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Spring 2019

DIPL 2101AA Ethnopolitical Landscapes of the Contemporary World

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DIPL 2101AA
Ethnopolitical Landscapes of the Contemporary World
School of Diplomacy and International Relations
Seton Hall University
Spring 2019

Dr. Margarita M. Balmaceda
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Class: Th 2:00-4:30pm
Stafford Hall 09
Office hrs: W 4:30-5:00, 9:45-10:15pm
Th 12:00-12:30, 4:30-5:30pm and by
appointment

Course Description

This course provides a systematic introduction to the ways in which identity and ethnic issues (“ethnopolitics”) and the way they have become institutionalized by various political systems help shape the contemporary world through their impact on national, regional, international, and global relations. The course is divided into three parts. Part I presents the main concepts and historical background needed to understand modern ethno-political relations. Part II looks at key models of recognizing (or not) ethnic and cultural diversity and organizing it as part of the institutional setup of the state and its policies. For each of these key models, we will use a variety of case studies, including from the Ottoman Empire, the former USSR and Eastern Europe, the Middle East, East Asia, and Europe. In doing so, we will ask how each of these models of dealing with ethnic and cultural diversity has affected prospects for peace, conflict and democracy in each of these areas. Part III of the course will be devoted to conducting an original group research project. Each group will complete and present an original research paper on a relevant topic related to the concepts and issues discussed in class.

Some of the learning outcomes associated with this course are:

1. Familiarity with the basic concepts and theories relating to the way identity and its management shape our modern world
2. Familiarity with the way identity and its political management have affected the post-socialist world, the Middle East, East Asia, and European Union states
3. Gaining an understanding of how ethno-political issues shape ongoing conflicts and an ability to relate current issues to theories and debates on identity and ethnopolitics.
4. The development of critical skills such as: face-to-face discussion and rapid reaction to others’ arguments, verbal and non-verbal communication, ability for effective decision-making under conditions of limited information.
5. Development of effective research and oral presentation techniques.
6. Development of skills necessary to conduct a group research project from beginning to end.

Required Books and Supplies:

Books

Smith, Anthony D. 2010. *Nationalism* [2nd edition]. Cambridge, UK: Polity Press (USED OK) (**Required**)

Taras and Ganguly, *Understanding Ethnic Conflict* [4th edition]. (Routledge 2016)- (USED OK) (**Recommended**)

Supplies

Good-quality paper notebook

Pens

Pencils and eraser (to underline/mark books in an erasable manner)

Post-up notes (to attach notes to books)

Highlighters of four different colors (to highlight/mark printouts according to a code)

Access to a printer to bring materials to class in printed form (materials must be brought to class in printed form. Electronic files are not acceptable for class use.)

Official University-wide policies covering this course:

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>

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.

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.

Papers should utilize the following *Chicago Manual of Style* citation format: Notes and Bibliography. The guidelines for these formats are in the course's Blackboard page.

COURSE POLICIES

Late assignments policy. It is essential that assignments are submitted on time; I am unable to grant extensions. If you cannot come to campus to bring the hard copy, please mail it with sufficient time to reach me by the deadline.¹ Due to the large number of students, we are unable to accept submissions by fax. **Late assignments will be subjected to a 20% penalty (1st day), plus 10% for each subsequent day.**² (For example, an assignment that merits a 95 ("A") grade will get 75 points if submitted a day late.) Assignments submitted >45 minutes after the due time are counted a day late. The deadline ensures the instructor enough time to read and comment on assignments.

No-screen policy: Use of laptops, phones, and digital devices in class While the use of computer resources is an important part of your experience at SHU, for our 150 minutes of classroom interaction, we will follow the following principles:

Closed laptops, open minds

130 minutes of electronic device-free dialogue Let's give each other a chance to interact, not via Facebook, but through the real face-book: talking face-to-face and reading each other's faces like a book – communicating with words, images, expressions, and subtle gestures. This is a crucial skill in diplomacy and negotiation!

No distractions, focused interaction Before class can start, kindly fully *turn off* and *put away* your phone and other digital devices.

Better understanding through retyping and re-organizing class notes For best results, take notes by hand during the class meeting (printed outlines provided). After class, go over your class notes as well as your notes from the readings, and retype the class notes *connecting them with concrete examples or concepts found in the readings and additional information* (maps, etc.).

E-mail communications:

¹ For regular mail: must be post-marked three business days before the deadline; for Fedex overnight deliveries: must be post-marked one business day before the deadline, but before the Fedex cutoff time.

² Late penalties are prorated for electronic/hard copy submissions: if an assignment is not turned in in hard copy form but only in electronic form, the penalty will be 10% per first day late (5% for each subsequent day); if it is not turned in in electronic copy form but only in hard form, the penalty will be 10% per first day late (plus 5% for each subsequent day).

Please submit electronic versions of course assignments at the same time as the hard copy; both copies must be identical. To assure efficient e-mail communications, please keep in mind to:

1. Include class # (DIP 2101AA) and a clear and *short self-explanatory* subject line, including any action requested. Examples of *self-explanatory subject lines* are: “Appointment needed to discuss draft due April 4,” “Absent February 20 MD documentation attached” etc. Missing or unclear subject lines such “Class” are not useful and will delay getting an answer.

2. Include an appropriate professional greetings: Only “Dear Dr. Balmaceda,” “Dear Prof. Balmaceda” and “Dear Professor Balmaceda” are appropriate professional greetings. **My Spam program will delete e-mails lacking an appropriate professional greeting.**

As a School of Diplomacy, maintaining a professional environment is key. I also address the students professionally, as Ms., Mr., or the gender-neutral Mx. Kindly prepare a paper desk name plate with your last name and desired prefix.

3. Use your Seton Hall e-mail account. My Spam program will delete e-mails from unknown (non-Seton Hall) accounts.

4. E-mails will normally be answered in three batches: late Monday evening, Thursday mornings, and Friday evenings.

If I have more than one e-mail from you waiting in my inbox, please incorporate into your latest message any relevant information from other e-mails you may have sent during this period. If you need to discuss a complex topic, personal discussions are recommended.

Course requirements and grading: overview

| | |
|---------------------------------------|------------------|
| Class attendance and participation: | 20% (200 points) |
| Mid-term examination #1 (Th, March 7) | 20% (200 points) |
| Mid-term examination #2 (Th, May 2) | 20% (200 points) |
| Group Project Draft | 10% (100 points) |
| Group Project Oral presentation | 10% (100 points) |
| Group Project- Final paper | 20% (200 points) |

Course requirements and grading: details

1. Class attendance and participation. Class participation will be judged on the quality of contributions during the class, as well as your contribution to the creation of a positive learning and discussion environment in the classroom. Creating and maintaining a positive learning and discussion environment requires that *no private conversations or activities not directly related to that day's class be allowed*. Please take care of personal matters before class (e.g., bathroom, etc.); apart from an emergency there is no good reason to get up and leave the classroom while class is going on. No eating of crunchy or noisy items in class. Be sure to bring the necessary texts/handouts with you to class. **We will not be using computers or other electronic devices during the class period except when doing presentations or when specifically requested by the instructor.** Cell phones, beepers, and

any other electronic devices should be turned off and stored away during class. Unauthorized use will affect class participation grade (see below).

A logical prerequisite for active participation is attendance. 65% of the attendance and participation grade is based on attendance.³ More than 5 unexcused absences will result in a failing grade for the course. For an absence to be considered excused you must have documentation from a medical professional or the Office of Student Affairs *documenting why you were unable to attend the particular class from which you wish to be excused*. In cases of an extended absence (due to serious illness or emergency) you must obtain documentation from the Office of Student Affairs indicating the reason for the absence. Being late 3 times is the equivalent of one absence. (If you are late, please take the nearest available seat by the door.) (NB: Arriving more than 30 minutes late or leaving more than 30 minutes early will be considered equivalent to being absent to class.)

35% (70 of 200 points) of the attendance and participation points are based on participation. Average participation is considered a C, good participation a B, very good-excellent participation B+ to A+. Very good and excellent participation requires explicitly connecting specific points in the readings with the larger discussion.

The non-allowed use of digital devices will be considered equivalent to a late arrival and will affect the class attendance and participation grade in the same way. (Class will not (re)start until all digital devices, including phones and laptops, have been turned off and put away). If there is a family emergency that requires you to be contacted, please provide your family with the School of Diplomacy Secretary's phone number.

You are required to complete all required readings before the session for which they have been assigned, and being ready to discuss them in class. I have tried to keep required readings to a very maximum of 70 pages per week. Some readings are easier to follow; others are more theoretical, requiring focused concentration and ample time for note-taking and re-reading as needed. You should budget 6 to 9 hours per week for completing the readings for this class.

2. A **first mid-term examination on Thursday, March 7**, covering the materials from January 17 to February 28. (Take-home, open-book examination during regular class period.)

3. A **second mid-term examination on Thursday, May 2**, covering the materials from March 21 to April 25. (Closed-book examination.) It will, among others, include questions from the group presentations and the background readings each group submitted to the class as background for their presentations.

³ Each unexcused absence will reduce the attendance points (total = 130 out of 200 possible attendance and participation points) by 13. (For example, a person with 4 unexcused absences will not be able to get more than 78 out of 130 possible attendance points.)

4. **Group Research Project** resulting in a 20-minute research group presentation and a 10-15 page paper on a particular issue discussed with the instructor in advance (the February 28 meeting has been set aside for this discussion), The presentations focus on additional cases/aspects of cases. In preparation for the presentation, each group will conduct an in-depth study of the nature, evolution, causes, dynamics, actors, and attempted resolution mechanisms in each case.

Research groups are composed of 4-5 students sharing a common research interest.

Each research group will have two required, dedicated meetings to complete specific exercises. The **Thursday, February 14** and **Thursday, April 11** class periods (2:00-4:30) have been earmarked for these meetings. Please reserve a group study room at the library (or another appropriate location) for those dates. Each research group should also arrange additional meetings, preferably in person, to complete their research group paper. Each group will constitute by Thursday, January 24 and designate a liaison by Thursday, January 31. All exercises and e-mailed materials should be submitted to the instructor *by the liaison*. Each research group should also submit:

- a) By **Thursday, February 14**: a one-page (< 400 words typed) draft paper topic idea. Please include:
 1. Full class information (class number, date, etc.) and names of group members on top of first page
 2. Group project working title
 3. Group project topic
 4. How it relates to other topics and readings in the syllabus?
 5. Basic research sources (at least 4) and full citations

- b) By **Thursday, March 21**: One or two readings (total: 20-to-40 pages) for all students in the class to do on the topic of your presentation. These are *background readings* for all students in the class to read as background for your group project presentation. (These readings are different from the *research sources* your group will use for its group project.) The group liaison should distribute the readings in electronic form by uploading them to the course's Blackboard page, in an **electronic folder with the title of the project and presentation date** (for example: Ethnic Cleansing Background Readings – for April 17 2019) If the readings are more than 40 pages, please state clearly what pages (no more than 40) should be read in detail by students.

- c) By 2:00 pm on **Thursday, March 28**: a five-page draft research paper,

- d) A 20-minute group presentation on either April 4, or Thursday, April 25 (dates assigned at random on Thursday, February 7). The group is responsible for doing the presentation, preparing five questions for class discussion, and leading the Q&A and discussion session. Each

group should also distribute a short outline/ handout to the class at the time of the presentation. This should be a pedagogically-oriented handout, and, thus, different from the presentation draft.

- e) Before class on the day of the presentation, each group will submit to the instructor the power-points of their presentation.
- f) No later than **Thursday, May 9 (4:30 pm)**, each group should submit to the instructor the final version of their project..

Please submit electronic versions of course assignments at the same time as the hard copy; both copies must be identical. Please label electronic copies as noted in the “Important dates and deadlines.”

All your written work will be judged on the basis of content and clarity. Native and non-native English speakers alike should proof-read and spell-check their work carefully.

Important dates and deadlines

| Date and time | Item | Delivery instructions |
|---|--|---|
| Th, Jan 31, 2:00 pm | Page with group name, members, liaison name | Hard copy to Class + e-mail to Prof. Balmaceda Must be e-mailed by group liaison. File label: GROUPNAME. Info.2101AA.doc |
| Thu, February 14, 4:30 pm | Group project topic (1 page) | File label: GROUPNAME. Topic.2101AA.doc |
| Th, February 27, regular class period (by sign-up slots) | Research groups meet individually with Prof. Balmaceda (sign-up for 15-minute slot on Feb 20) | N/A |
| Thu Mar 7, regular class period | Mid-term # 1 (take-home) | File label: YOURLASTNAME. Midterm,2101AA.doc |
| Thu, Mar 28, 2:00 pm | Group Project draft (5 pages) and | Bring hard copy to class + e-mail to Prof. Balmaceda Must be e-mailed by group liaison. File label: GROUPNAME. Draft.2101AA.doc |
| Th, Mar 28, 2:00 pm | Readings to share with entire class for them to read as background for Group Project Presentation | Bring hard copy to class+ e-mail <u>and</u> upload pdf's to course's Blackboard page. File label: GROUPNAME. Backgroundreading.2101AA.doc |

| | | |
|--|---|--|
| Thu, April 4, 1:59 pm (Research groups 1-3) | Copy of power-point presentation used in class presentation | e-mail to Prof. Balmaceda Must be e-mailed by group liaison. File label: GROUPNAME.PresPowPt.2101AA.ppt |
| Thu April 25, 1:59 pm (Research groups 4-5) | Copy of power-point presentation used in class presentation | e-mail to Prof. Balmaceda Must be e-mailed by group liaison. File label: GROUPNAME.PresPowPt.2101AA.ppt |
| Thu May 2, regular class period | Mid-term # 2 (in-class) | In-class |
| Thu May 9, 4:30 pm | Final Group Project | Hard copy to Prof. Balmaceda s mailbox + e-mail to same Must be e-mailed by group liaison. File label: GROUPNAME.FinalProject.2101AA.doc |

TOPICS AND READINGS

PART I: BASIC CONCEPTS AND ISSUES

Session 1: Thursday, January 17, 2019

Introduction

Session 2: Thursday, January 24, 2019

Key Concepts

Smith, *Nationalism*, ch. 1 (“Concepts”), pp. 5-23, and ch. 2 (“Ideologies”), pp. 24-42 only and ch. ch. 3 (“Paradigms”), pp. 55-60 (on primordialism and its critics), ch. 6 (“Prospects”), pp. 153-157 (on Sacred Foundations) only

***** Research Groups: Sign-up *****

Session 3: Thursday, January 31

***** Final information on Group name, final group composition, name of group liaison due at start of class today *****

NATIONS: CONTROVERSIES, LANGUAGE AND RACE

Smith, *Nationalism*, ch. ch. 2 (“Ideologies”), pp. 42-46.

Smith, *Nationalism*, ch. 3 (“Paradigms”), pp. 47-53 (top), ch. 4 (“Theories”) pp. 66-72, and 77-85 (esp. 80-85), ch. 5 (“Histories”) pp. 95-103 (103-107 skim only), 122-128

Edwin L. Battistella, "Bad Language: Bad Citizens?" in Susan D. Blum (ed.), Making Sense of Language: Readings in Culture and Communication (New York: Oxford U. Press, 2008), 217-228.

Noel Ignatiev, How the Irish Became White (New York: Routledge, 1995), pages TBA

Renan, "What is a Nation?" in Becoming National, pp. 42-56

Session 4: Thursday, February 7

***** Order of research group presentations decided by lottery today *****

NATIONS: CONTROVERSIES ON THE ISSUE OF TERRITORIALITY: DIASPORAS AND DISPLACED PEOPLES

Cohen, Global Diasporas, chapter 1 ("Introduction") (pp. 1-30) [in **Walsh Library main collection JV6021 .C64 2003, and Reserve collection**]

Theodor Herzl, The Jewish State, Introduction, Ch. II and Ch. VI [available in the Internet via Google Books and at <http://www.jewishvirtuallibrary.org/jsource/Zionism/herzl2.html>]

Cohen, Global Diasporas, chapter 2 "Victim Diasporas: Africans and Armenians" (pp. 31-56) (read *after* you have read ch. 1, and Herzl)

Session 5: Thursday, February 14

RESEARCH GROUP MEETING #1 AND SPECIAL GROUP EXERCISE

- From concept to case study
- Research design
- Sources vs Background materials for others to read

PART II: ALTERNATIVE WAYS OF MANAGING DIVERSITY

Session 6: Thursday, February 21

EMPIRES: OVERVIEW AND IMPACT ON COLONIAL AREAS

Karen Barkey, "Thinking About Consequences of Empire," in Von Hagen and Barkey, After Empire: Multiethnic Societies and Nation-Building (1997) , pp. 99-114 [NB: Students not familiar with the Russian, Ottoman and Habsburg empires should do some light overview research on these before reading this article]

Aasland, "Russians Outside Russia: the New Russian Diaspora," in Smith, pp. 477-497

Balmaceda, "Recreating Identity After the Homo Sovieticus: Language and the Definition of a New Pan-Russianness" in Mark Denham and Karen Slawner (eds.), Citizenship After Liberalism (New York: Peter Lang, 1998)

Andre Borgerhoff, "The Double Task: Nation and State-Building in Timor-Leste," European Journal of East Asian Studies, Volume 5, Number 1, 2006, pp. 101-130(30)

Session 7: Thursday, February 28

**** RESEARCH GROUPS MEET INDIVIDUALLY WITH INSTRUCTOR TO DISCUSS TOPICS **** (Each group will be assigned a 15-minute period; groups use rest of the period to meet in the library (group study room) to discuss joint project.)

Session 8: Thursday, March 7

***** MID-TERM EXAMINATION #1 (COVERING SESSIONS 1-7) *****

***** MARCH 11-16: SPRING BREAK *****

Session 9: Thursday, March 21

ALTERNATIVE MEANS OF MANAGING CULTURAL AND ETHNIC DIVERSITY: TERRITORIAL AUTONOMY

Taras and Ganguly, ch. 6 ("Separatist Movements") whole chapter, pp. 150-176

F. Palermo, "Territorial Autonomy in the Minority Discourse," in T. Malloy and F. Palermo (eds), *Minority Accommodation through Territorial and Non-Territorial Autonomy* (Oxford: Oxford U. Press, 2015) [Pay special attention to the "first model" seeing (autonomous) territories as having the task of being the framework for the self-government of specific minority groups]

Meisler, Stanley. "Spain's new democracy." *Foreign Affairs* 56, no. 1 (1977): 190-208. <https://www.foreignaffairs.com/articles/spain/2012-09-25/what-read-spanish-politics?cid=int-rec&pgtype=art> (this source is a little dated, but it shows some of the challenges that Spain faced during its democratization process after Franco).

Zaslavsky, "Success and Collapse: Traditional Soviet Nationalities Policy," in Bremmer and Taras [Concentrate on pp. 32-36, on "Traditional Soviet Nationality Policy"]

Other materials TBA

Session 11 (Thursday, March 21 5:00-7:10 pm; location TBA) Make-up session⁴

ALTERNATIVE MEANS OF MANAGING CULTURAL AND ETHNIC DIVERSITY: MULTICULTURALISM, NON-TERRITORIAL AUTONOMY AND CONSOCIONALISM

J. Erk, "Non-territorial *Millets* in the Ottoman System," in T. Malloy and F. Palermo (eds), *Minority Accommodation through Territorial and Non-Territorial Autonomy* (Oxford: Oxford U. Press, 2015) [Read this article first, especially part I pp. 119-125]

On Non-Territorial Autonomy:

Markku Suksi, "Non-Territorial Autonomy: The Meaning of '(Non-)Territoriality'," in T. Malloy and F. Palermo (eds), *Minority Accommodation through Territorial and Non-Territorial Autonomy* (Oxford: Oxford U. Press, 2015), 83-115. [Focus on the concept of Non-territorial autonomy and 4.1 Introduction (pp. 83-86), p. 89, and section on 4.2.4 National cultural autonomy (pp. 91-93) and 4.7 Conclusion (pp. 111-115)]

On Consociationalism:

Reread F. Palermo, "Territorial Autonomy in the Minority Discourse," in T. Malloy and F. Palermo (eds), *Minority Accommodation through Territorial and Non-Territorial Autonomy* (Oxford: Oxford U. Press, 2015) [paying special attention to pp. 21-24 and the discussion of power-sharing or ethnic consociational democracy]

Hudson, Michael C. 1997. "Trying Again: Power-Sharing in Post-Civil War Lebanon." *International Negotiation* 2, no. 1: 103-122. Political Science Complete, EBSCOhost ([Good historical analysis of the case of Lebanon])

Session 12: Thursday, March 28

ALTERNATIVE MEANS OF MANAGING CULTURAL AND ETHNIC DIVERSITY: DENIAL OF A PLACE IN THE NATION AND CITIZENSHIP

Taras and Ganguly, *Understanding Ethnic Conflict*, ch. 2 ("Ethnic Conflict and International Norms") entire chapter (pp. 34-62)

For background on the Rohingya: Matthew J. Walton, "Ethnicity, Conflict, and History in Burma: The Myths of Panglong," *Asian Survey*, Vol. 48, No. 6 (November/December 2008), pp. 889-910

⁴ Students unable to attend this make up session will be provided an equivalent special exercise.

Kelly Staples, "Contemporary Statelessness: The Rohingya," in *Retheorising Statelessness: A Background Theory of Membership in World Politics* (Edinburgh: Edinburgh University Press, 2012), ch. 7, pp. 139-157.

***** ALL RESEARCH PROJECT DRAFTS DUE 2:00 PM IN HARD COPY (BRING TO CLASS) AND E-VERSION *****

PART III: GROUP PRESENTATIONS AND DISCUSSION (3 Sessions)

Session 13: Thursday, April 4

Presentations by Research Groups 1, 2, 3

Readings: TBA (uploaded by research groups to course Blackboard page)

Session 14: Thursday, April 11

RESEARCH GROUP MEETING #2 AND SPECIAL GROUP EXERCISE

- **Developing argument**
- **Connection with other course readings**
- **Comparison with other cases**

***** APRIL 19-22: EASTER BREAK *****

Session 15: Thursday, April 25

Presentations by Research Groups 4, 5

Readings: TBA (uploaded by research groups to course Blackboard page)

Session 16: Thursday, May 2

***** MID-TERM EXAMINATION #2 (Covering Sessions 9-15, including all presentations and related readings)*****

***** FINAL VERSION OF GROUP PROJECT IN DUE THURSDAY, MAY 9, 4:30 pm BY HARD COPY AND E-MAIL. *****

Grades will be posted by May 21