COURSE DESCRIPTION: This course focuses on issues of ethnic identity/ethnicity construction and representation in transition countries, and in Georgia and Armenia in particular. The first four weeks of the course will provide an introduction to theoretical concepts related to identity and ethnicity with a special focus on the “modern” aspect of identity construction. This will prepare students to identify constructivist versus primordial or essentialist perspectives, as well as familiarize them with the cognitive perspective.

The second part of the course (three weeks) will concentrate on scholarly perspectives on national and ethnic identity in Armenia and Georgia, which will also include a part related to other post-Soviet cases. The readings will review concepts on Armenia and Georgia from three different perspectives: Soviet views on identity and ethnicity, views from the West, and local Armenian and Georgian perspectives. At the end of the second part, students will have one week for oral presentations and discussions on the relevant readings.

In the final part of the course (four weeks), we will discuss issues concerning constructing identities in transition, focusing on the Armenian and Georgian cases. Specifically, the students will read case studies, reports, articles, books and other publications describing the practices of constructing and representing ethnicity through secondary schools, as observed in transition societies of the post-Soviet period. The students will draw their own analyses about ethnic identity construction and representation practices in Armenia and Georgia based on the literature review and their own fieldwork projects in secondary schools.

COURSE REQUIREMENTS: Your final grade will be based on the following:

1. Attendance and informed participation in weekly discussions (20%)
2. 7 memos (2 pages max) on course readings (total 35%, or 5% for each memo). Memos should either provide a critical review of one of the readings or compare two or more
readings/perspectives. Students should send the memos to the lecturer during the first 8 weeks, one per week, and then present them during the midterm oral presentation and discussion class.

3. Informed participation in the midterm oral presentation of the memos and discussion (15%)

4. One 10-15 page field work report, which will include findings from interviews, focus group observation and text-book reviews conducted in one school (30%)

4.1 Outline (5%): An outline needs to be drafted before Week 11 of the class. The lecturer will have all the comments and recommendations ready for each student before fieldwork begins. Based on the outline and relevant data collection tools, students have to conduct field work in a secondary school of their choice.

4.2 Report (25%)

COURSE READINGS AND SCHEDULE

Part 1 Ethnicity, identity, ethno-nationalism: theoretical concepts and perspectives

Week 1: History of the Identity concept and terminology


**Week 2: Ethnicity and Identity: views and perspectives (part 1)**


**Week 3: Ethnicity and Identity: views and perspectives (part 2)**


**Week 4: Ethnonationalism**
Part 2: Ethnicity, identity and nationalism: Post Soviet societies, Armenia and Georgia

Week 5: Post Soviet societies


7. Шнирельман, Виктор. 2003. ‘Этноцентризм и распад государства’ в *Войны Памяти. Мифы, идентичность и политика в Закавказье*. Москва. Стр. 504-520

**Week 6: Georgia**


**Week 7: Armenia**


**Week 8: Oral presentations and discussion**

Part 3: Constructing Identities through Secondary Education (Post Soviet societies, Armenia and Georgia)

**Week 9: Post-Soviet societies**

1. Расизм в языке образования, под ред. В. Воронкова, О. Карпенко, А. Осипова.- СПб.: Алетейя, 2008


**Week 10: Armenia and Georgia**


Week 11 and 12: Field Work in Schools and Results Presentations