying that the opponents are wrong, we should *specify* their opposing ideas. Otherwise, it would be like hitting the other person with eyes closed. We should see clearly what we are hitting and be prepared beforehand so that he cannot hit us back. We can do this by knowing what we are refuting.

- Peer Review:

After the student submits his essay, the instructor will give it to other student for a peer review process. If a student does not submit his essay in due date, he will not be eligible for peer review. All peer review students must fulfill the form and if they do not submit peer review form and take their responsibilities, they will receive two points less for their assignment.

Peer Revision Checklist for Essay:

Directions for Peer reviewers:

1. Write “yes” or “no” in the space provided when the directions are a question.

2. Write a check mark in the space provided when the directions are a command.

|  |
| --- |
| **Peer Editor #1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| You are looking at the structure of the essay.  \_\_\_\_\_ Does the writer have a thesis that is arguable?  Write the thesis here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_ Does the writer have an introduction, three body paragraphs and a conclusion?  \_\_\_\_\_ What three specific examples does the writer use to prove his/her thesis:  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_ Does the writer effectively prove his or her thesis? Why or why not? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| You are looking at the structure of the body paragraphs.  \_\_\_\_\_ Does each body paragraph have an effective topic sentences?  \_\_\_\_\_ Does each paragraph have a reference to a specific source?  \_\_\_\_\_ If a paragraph is missing specific evidence write it in the margin.  \_\_\_\_\_ Is each piece of evidence used explained?  \_\_\_\_\_ **Does the writer link each body paragraph back to the thesis?** |
| You are looking to make sure all the conventions in the essay are correct.  \_\_\_\_\_ Is everything spelled correctly? Write correct spelling in the margins of draft.  \_\_\_\_\_ Is the essay free of mistakes with homophones (their, there, they’re / too, to, two / your, you’re, etc)?  \_\_\_\_\_ Are words capitalized correctly? If not, capitalize them on the draft.  \_\_\_\_\_ Underline any grammatical errors.  \_\_\_\_\_ Do all your verbs agree with the subjects of the sentence? (i.e. I was, you were, etc.) If not, please correct them on the draft.  \_\_\_\_\_ Correct any run on sentences or sentence fragments |

For more information about argumentative essay, its samples and the rules of peer review, please look at the e-course.

**D. Group Project Report and Presentation – 20%**

The class will be divided into two groups: “Europeanization of Minority Rights” and “Europeanization of Foreign Policies” and they will write one group project report together with a PowerPoint presentation. The aim of this project is to help students to improve their writing and research ability by a given subject.

Evaluation of the report will be based on:

Structure of the paper will be evaluated as ***5%***of the total grade:

Format of the paper will be evaluated as ***5%***of the total grade.

Paper should be between 2.000-2.500 words (approximately 7 pages) in length with Times New Roman, 12 font and one and half spaces. Students are encouraged to use MLA style.

Content of the paper which reflects ability of writing and thinking skills will be count as ***5****%*.

Bibliography will be counted ***3%***. There should be more than 5-7 printed resources at least. Language style will be counted ***2%*** of the final report. Students should also pay attention on vocabulary and grammar style.

As a result of these, group report will be added ***20%*** to the final grade.

The due date for report is indicated in the daily schedule of the course syllabus. No late submission will be accepted!

**Grading Criteria for Written Assignments:**

|  |  |
| --- | --- |
| [A] | Outstanding: a paper has distinctive ideas, perfectly organized, and is of exceptional quality; a thorough and thoughtful treatment of the topic presented in a logical and convincing manner; the paper has a clearly articulated thesis; the ideas are original and complex; sources are used carefully and appropriately to support the original argument; careful attention is paid to language and to details of expression and presentation. |
| [A-] | Excellent: a paper has mostly excellent ideas and content is organized suitably; the paper is well-structured, with clear themes supported by evidence; the ideas are original and complex; sources are used carefully and appropriately; careful attention is paid to language and to details of expression and presentation. Occasional lapses in expressions, in the development of ideas, or in the handling of evidences / or sources. |
| [B+] | Very Good: a paper is thorough and thoughtful but lacks originality, comprehensiveness or insight; effective and appropriate structure; mostly relevant evidence is used to support the main argument; the writing style is less fluid or sophisticated than the ‘A’ papers; attention is paid  to language and to details of expression and presentation but with only a few lapses. |
| [B] | Generally Very Good: a paper is well-reasoned and well-organized but with little originality; effective and appropriate structure; mostly relevant evidence is used to support the main argument; ideas are well developed and can be easily followed but occasional errors may distract from the content; the writing style is less fluid or sophisticated than the ‘A’ papers; attention is paid to language and to details of expression and presentation but with only a few lapses. |
| [B-] | Good: a paper is well-reasoned and well-organized but with little originality; clear and appropriate structure; mostly relevant evidence is used to support the main argument but difficulties with incorporation of the sources into the line of the argument is evident; ideas are well developed and can be easily followed but occasional errors may distract from the content; attention is paid to language and to details of expression and presentation but with some lapses. |
| [C+] | Average: a paper is well-reasoned and well-organized, and shows competency on the subject matter; adequate structure, but there are problems or limitations in logic, argumentation, insights, or organization; the main argument shows good critical skills and originality of thought, but that struggles with problems of expression and presentation. Overall, ideas need to be developed in proper depth but can be followed. |
| [C] | Satisfactory: a paper is well-reasoned and well-organized, and shows competency on the subject matter; adequate structure, but there are significant problems or limitations in logic, argumentation, insights, or organization; errors in expression and presentation distract from the development of content. Overall, ideas can usually be followed but need further exploration and deeper development. |
| [C-] | Satisfactory: a paper is well-developed but lacks coherence: either because of distracting lapses in language that make ideas difficult to understand or lack of connections and transitions between ideas; Support from sources is weak and not developed enough; nevertheless, this paper meets basic requirements. |
| [D+] | Poor: a paper shows a serious attempt but with limited success; there is not clear focus or thesis holding the paper together; evidence is scanty and not clearly linked to the main argument; the handling of evidence raises some concerns; attention to language and presentation is wavering and uncertain; errors in grammar, punctuation; or spelling distract from the content, but these appear in only a minority of the sentences. |
| [D] | Poor: a paper shows an attempt but with limited success; there is not clear focus or thesis holding the paper together; evidence is scanty and not clearly linked to the main argument; the handling of evidence raises serious concerns, as the evidence is too unsubstantial or too unrelated to the main idea; attention to language and presentation is erratic and uncertain; errors in grammar, punctuation; or spelling distract from the content, but these appear in only a minority of the sentences. This paper contains more errors and or less satisfying development of the content than ‘D+’ paper. |
| [D-] | Very poor: a paper neither demonstrates understanding of the material nor articulates any coherent argument about it; the paper might wander among several ideas without developing any single one; there is no thesis; the paper is relied on quotations rather than developing original ideas; attention to language and presentation is erratic and uncertain; errors in grammar, punctuation; or spelling distract from the content. |
| [F] | Fail: a paper fails to address the assignment in fundamental ways and reveals serious writing problems of the author. The paper is plagiarized from other sources. |

**E. Final Exam – 30%**

Each Student must take a Final exam for this course. The final exam will be given after the entire course is completed. It will be lasted 75 minutes. Starting from Fall-2014 the Registrar office is responsible for scheduling of final exams. The date of final exam will be announced later. Make-up examinations will NOT be administered except in the case of a medical emergency.

**Grading Policy:**

The grade for the course will be comprised of the following percentages:

**Attendance and Participation: 5%**

**Mid-Term Exam: 15%**

**Peer Reviewed Argumentative Essay: 30%**

**Group Project Report and Presentation: 20%**

**Final Exam: 30%**

**IV. TENTATIVE CLASS SCHEDULE**

**Week I. Introduction**

**19.01.2015** - Introduction to the Course and Syllabus.

**Week II. The Concept of Identity**

**26.01.2015** – What is an Identity? Theories and Concepts of Identity

**Argumentative Essay I**: “The role of religion in European Identity is so crucial. European Identity cannot be completed without Christianity Muslims cannot be a European”. Please argue this statement. Due date on 26 January 2015 at 13:15 as a hard copy.

**Week III. European Identities: Shared Values and Norms**

**02.02.2015** – European Identities: Shared Values and Norms

**Argumentative Essay II:** “European Values are based on Democracy, Human Rights and Equality which makes them different from other civilizations”. Please argue this statement. Due date on 02 February 2015 at 13:15 as a hard copy.

**Week IV. The Concept of Nation State and European State System**

**09.02.2015** – The Concept of Nation State and European State System

**Argumentative Essay III:** “Nation-states creates European nations. Therefore, European state systems comes first rather than European nations”. Please argue this statement. Due date on 09 February 2015 at 13:15 as a hard copy.

**Week V. Symbols, Myths and Rituals in Europe**

**16.02.2015** – Symbols, Myths and Rituals in Europe

**Argumentative Essay IV:** Please find European symbols and rituals which positively contribute to European norms and values. Due date on 16 February 2015 at 13:15 as a hard copy.

**Week VI. No Classes**

**23.02.2015** – February 23 - Defenders’ Day: No Classes

**Week VII. Midterm Exam**

**02.03.2015** – Midterm Exam

**Week VIII. No Classes**

**09.03.2015** – March 8 - International Women’s Day: No Classes

**Week IX. Spring Break:** March 16 – 20, 2015 – No Classes

**Week X. No Classes**

**23.03.2015** – March 21 - Nooruz: No Classes

**Week XI. Europeanization: Concepts, Theories and Methods**

**30.03.2015** – Europeanization: Concepts, Theories and Methods

**Argumentative Essay V:** “Europeanization brings more peace and security into the world”. Please argue this statement. Due date on 30 March 2015 at 13:15 as a hard copy.

**Week XII. Europeanization vs. Globalization and Westernization: Are all the same?**

**06.04.2015** – Europeanization vs. Globalization and Westernization

**Argumentative Essay VI:** “Europeanization simply means Globalization and they are not different from each other”. Please argue this statement. Due date on 06 April 2015 at 13:15 as a hard copy.

**Week XIII. Europeanization: Polities, Politics and Policies of the EU member states**

**13.04.2015** – Europeanization: Polities, Politics and Policies of the EU member states

**Week XIV. Europeanization of Minority Rights in the EU**

**20.04.2015** – Europeanization of Minority Rights in the EU

Group Project of Minority Rights group (due date is 20 April 2015)

**Week XV. Europeanization of Foreign Policies in the EU**

**27.04.2015** – Europeanization of Foreign Policies in the EU

Group Project of Foreign Policies group (due date is 27 April 2015)

**Week XVI. Review of the Course**

**05.05.2015** - Review of the Course.

***Note****: This is a tentative class schedule and the Instructor reserves the right to make any changes in the content and schedule of topics. It is one of the main responsibilities of the students to attend the class and be informed about any changes.*