**ENTAN**

**COST Action CA18114 ENTAN**

**COURSE OUTLINE**

 **“Non-Territorial Autonomy”**

***Course description***

The aim of the course is to introduce and analyze the main concepts, approaches and theoretical debates on non-territorial autonomy, from the perspective of political science and based on the key features of countries already having implemented non-territorial autonomy into their state political system. The course will examine historical overview considering the origin of NTA and its development over time. It will introduce the students to conceptual thoughts related to the concept of NTA. Minorities and minority rights will be examined during this course with special emphasis on the relation between collective and individual rights. Through different lectures students will be also be introduced to the management of key resources needed for the functioning of NTA. Students will have opportunity to research on case studies in order to grasp straightforwardly the concept and learn how NTA practices differ among states

***Language of instruction:*** English

***Required texts:***

Andeva, M., Dobos, B., Djordjević, L., Kuzmany, B., & Malloy, T. H. (Eds.). (2023). Non-territorial autonomy: An Introduction. Palgrave Macmillan Cham. https://link.springer.com/book/10.1007/978-3-031-31609-8

***Supplementary readings:***

Coakley, J. (2017). Introduction: Dispersed Minorities and Non-Territorial Autonomy. In J. Coakley (Ed.), *Non-Territorial Autonomy in Divided Societies. Comparative perspectives* (pp. 1–23). Routledge.

Malloy, T. H. (2019). Non-Territorial Autonomy: Traditional and Alternative Practices. In W. Romans, I. Ulasiuk, & A. P. Thomsen (Eds.), *Effective Participation of National Minorities and Conflict Prevention*. Brill | Nijhoff. https://doi.org/10.1163/9789004390331\_006

Nimni, E., Osipov, A., & Smith, D. J. (Eds.). (2013). *The challenge of non-territorial autonomy. Theory and practice*. Peter Lang.

Prina, F. (2020). Nonterritorial Autonomy and Minority (Dis)Empowerment: Past, Present, and Future. *Nationalities Papers*, *48*(3), 425–434. https://doi.org/10.1017/nps.2019.124

Renner, K. (Synopticus). (1899). *Staat und Nation. Zur österreichischen Nationalitätenfrage. Staatsrechtliche Untersuchung über die möglichen Principien einer Lösung und die juristischen Voraussetzungen eines Nationalitäten-Gesetzes*. Dietl.

***Learning objectives***

1. Introduce students to the historical perspectives and developments of non-territorial autonomy (NTA)
2. Introduce students to state-of-art theories and practices of non-territorial autonomy (NTA)
3. Examine the challenges of applying NTA into contemporary political systems
4. Discuss the critics and alternatives to NTA model as a way to accommodate minority rights in plurinational settings.

***Learning outcomes***

By the end of this workshop students will be able to:

1. Apply in-depth knowledge of non-territorial autonomy, its political, legal, cultural, economic and institutional features into different settings in Europe
2. Participate in contemporary and emerging debates on multiculturalism; ethnicity; cultural rights; cultural autonomy; minorities and ethnic groups; ethnic conflict resolution; diversity management.
3. Critically evaluate different state and non-state approaches to practices of non-territorial autonomy;
4. Effectively present knowledge acquired during the course both orally and in a variety of written forms, and work effectively both individually and as part of a group.

***Teaching method / Course delivery***

The course will be delivered through a combination of lectures, practice activities, pair and group work activities, case studies, class discussions, individual or group presentations, supervised and independent research.

***Examination and Assessment***

Students’ performance is to be assessed in accordance to the subject learning outcomes through a variety of assessment activities. During the course each student is expected to complete a project (public presentation and extended essay) and submit short critical essays (case study analysis) which will be assessed according to the specific criteria described in the task description.

The weighting of the assessment components should be defined according to the implementing higher education institution.

***Course outline***

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| ***Lecture/week*** | ***Topics*** | ***Book, Chapter, page:*** |
| ***1.*** | Introduction to the course* NTA: an overview to the research field
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| ***2*** | Conceptual thoughts (autonomy)* Territorial vs. Non-Territorial Autonomy
* Autonomy; self-government
* Decentralization; MLG
* Group/culture/language autonomy/religion
* Consociationalism
 | Pages 1-26 |
| ***3.*** | The origins of NTA : Historical overview | Pages 27-47 |
| ***4.*** | Internationalization of minority rights* Minorities
* Self-determination
 | Pages 49-64 |
| ***5.*** | Democratic NTA Arrangements  | Pages 65-84 |
| ***6.*** | Normative principles and NTA | Pages 85-102 |
| ***5.*** | The Politics of NTA* political context of NTA arrangements
* political actors
* social and political costs of the arrangements and the criteria of success.
 | Pages 103-144 |
| ***6.*** | Institutional vs Functional NTA* Actors/players/agency
* Legal frames
* Institutional frameworks
* Levels of self-rule
* NTA/state co-management
 | Pages 145-163 |
| ***7.*** | ***Mid-term exam*** |
| ***8.*** | The Politics of NTA* political context of NTA arrangements
* political actors
* social and political costs of the arrangements and the criteria of success.
 | Pages 103-144 |
| ***9.*** | Institutional vs Functional NTA* Actors/players/agency
* Legal frames
* Institutional frameworks
* Levels of self-rule
* NTA/state co-management
 | Pages 145-163 |
| ***10.*** | The multi-faceted nature of NTA* conceptual unclarities/variations
* NTA as cultural, personal and functional autonomy
 | Pages 165-183 |
| ***11.*** | Language and religion in NTA arrangements | Pages 185-201 |
| ***12.*** | Operationalization of NTA* implementation of rights promoting NTA
* NTA indicators
 | Pages 203-221 |
| ***13.*** | Linguistic and cultural rights and NTA | students’ case study analysis |
| ***14.*** | NTA in comparative perspective* putting NTA indicators into practice
 | students’ case study analysis |
| ***15.*** | ***Final exam***  |

***Class attendance and participation***

* Attend every class and arrive on time.
* Students are responsible for everything that is announced, presented, or discussed in class.
* Students must actively participate by contributing to classroom discussions and asking questions.
* Students must read the assigned texts before coming to class.
* Students must bring the appropriate materials (textbooks, paper, pens, etc) to every class.

***Classroom behavior***

The classroom will be an academic and respectful environment. Disrespectful remarks or other inappropriate behavior are not allowed. The use of mobile phones is not allowed while class is in session.

***Academic honesty***

Students must do their own work. Cheating or copying of any kind will not be tolerated on exams, papers, homework, or any other assignments.

***Plagiarism***

Plagiarism is not tolerated, and it means that copying of another person's work without giving the author credit is prohibited.

***Late work***

Having work completed on schedule is an important part of being responsible. Assignments are due at the beginning of class on the due date. Late work will not be accepted for any reason.