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Diplomacy Syllabi

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Fall 2018

## DIPL 2101 Ethnopolitical Landscape: Nations and Ethnicity

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**Course Syllabus**  
**Ethnopolitical Landscape: Nations and Ethnicity (DIPL 2101)**  
**School of Diplomacy and International Relations**  
**Seton Hall University (Fall 2018)**

Instructor: Dr. Assefaw Bariagaber  
Office Hours: Tuesdays --- 9:30am – 11:00 am  
                  Thursdays -- 7:15 pm – 8:15pm  
                  AND by APPOINTMENT at other times  
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### **I. Course Description**

This course surveys the cultural, ethnic/national, and socio-demographic variables (and related political and economic factors) shaping the contemporary world and their impact on international relations. Topics to be covered include the recent emergence of politicized ethnic and other parochial loyalties around the world, including post-colonial states in Asia and Africa. Also included is the impact of post-Cold War developments on the revival of ethnicity and nationalism around the globe. Related theories and perspectives that explain the recent revival of ethnic, racial, religious, and linguistic differences will also be briefly explored.

Furthermore, the course will explore in greater detail a few important cases, where ethnicity and nationalism have been salient politically. These include, Quebec, South Africa, the former Yugoslavia, “Kurdistan” (Iraq and Turkey), Ukraine, and South Sudan. The cases have been selected for various reasons, including:

- (1) *Representativeness*: taken together, the cases are broadly representative of current ethno-nationalist currents around the world.
- (2) *Currency*: each case may be understood in the context of the emerging New World Order and global governance. That is, each has been affected by post-Cold War developments.
- (3) *Contrast*: Canada and South Africa have so far managed issues related to their multiculturalism in a civil way. However, in the remaining cases (“Kurdistan,” the former Yugoslavia, Ukraine, and South Sudan), ethnic/national conflicts have been violent and the prevailing ethnic/cultural divide has resulted in problems of mammoth proportions.

Students will also have the opportunity to explore additional cases in-depth through student-led research... The cases will be assigned to groups of three students, who will each conduct detailed study on the nature, evolution, causes, dynamics, actors, and attempted resolution mechanisms in each.

In summary, this course surveys national and ethnic identities around the globe and their impact on the human condition. The instructor hopes that, by the end of the semester, each student will have developed a heightened interest in the study of the politics of cultural pluralism, and an appreciation of the extent to which ethnicity and other cultural cleavages have become salient since the end of the Cold War.

## II. Required Textbook

Ignatieff, Michael. *Blood and Belonging: Journeys into the New Nationalism*. New York: Farrar, Straus, and Giroux, 1999.

The instructor will also make available in the course Blackboard copies of chapters of Kellas, James G. (*The Politics of Nationalism and Ethnicity* (Second Edition). New York: St. Martin's Press, 1998). There will also be **additional** articles for readings, copies of which are also posted in the course Blackboard.

## III. Course Objectives and Competencies:

### A. Program Competencies:

- Demonstrated knowledge of issues related to nationalism and ethnicity, and their effects on the social, political, and economic landscape of developed as well as developing nations;
- Knowledge of the dynamics under which ethnic and cultural groups are activated and mobilized;
- Ability to recognize ethnic-based prejudice and discriminatory practices;
- Ability to recommend strategies for inter-ethnic cooperation and accommodation.

## IV. Course Activities

- Lectures
- Examinations
- Critical analysis of the current cultural divide and conflict in Ukraine
- PowerPoint presentation of research paper
- Term research paper
- A 5-10 minute integrated student review of materials covered in the previous class session to be presented at the beginning of each new class session
- Occasional class discussion of ethnic conflict/cooperation from cases reported in various media outlets. (*The New York Times* is a good source.)

## V. Course Requirements and Grading

Grades will be based on:

1. A mid-term examination carrying a maximum of 25 points occurring on a date as indicated in the course outline below (20.8%).
2. A final examination carrying a maximum of 25 points administered on the last week of the

semester (20.8%).

3. Critical analysis of the current cultural divide and conflict in Ukraine carrying 10 points (8.3%).

4. Class participation and student reviews carrying a maximum of 10 points (8.3%).

5. A PowerPoint presentation carrying a maximum of 15 points (12.5%). More information will be given at an appropriate date.

6. A research/term paper carrying a maximum of 35 points (29.2%) to be handed in class on December 5, 2014. The paper will make a comprehensive study of each assigned case. Although there is no limit as to the number of pages, a reasonable number of pages for an introductory course such as is about 16 typed and double-spaced pages, including bibliography. Further information on the research paper and its format will be provided at an appropriate date.

**Note:** grades for #4 above is based on individual performance; however, #5 is a three-student group endeavor and each student in a given group will receive common grade/points, unless there is clear evidence that one or more members of the group have failed to perform the necessary work.

The instructor must be informed **early** on about such issues. The sooner you let the instructor of this, the higher the chances of timely resolution of the problem. Otherwise, it may be too late for the instructor to intervene and help resolve the problem and each student in a group will suffer the consequences.

**Final course grade will be awarded according to the following scale:**

112 - 120 points = A
108 - 111 points = A-
104 - 107 points = B+
100 - 103 points = B
96 - 99 points = B-
92 - 95 points = C+
88 - 91 points = C
84 - 87 points = C-
80 - 83 points = D+
76 - 79 points = D
72 - 75 points = D-
< 72 points = F

*Remarks*

1. Examination questions will be based on class lectures and reading assignments. It is imperative that students take class notes and do all the readings.
2. It is very important that the term paper and other assignments are completed on **time**. The instructor will deduct significant points or to reject any project not handed on time.
3. Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See University and School standards for academic conduct here:

<https://www.shu.edu/student-life/upload/Student-Code-of-Conduct.pdf>

<http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>

4. Students are expected to attend classes regularly and will be held responsible for materials covered in class. Attendance will be taken at the beginning of each class and each student is required to write his/her name only. A high rate of attendance will be an asset in determining borderline grades.
5. Absence from an examination will result in a **zero** point for that examination unless the student is able to provide a convincing evidence for his/her absence. In the latter case, a make-up examination will be administered at a time suitable to the student and instructor. The format of the make-up examination will be entirely at the discretion of the instructor.
6. Policy on Incompletes: Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor *before* the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an “FI” (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.
7. It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at [\(973\) 313-6003](tel:9733136003) or by e-mail at [DSS@shu.edu](mailto:DSS@shu.edu).
8. Papers should utilize one of the *Chicago Manual of Style* citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats are posted in the course Blackboard.
9. Laptop use other than for taking class notes and accessing Blackboard posted readings or course related items is strictly prohibited.
10. It is very important that students maintain high class etiquette.

## VI. Course Schedule and Readings

### Week 1 (Aug. 28 and Aug. 30)

General introduction to the course - requirements, grading, readings, etc.

Scope of the study

- What is this course all about?
- Why do we need to study cultural pluralism?  
Academic? Liberalism and Marxism  
Policy? Ethical/moral or religious? Graduation requirements?
- The magnitude of the “problem” – ethnic maps of the Balkans and Africa
- Remarks on the required textbook and the book chapters from Kellas (1998)

### Week 2 (Sept. 4 and Sept. 6)

Key concepts - nation, nation-state, nationalism, *ethnie*, ethnicity, race,

Types of nationalism – civic and ethnic

cosmopolitanism and Ignatieff’s “lamentation.”

The problem of identity politics – ethnic nationalism

Ethnicity and human nature – can it fully explain ethnic/national identity?

Case and group assignment

Group paper Plan of Action – Some guidance

Readings:

Ignatieff, “The Last Refuge”

Kellas, “Introduction”

Kellas, Ch. 1

### Week 3 (Sept. 11 and Sept. 13)

Nationalism in the former Communist states

“The Breakup of Yugoslavia” -- Documentary

**September 13 -- Submission of Plan of Action**

Readings:

Ignatieff, Ch. 1

Kellas, Ch. 7

### Week 4 (Sept. 18 and Sept. 20)

The rise of nationalism in W. Europe and its effects on other parts of the world -- Imperialism

Apartheid in South Africa Laws, History”: Documentary Film

Ethnic-related issues as reported in the media

Readings:

Kellas, Ch. 8

Ignatieff, Ch. 5

Week 5 (Sept. 25 and Sept. 27)

Nationalism and ethnicity in the Developing World  
Ethnic-related issues as reported in the media

Readings:

Kellas, Ch. 8 (again)

Ignatieff, Ch. 5 (again)

Week 6 (Oct. 2 and Oct. 4)

Nationalism and ethnicity in the developed world

“Ukraine The Birth Of A Nation Part 1 Of 4 From Rus To Ukraine” – Documentary (on Oct. 2)

**No class on Oct. 4** -- Write a two-page critical analysis of the current problem in Ukraine by comparing it with the problem in Canada/Quebec and **submit on Oct. 11**. The readings (ch. 3 and ch. 4 below) will be helpful.

Reading:

Ignatieff, Ch. 3. and Ch. 4

Week 7 (Oct. 9 and Oct. 11)

Fall Break – Oct. 9 – no class

**Mid-term examination – Oct 11**

Week 8 (Oct. 16 and Oct. 18)

Ethnicity

Characteristics of ethnic groups – and nations. Identifying markers?

What is ethnic cleansing? Ahmed’s “lamentation.”

Possible factors for the revival of the political salience of ethnicity and other cleavages

Discussion of issues related to the term paper.

“War in the Central African Republic” -- Documentary

Readings:

Ahmed, A. 1995. ‘Ethnic Cleansing’: A Metaphor for Our Time? *Ethnic and Racial Studies*, 18(1): 1-25.

Week 9 (Oct. 23 and Oct. 25)

Understanding communal identity and attachment – explanations other than human nature

Three schools of thought that purport to explain cultural pluralism

-- primordialism, instrumentalism and constructivism (instructor’s notes)

Which schools of thought do you think Huntington belongs in terms of his conception of civilizational identity? And Akbar Ahmed?

Ethnic-related issues as reported in the media

Readings:

Kellas, Ch. 1 (again)

Huntington, S. 1993. The Clash of Civilizations. *Foreign Affairs*, 72(3): 22-49.

Young, (relevant pages from *The Dialectics of Cultural Pluralism ...*)

Week 10 (Oct. 30 and Nov. 1)

Persistent and non-persistent cases in culturally plural societies

Persistent case -- South Sudan

Non-persistent case – South Africa

“Saving South Sudan” – Documentary

“Mandela: From Prison To President (Apartheid Documentary) Timeline” -- Documentary

Ethnic-related issues as reported in the media

Readings:

Hutchinson, S. 2001. A Curse from God? Religious and political dimensions of the post-1991 rise of ethnic violence in South Sudan. *Journal of Modern African Studies*, 39(2): 307-31.

Ethnic-related issues as reported in the media

Week 11 (Nov. 6 and Nov. 8)

Cultural pluralism and the politics of accommodation of diversity

Ethnic-related issues as reported in the media

Readings:

Kellas, Ch. 9.

Week 12 (Nov. 13 and Nov. 15)

Student research PPT presentation on November 13

No class on November 15 -- Fulbright committee

Week 13 (Nov. 20 and Nov. 22)

Student research PPT presentation on Nov. 20

Thanksgiving Break – Nov. 22

Week 14 (Nov. 27 and Nov.29)

Student research PPT presentation on November 27

No class on Nov. 29 – professional conference

Week 15 (Dec. 4 and Dec. 6)

Semester end concluding remarks

**Group Research paper due-date – December 6**

Week 16 (Dec. 12-18) -- Exam week



## Further Readings

- Ahmed, Akbar “‘Ethnic Cleansing’: A Metaphor for our Time?” (*Ethnic and Racial Studies*, vol. 18, no. 1, 1995)
- Anderson, Benedict *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (1983)
- Armstrong, John *Nations before Nationalism* (1982)
- Bartlett, C.J. *The Global Conflict: The International Rivalry of the Great Powers, 1880-1990* (1994)
- Bendix, Reinhard *Nation-Building and Citizenship: Studies of Changing Social Order* (1964)
- Brass, Paul *Ethnicity and Nationalism* (1991)
- Breuilly, John *Nationalism and the State* (1983)
- Brubaker, Rogers *Nationalism Reframed: Nationhood and the National Question in the New Europe* (1996)
- Diamond, Larry and Mark Plattner (eds.) *Nationalism, Ethnic Conflict and Democracy* (1994)
- Emerson, Rupert *From Empire to Nation; The Rise of Self-assertion of Asian and African Peoples* (1960)
- Fukuyama, Francis *The End of History and the Last Man* (1993)
- Geertz, Clifford *The Interpretation of Cultures* (1973)
- Glazer, Nathan and Daniel Moynihan *Beyond the Melting Pot* (1970)
- Horowitz, Donald *Ethnic Groups in Conflict* (1985)
- Huntington, Samuel *The Clash of Civilizations* (1997)
- Junke, Peter *Ethnic and Religious Conflicts: Europe and Asia* (1994)
- Markakis John “The Nationalist Revolution in Eritrea” (*The Journal of Modern African Studies*, vol. 25, no. 4, 1987)
- Moynihan Daniel. *Pandemonium; Ethnicity in International Politics* (1993)
- Nash, Manning. *The Cauldron of Ethnicity in the Modern world* (1993)
- Smith, Anthony “The Nation: Invented, Imagined, Reconstructed?” (*Millennium: Journal of International Studies*, vol. 20, no. 3, 1991)
- \_\_\_\_\_ “Ethnic Nationalism and the Plight of Minorities” (*Journal of Refugee Studies*, vol. 7, no. 2/3, 1994)
- Sorenson, John. “Learning to be Oromo: Nationalist discourse in the Diaspora” (*Social Identities*, vol. 2, no.3, 1996)
- Yetman, Norman and C. Hoy Steele (eds.) *Majority and Minority: The Dynamics of Racial and Ethnic Relations* (1973)