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Fall 2020

## DIPL 2101 AA Ethnopolitical Landscapes of the Contemporary World

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*Seton Hall University*

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**DIPL 2101-AA**  
**Ethnopolitical Landscapes of the Contemporary World**  
**Instructor: Dr. Roger B. Alfani**  
**Fall 2020 (ver. F00)**

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Tuesdays/Thursdays: 12:30 P.M. — 1:45 P.M.  
Walsh Library, Room LB 207  
Synchronous Online  
Email: [roger.alfani@shu.edu](mailto:roger.alfani@shu.edu)

Office hours: M: 2:00 — 4:00 P.M.  
W: 10:00 — 12:00 P.M.  
Mooney Hall, Room 318  
Virtual Meeting (MS TEAMS OR Zoom)  
by appointment

**A. 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 national, regional, international, and global relations. It is designed to introduce students to the politics of nationalism, nation, ethnicity and how and when they influence political competition, social conflict, and gender relations.

**B. Course Objectives**

By the end of the semester, students should:

- Acquire knowledge and understanding of key ideas and issues related to nationalism and ethnicity, and their effects on the social, political, and economic landscape of developed as well as developing nations;
- Develop an understanding of the dynamics under which ethnic and cultural groups are activated and mobilized;
- Be able to recognize ethnic-based prejudice and discriminatory practices;
- Have the ability to recommend strategies for inter-ethnic cooperation and accomodation.

**C. Course Requirements (Grade distribution)**

<b>Evaluation Component</b>	<b>Due Date</b>	<b>Percent</b>
a) Class Participation	See course calendar	10
b) Double Entry Journals (DEJ)	See course calendar	10
c) Quizzes	<ul style="list-style-type: none"><li>• September 17</li><li>• November 10</li></ul>	15
d) Discussion Board	See course calendar	10
e) Group Presentations	See course calendar	25
f) Final Examination	December 9, 2020	30
<b><i>Total</i></b>		100

- a) **Class Participation.** 10% of the final grade will be based on class participation (both in-person and synchronous remote teaching formats). Each person's input is valuable. Students should come to class prepared to discuss the readings, even if at times that means just asking relevant questions about materials one may not have understood. Everyone is expected to participate regularly. The participation grade depends on both the quality and the quantity of your participation. Obviously, the most basic form of class participation is regular attendance (in-person and remote).

**More than four unexcused absences** may result in a failing grade for class participation; and **more than six unexcused absences** may 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 (or Athletic Dept. in the case of athletes) *indicating that 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. If you stop attending class, it does not mean you have withdrawn from the course. In order to withdraw you have to fill out a withdrawal form (obtainable from the dean's office or the department office). Non-attendance is not withdrawal. Being late three times is the equivalent of one absence. Please take care of personal matters before class (e.g., bathroom, meals, etc.); apart from an emergency, there is no good reason to get up and leave the classroom while class is going on. No eating in class. Be sure to bring the necessary texts/handouts with you to class.

- b) **Journals.** 10 % of the final grade will be based on a weekly double entry journal (DEJ) with a 150- to 250-word summary that synthesizes each reading or set of readings. Summaries should not only present texts' main ideas, but they should also accurately convey the contents of the texts. By the end of the semester, students will have written 7 double-entry journals at the end of each reading sections which are due on Saturdays (see class calendar below as well as in Blackboard). This assignment will provide students with an opportunity to reflect on both materials and personal insights. Students must post their DEJs on the designated Blackboard entries.
- c) **Quizzes.** 2 quizzes worth 15% of the final grade will be given in the course of the semester on the following dates: September 17 and November 10. The prompts will be provided at least 24 hours in the course Blackboard. Each quiz is designed to determine students ability to identify the essential points in the assigned readings.
- d) **Discussion Forum.** 10% of the final grade will be allotted to responses to BOTH discussion question(s) and at least one colleague's posting. That is, submitting one without the other will result in loss of points. In other words, to receive a 4 or 5 on a discussion assignment it must address the assigned question(s), demonstrate that you have done the required reading(s) (e.g. through reference), and reveal interesting, and engaged thinking. Kindly note that a response to discussion questions is due on Monday and Wednesday 11:59 p.m. A response to a colleague post is due on and Friday (11:59 p.m.).
- e) **Group Presentations.** 25% of the final grade will be based on a 25-minute PowerPoint group presentation (including a response to another group's presentation paper). The professor will randomly assign students to a five- to six-person team (on September 8) that will present on November 12 (A and B), 17 (C and D), and 19 (E and F) (see calendar below).

Each group will have a corresponding respondent group (A/D, B/E, C/F, D/B, E/A, and F/C) that will not only read their colleagues' presentation paper in advance, but will also present their reactions — the use of a PowerPoint is optional — in about 10 minutes immediately after the presentation. Another round of general Q/A will follow the two presentations.

Students of each group are responsible for choosing a topic and getting it **approved by the professor no later than September 25**. In the event that a topic has already been selected by another group, students will have to choose a different one.

Each group must send their chosen topic(s) in the form of a **1- to 2-page concept note by email with all the team members' names and email address**. The concept note should include, and not be limited to, a brief description of an issue(s)/case(s) related to the formation/imagination of a nation or nationalism (or the role of ethnicity in nationalism); a working title; some research questions; a preliminary presentation outline; and at least 4 research/academic sources.

- f) **Final Examination.** 30% of the course grade will be allotted to the final examination to be taken **on December 9 between 8:00 and 10:00 a.m.** Part of the final examination will include take home questions which the professor will provide on **December 1 and due by December 8** on the designated entry on Blackboard. The essay will require knowledge and intelligent application of the various readings from the class. *Students should not make end of semester travel plans without consulting the exam schedule first.*

## D. Course Materials

### 1. Required Texts

- Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Revised ed. New York: Verso, 2006.
- Smith, Anthony D. *Nationalism: Theory, Ideology, History*. Key Concepts. 2nd ed. Cambridge, UK: Polity, 2010.

### 2. Recommended Texts

- Brubaker, Rogers. *Ethnicity without Groups*. Cambridge, Mass.: Harvard University Press, 2006.
- Yuval-Davis, Nira. *Gender and Nation*. London: SAGE Publications Ltd, 1997. Book.
- Hutchinson, John, and Anthony D. Smith. *Nationalism*. Oxford Readers. New York: Oxford University Press, 1994.
- Ignatieff, Michael. *Blood and Belonging: Journeys into the New Nationalism*. Toronto: Penguin, 2006.

## E. Class Policies

### Academic and Professional Integrity Policy:

All forms of dishonesty, whether by act or omission, including, but not limited to, cheating, plagiarism and knowingly furnishing false information to the University, are prohibited. Intentional disruption or obstruction of teaching, research or administrative proceedings is prohibited. University sanctions may extend to suspension and dismissal. Work submitted in course must be the product of the efforts of the student presenting the work, and contributions of others to the finished work must be appropriately acknowledged. The presentation of another's work as one's own is a serious violation of the academic process, and it is penalized accordingly. The decision on the appropriate penalty is in the first instance the professor's, and it may extend to a failing grade for the course. See University and School standards for academic conduct here: <https://www.shu.edu/student-life/upload/Student-Code-of-Conduct.pdf>  
<https://www.shu.edu/diplomacy/academic-conduct.cfm>

### Late Assignments

- Late exams and papers, including DEJs and presentations, will be deducted 5 percentage points for each day they are late.
- Length requirements on papers are mandatory. Papers should be typed in 12 pt. Times New Roman font with regular 1" margins.

- Assignments (including DEJs) are meant to be individual. No collaborative work on written assignments is allowed unless permitted. Although students may converse and share ideas, their final submitted work is expected to be solely theirs.

### Policy on incompletes:

Incompletes will be given only in exceptional cases of emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (Diplos can find it at 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 “F1” (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.

**Research papers should utilize one of the *Chicago Manual of Style* citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats will be made available upon request.**

**DISABILITY STATEMENT:** 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 or by e-mail at [DSS@shu.edu](mailto:DSS@shu.edu).

### F. Grading Scale

95—100= A	90—94= A-	86—89= B+	83—85= B	80—82= B-	0—59= F
76—79= C+	73—75= C	70—72= C-	66—69= D+	60—65= D	

### G. Course Calendar (Subject to change)

Weeks	Dates	Topics	Assignments/Comments
<b>Introduction</b>			
1	Aug. 25	<ul style="list-style-type: none"> <li>• General Introductions</li> <li>• Review of the Syllabus</li> <li>• Technology Tips (Blackboard, MS Teams, etc.)</li> </ul>	REMOTE
	<b>Key Concepts And Debates On Nationalism</b>		
	Aug. 27	Benedict Anderson, Chap. 1: “Introduction,” pp. 1-7 Anthony Smith, Chaps. 1: “Concepts,” pp. 5-23.	REMOTE
2	Sep. 1	Anthony Smith, Chap. 2: “Ideologies,” pp. 24-46.	HyFlex begins Discussion Board – 1
	Sep. 3	Umut Özkirimli, Chapter 2: “Discourses and Debates on Nationalism,” in <i>Theories of Nationalism: A Critical Introduction</i> , pp. 9-48.	Discussion Board – 2 Submit a DEJ on the BB by Sept. 5

<b>Invention Of Nationalism</b>			
3	Sep. 8	Benedict Anderson, Chap. 2: "Cultural Roots," pp. 9-36. Anthony Smith, Chap. 3: "Paradigms," pp. 47-65.	Discussion Board – 3
	Sep. 10	Benedict Anderson, Chap. 3 and 4 : "Origins of National Consciousness," and "Creole Pioneers," pp. 37-46; 47-65. Anthony Smith, Chap. 5: "Histories," pp. 95-128.	Discussion Board – 4 Submit a DEJ on the BB by Sept. 12
<b>Nation(Alism), Culture &amp; Values</b>			
4	Sep. 15	Benedict Anderson, Chap. 11: "Memory and Forgetting," pp. 187-206. William Safran, "Language, Ethnicity and Religion: A Complex and Persistent Linkage," <i>Nations &amp; Nationalism</i> 14, no. 1 (2008): 171-190.	Discussion Board – 5
	Sep. 17	Benedict Anderson, Chap. 5: "Old Languages, New Models," pp. 67-82.	<b>Quiz 1</b> Submit a DEJ on the BB by Sept. 19
5	Sep. 22	Roger Friedland, "Religious Nationalism and the Problem of Collective Representation," <i>Annual Review of Sociology</i> 27 (2001): 125-152.	Discussion Board – 6
	Sep. 24	Michael Ignatieff, "The last Refuge," pp. 3-16	Discussion Board – 7 Submit a DEJ on the BB by Sept. 26
<b>Gender And Nationalism</b>			
6	Sep. 29	Nira Yuval-Davis, Chapters 2 and 3, in <i>Gender and Nation</i> , London: SAGE Publications Ltd, 1997, pp. 26-67. Joane Nagel, "Masculinity and Nationalism: Gender and Sexuality in the Making of Nations," <i>Ethnic &amp; Racial Studies</i> 21, no. 2 (1998): 242-269.	Discussion Board – 8
	Oct. 1	Spike Peterson, "Political Identities/Nationalism as Heterosexism," <i>International Feminist Journal of Politics</i> 1, no. 1 (1999). Joane Nagel, Chapter 5: "Sex and Nationalism: Sexually Imagined Communities," in <i>Race, Ethnicity, and Sexuality: Intimate Intersections, Forbidden Frontiers</i> , pp. 140-167.	Discussion Board – 9 Submit a DEJ on the BB by Oct. 3
<b>Nation, Race, And (Anti)Colonialism</b>			
7	Oct. 6	Malcom X, "The Ballot or the Bullet," in <i>Malcom X Speaks: Selected Speeches and Statements</i> , ed. George Breitman, New York: Grove Press, pp. 23-44. Martin Luther King, Jr., "I Have a Dream," 1963.	Discussion Board – 10
	Oct. 8	Frantz Fanon, Chap. 4: "On National Culture: Mutual Foundations for Natural Culture and Liberation Struggles," in <i>The Wretched of the Earth</i> , New York: Grove Press, 2004, pp. 140-180	Discussion Board – 11 Submit a DEJ on the BB by Oct. 10

		Miles Larmer, and Lecocq Baz, “Historicising Nationalism in Africa,” <i>Nations &amp; Nationalism</i> 24, no. 4 (2018): 893-917.	
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Weeks	Dates		Assignments/Comments
<b>Nation(alism) &amp; State</b>			
8	Oct. 13	Miroslav Hroch, “National Self-Determination from a Historical Perspective,” <i>Canadian Slavonic Papers</i> 37, no. 3/4 (1995): 283-299.  Fabry Mikulas, “The Contemporary Practice of State Recognition: Kosovo, South Ossetia, Abkhazia, and Their Aftermath,” <i>Nationalities Papers</i> 40, no. 5 (2012): 661-676.	Discussion Board – 12
	Oct. 15	Benedict Anderson, Chap. 6: “Official Nationalism and Imperialism,” pp. 83-111.  Michael Ignatieff, Chap. 4: “Quebec: The Frenchies,” pp. 135-166.	Discussion Board – 13 Submit a DEJ on the BB by Oct. 17
<b>Nationalism, Ethnicity &amp; Violence</b>			
9	Oct. 20	John Hutchinson, Chap. 1: “Zones of Conflict,” in <i>Nations as Zones of Conflict</i> , London: SAGE Publications Ltd, 2005, pp. 9-43.	Discussion Board – 14
	Oct. 22	John Hutchinson, Chap. 3: “Cultural,” in <i>Nations as Zones of Conflict</i> , pp. 77-112.	
10	Oct. 27	Rogers Brubaker, and David D. Laitin, “Ethnic and Nationalist Violence,” <i>Annual Review of Sociology</i> 24 (1998): 423-452.	Submit a DEJ on the BB by Oct. 31
	Oct. 29	Fearon, James D., and David D. Laitin, “Violence and the Social Construction of Ethnic Identity,” <i>International Organization</i> 54, no. 4 (2000): 845-877.	
<b>Beyond Nationalism</b>			
11	Nov. 3	Anthony Smith, “Prospects,” pp. 129-158.	
	Nov. 5	Rogers Brubaker, and Cooper Frederick. “Beyond ‘Identity,’” <i>Theory and Society</i> 29, no. 1 (2000): 1-47.	

Weeks	Dates		Assignments/Comments
12	Nov. 10	<b>Quiz 2</b>	
	Nov. 12	Group Presentations/Respondents: • A/D and B/E	
13	Nov. 17	Group Presentations/Respondents: • C/F and D/B	
	Nov. 19	Group Presentations/Respondents: • E/A and F/C	
14	Nov. 24	<b>***Last Day of Class***</b>	
	Dec. 9	Final Exam: 8:00 AM to 10:00 AM	