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Spring 2021

DIPL 6001 Politics of Cultural and Ethnic Pluralism

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Course Syllabus
Politics of Cultural and Ethnic Pluralism (DIPL 6001)
School of Diplomacy and International Relations
Seton Hall University (Spring 2021)

Instructor: Dr. Assefaw Bariagaber

Virtual Office Hours: Tuesdays (12:00pm-1:30pm), on Microsoft Teams by appointment;

And by appointment at other times on Microsoft Teams (or mobile phone calls).

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I. Course Description

This course surveys the politics of cultural and ethnic pluralism/diversity as manifested in terms of the plurality of political, economic, cultural, and socio-demographic variables shaping the contemporary world, and their impact on the international system and the practice of international relations. The course focuses on the salient issues that have taken center stage in the modern world, and deals with general issues related to the rise of *politicized ethnicity and other cultural cleavages* around the world. It explores different theories and perspectives on identity formation, activation, and mobilization. Moreover, factors that contributed to the recent revival of ethnic, religious, and linguistic attachments are investigated.

The lectures for this course are organized around three schools of thought -- primordialism, instrumentalism and constructivism, all of which purport to explain cultural solidarities. We will try to apply these three perspectives in our study of the politics of cultural pluralism in the contemporary world, with emphasis on why and how ethnic cleavages have become more salient at the beginning of the 21st century. Towards the end of the semester, possible formulas for accommodation of cultural pluralism in multi-ethnic societies are explored.

To this end, the course interrogates national and ethnic identities around the globe and their impact on the human condition. The instructor hopes that, by the time the course topics are covered, each student will have developed a heightened interest in the study of cultural pluralism and an appreciation of the extent to which parochial solidarities (e.g. ethnic, religious, and linguistic solidarities) have become politically salient nowadays. As students interested in Diplomacy and International Relations, you are expected to think in terms of theories and related policy issues that potentially affect the domestic and foreign policies of culturally plural societies.

Each student will write and present a research paper on any topic related to cultural pluralism either in a specific country (that is, at the sub-national or national levels) or group of countries (that is, at the group level), or globally (that is, at the systemic level), subject to the instructor's approval of the topic. The course will conclude with student PowerPoint (PPT) presentation of research findings and submission of the research paper.

II. Required Texts

Anderson, Benedict. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London and New York: Verso.

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

In addition, the instructor will post copies of a few book chapters in Blackboard, as they may not be available online. *The journal articles are, however, available in JSTOR (or through Google searches), and you are required to locate and critically review each.*

Other resources:

Graduate Services Guide (General for all programs): <https://library.shu.edu/gradservices/>

Diplomacy Graduate Remote Research Guides: <https://library.shu.edu/diplomacy-remote>

Data Services Guide (with form to request data support): <https://library.shu.edu/data-services>

For more information, please contact Ms. Lisa de Luca, the Diplomacy Connection Librarian

III. Course Competencies

- ability to identify and explain cultural pluralism wherever it exists
- demonstrated knowledge of ethnic and other markers and their effects on the political, social, and economic environment of various nation-states
- demonstrated knowledge of the dynamics under which cultural groups are activated and mobilized
- ability to recognize and explain contemporary issues in culturally plural societies
- ability to argue and explain the extent to which ethnicity and nationalism continue to play crucial role in shaping the present international system
- ability to propose sensible formulas for accommodation of cultural groups in multi-ethnic societies.

IV. Course Activities

- lectures, student PPT presentations of assigned articles, and class discussion
- student research paper presentation
- research paper
- discussion of ethnic conflict/cooperation from current cases around the globe (*The New York* and other Internet sources)

V. Course Requirements and Grading

Class sessions, to be conducted via Microsoft Teams, will combine class lectures and student-led PPT presentations of assigned readings. Students will receive grades based on the following:

1. A 20-minute PPT presentation of a book chapter or an article to be assigned by the instructor – 15 points.
2. A 2-3-page brief summary and critique of the assigned piece -- 15 points. It is due within 24 hours after the PPT presentation was made by the student. Each student is required to do the weekly readings so that you will be ready to discuss, pose questions, make comments, debate, and critique the presentations made by the students.
3. PPT presentation -- about 15 minutes long, with oral explanations rather than a simple reading of the slides – of the research paper (20 points). Please note that student presentation is an important component of the learning process, and failure to present according to the schedule presents difficult challenges. I ask you to do all you can to make

the presentation according to your schedule, as it is virtually impossible to make another schedule for class presentation.

4. A well-developed research paper carrying a maximum total of 40 points to be handed on the date indicated in the course outline below. The research paper will make an in depth analysis of the topic selected by the student and approved by the instructor. The length of the paper, of course, depends on the issue raised. However, it is preferred that the paper be between 21 and 23 typed and double-spaced pages (including the bibliography and/or footnotes), with 1 inch margin on all sides, and font size of 12.
5. Class participation carrying a maximum of 10 points.

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

94 – 100 = A
89 – 93 = A-
86 – 88 = B+
82 – 85 = B
79 – 81 = B-
76 – 78 = C+
70 - 75 = C
< 70 = F

Remarks

1. Coronavirus Safety: In accordance with the Seton Hall pledge, students must wear a mask in class, maintain required social distancing, and not come to class if you are ill. No mask, no class. The pledge can be found here: <https://www.shu.edu/health-intervention-communication/seton-hall-pledge.cfm> CAPS.
2. As part of our commitment to the health and well-being of all students, Seton Hall University's Counseling and Psychological Services (CAPS) offers initial assessments, counseling, crisis intervention, consultation, and referral services to the SHU community. The CAPS office is located on the second floor of Mooney Hall, room 27. Appointments can be made in-person or by calling 973-761-9500 during regular business hours, Monday-Friday, 8:45 a.m. - 4:45 p.m. In case of a psychological emergency, call CAPS (973-761-9500) at any time to speak to a crisis counselor. For more information, please visit: <https://www.shu.edu/counseling-psychologicalservices/index.cfm>.
3. Students are expected to attend classes regularly and will be held responsible for materials covered in class. I intend to give all students -- whether attending in-person or remotely -- equal opportunity to participate in class discussions, to pose questions, to make comments, etc. Attendance will be taken at the beginning of each class. A high rate of attendance and participation will be an asset in determining borderline grades.
4. Any assignment (article presentation, article summary and critique, research paper class presentation and submission, etc.) must be completed on **time**. The instructor will have the option to deduct significant points and/or reject project not handed on time. If you are unable to submit on time, the sooner you submit after the due date the less the penalty is. No assignment will be accepted four (or more) days after the due date. Moreover, please remember that each student is required to discuss the topic of his/her research paper and get approval from the instructor well in advance of the due-date.

5. Each student must make PPT class presentation of his/her assigned article on the date assigned by the instructor. Also, remember the written summary and critique is due within 24 hours after the presentation was made. Similarly, each student must make PPT presentation of the research paper on her/his scheduled day of the presentation. Again, I emphasize that the presentation a student makes is made to the *entire class and not to the instructor only, therefore failure to make presentation on the scheduled day will result in zero points!!*
6. It is important that the slides are clear and readable from a distance, the oral presentation must go well beyond reading of what is written on the slides, and must be presented with confidence.
7. The research paper must be typed (font size = 12), double-spaced with one inch margin on all sides, and 21-23 pages long, including footnotes and bibliography, and must be handed by the due date *electronically, as Word attachment. The submission of an electronic copy will help guard against any possible plagiarism.* You must include page numbers!
8. 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> and <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>
9. 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.
10. 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.
11. Papers should utilize one of the *Chicago Manual of Style* citation formats: Author-Date or Notes and Bibliography.
12. It is very important that students maintain high class etiquette.

IV. Course Schedule and Readings

(Please note that the "Additional readings" are not required readings)

Jan 28

General introduction - requirements, grading, readings, etc.
Introduction to the politics of cultural pluralism (CP)
Why study CP? -- Academic and policy-related imperatives
CP as a field (sub-field) of study
Nature and scope of the study of CP

Feb 4

Concept definitions (nation, nationalism, ethnic group, ethnicity).
Conceptions/perspectives in the study of multiculturalism

Readings:

J. Kellas, *Introduction*, pp.1-6; ch. 1, especially pp.11-21

M. Ignatieff, *Blood and Belonging...* "The Last Refuge"

C. Young, "The Dialectics of Cultural Pluralism: Concept and Reality," 3-35.

YouTube Documentary -- *War in the Central African Republic* and discussion (**Warning:** some bloody scene)

Feb 11

Nationalist and ethnic revival at the end of the 20th century

Readings

A. Ahmed, "'Ethnic Cleansing': A Metaphor for our Time?" *Ethnic and Racial Studies*, vol. 18, no. 1, 1995.

M. Ignatieff, ch.4

M. Ignatieff, ch. 5

Additional readings: R. Kaplan, "The Coming Anarchy," *Atlantic Monthly*, February 1994, 44-76.

Feb 18

Primordialism

Readings:

Huntington, S. "The Clash of Civilizations," *Foreign Affairs*, February 1993, 22-49.

Vanhanen, T. "Domestic Ethnic Conflict and Ethnic Nepotism: A Comparative Analysis," *Journal of Peace Research*, 1999, 55-73.

J. Eller and R. Coughlan, "The Poverty of Primordialism: The Demystification of Ethnic Attachments," *Ethnic and Racial Studies*, 1993, 183-202.

Additional readings: P. Shaw and Y. Wong, *Genetic Seeds of Warfare*, 1-89.

Feb 25

Instrumentalism

Readings:

Bariagaber, A. "The Politics of Cultural Pluralism in Ethiopia and Eritrea: Trajectories of Ethnicity and Constitutional Experiments," *Ethnic and Racial Studies*, November 1998, 2057 – 1072

Tronvoll, K. "Borders of Violence – Boundaries of Identity: Demarcating the Eritrean Nation-State," *Ethnic and Racial Studies*, 1999, 1037-1060

Ignatieff, ch. 1.

You Tube Documentary -- *Bosnian War: the Death of Yugoslavia* and discussion (**Warning:** some bloody scene)

Additional readings: E.Haas, "Nationalism: An Instrumental Social Construction," *Millennium*, 1993, 505 – 545.

S. Olazak and J. Nagel. *Competitive Ethnic Relations*, 93 –112.

March 4

Constructivism

Readings:

B. Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (ch. 1)

B. Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (ch. 2)

B. Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (ch. 3)

Additional readings: J. Sorenson, "Learning to be Oromo: Nationalist Discourse in the Diaspora," *Social Identities*, 1996, 439-467.

March 11

Constructivism (Cont.)

Readings:

B. Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (ch. 4)

B. Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (ch. 5)

B. Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (ch. 6)

Additional readings: B. Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (ch. 7)

J.D. Eller and R. Coughlan, "The Poverty of Primordialism: The Demystification of Ethnic Attachments," *Ethnic and Racial Studies*, April 1993, 183 –202. [We have read this earlier. It may well be placed here, as I have explained before.]

Shulman, "The Cultural Foundations of Ukrainian National Identity," *Ethnic and Racial Studies*, Vol. 22, 1999, 1011-1036.

March 18

Democracy, the multicultural state, and accommodation of diversity

Readings:

J. Kellas, pp. 177-188.

[Instructor remarks on the debate following Lijphart's theory of consociational democracy (CD)]

A. Lijphart, "The Puzzle of Indian Democracy: A Consociational Interpretation," *American Political Science Review*, June 1996.

C. Young "Ethnic Diversity and Public Policy: An Overview." Working Paper. Available at: <https://www.econstor.eu/bitstream/10419/148826/1/86312254X.pdf> (accessed on 12/31/2020).

Additional Readings: Rabushka and K. Shepsle, *Politics in Plural Societies: A Theory of Democratic Instability*;

Y. Ghai, "Decentralization and Ethnicity."

Smith, Z. The Impact of Political Liberalisation and Democratisation on Ethnic Conflict in Africa: An Empirical Test of Common Assumptions, *Journal of Modern African Studies*, Vol. 38, 2000, 21-39.

March 25 – No formal class – research problem identification and writing Each student must submit a one-page description of his/her topic, including the significance, the gap or void the study intends to fill, and the research question and the proposed hypothesis/proposition. I will avail myself to assist students with questions from 7:35-9:35pm (and beyond if needed). Please make an appointment.

Class discussion of topics. *Research topic must be approved by this date.*

Apr 8 – No formal class -- one-on-one discussion with students on their research. Please make an appointment.

Apr 15 – Student PowerPoint presentation of research -- in alphabetical order by last name. I will allocate a maximum of 20 minutes for each student. The first one-third of the class will make presentation on this date.

Apr 22 -- Student PowerPoint presentation of research -- in alphabetical order by last name. I will allocate a maximum of 20 minutes for each student. The second one-third of the class will make presentation on this date.

Apr 29 -- Student PowerPoint presentation of research -- in alphabetical order by last name. I will allocate a maximum of 20 minutes for each student. The last one-third of the class will make presentation on this date.

May 6 -- Research Paper due-date. The paper must be submitted electronically (as Microsoft Word attachment) by 5:00 pm.

Suggested Readings

- 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)
- 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)