

Seton Hall University

eRepository @ Seton Hall

---

Diplomacy Syllabi

School of Diplomacy and International  
Relations

---

Fall 2019

## DIPL 2101 NA Ethnopolitical Landscapes of the Contemporary World

Margarita M. Balmaceda PhD  
*Seton Hall University*

Follow this and additional works at: <https://scholarship.shu.edu/diplomacy-syllabi>

---

### Recommended Citation

Balmaceda, Margarita M. PhD, "DIPL 2101 NA Ethnopolitical Landscapes of the Contemporary World" (2019). *Diplomacy Syllabi*. 455.  
<https://scholarship.shu.edu/diplomacy-syllabi/455>

**\*\*\* CORRECT AS OF 04.09.2019\*\*\***

**DIPL 2101NA**

**Ethnopolitical Landscapes of the Contemporary World  
School of Diplomacy and International Relations  
Seton Hall University  
Fall 2019**

Dr. Margarita M. Balmaceda  
117 McQuaid Hall  
[balmacma@shu.edu](mailto:balmacma@shu.edu)

Class: Wed 5:00-7:30pm  
Alfieri Hall 120  
Office hrs.: W 12:00-12:30, 9:45-10:15pm  
Th 10:00-11:30, and by Appt.

### **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 expanding the knowledge acquired in parts I and II. 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* [2<sup>nd</sup> edition]. Cambridge, UK: Polity Press (USED OK) **(Required)** *In addition to the assigned pages for reading in weeks 1-4, other portions of this book are optional, and may be used in the open-book take-home exam.*

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

**(Required readings from these books are also available in the course's Blackboard page)**

### *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.)

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" (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.

***Disability Services 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).

**Academic Integrity & Dishonesty:** 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>

**Citation Formats:** Papers should utilize one of the Chicago Manual of Style citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats are on the course Blackboard page.

### **COURSE POLICIES**

**Late assignments policy.** It is essential that assignments be 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.<sup>1</sup> Due to the large number of students, we are unable to accept submissions by fax. **Late assignments will be subjected to a 20% penalty (1<sup>st</sup> day), plus 10% for each subsequent day.**<sup>2</sup> (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***

***150 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.

---

<sup>1</sup> 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.

<sup>2</sup> 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).

**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: 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 2101NA) 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 Oct 30,” “Absent Febr 20 MD docs attached” etc. Missing or unclear subject lines such “Class” are not useful and will delay getting an answer.

2. Include an appropriate professional greeting: 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 four batches: Monday, Tuesday, Thursday and Friday evenings. I teach all-day Wednesday so am unable to answer e-mails that day.

If I have more than one e-mail from you waiting in my inbox, I will read the last first. 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 (Wed, November 6)	20% (200 points)
Mid-term examination #2 (Wed, December 4)	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.<sup>3</sup> 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 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. Your participation grade also includes your performance in terms of being able to present your “client’s” perspective when asked to do so during class discussions. (During the first week of class, each student will choose a “client”; each student will sign up for a “client” representing a stakeholder group directly or indirectly affected by issues of ethnic and cultural diversity. “Client” roles will be used in a variety of in-class and take-home exercises.)

Non-allowed use of digital devices will be considered equivalent to a late arrival and will affect 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.

---

<sup>3</sup> 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.)

2. A **first mid-term examination on Wednesday, November 6**, covering the materials from August 28 to November 6. (Take-home, open-book examination during regular class period.)

3. A **second mid-term examination on Wednesday, December 4**, covering the materials from Session 9 (“Alternative means of managing cultural and ethnic diversity: territorial autonomy”) to November 20. (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.

4. **Group Research Project** resulting in a 20-minute research group presentation (November 20) and a 10-15-page paper (due December 11) on an issue approved by the instructor in advance (7-10-page if one-person group). The presentations focus on additional cases/ additional 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 2-3 students sharing a common research interest.<sup>4</sup>

Each research group will have a required, dedicated meeting to complete specific exercises related to the research project; the **Wednesday, November 13** class period (5:00-7:30) has been earmarked for this purpose. 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 and designate a liaison by September 25. All exercises and e-mailed materials should be submitted to the instructor *by the liaison*, with cc to all group members. Each group should also submit

a) By **Wednesday, Sept 25**: 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 class topics and readings?
5. Basic research sources (at least 4) and full citations

b) By **Wednesday, Oct 23**: 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 Nov 20

---

<sup>4</sup> Should there be less than four students enrolled in the course, the research group projects will be replaced by individual projects.

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 7:30 pm on **Wednesday November 13**, a 5-page draft research paper (3-page if one-person group).
- d) A 20-minute presentation on **Wednesday, November 20**. 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) No later than before class on the day of the presentation (November 20), each group will submit to the instructor the power-points of their presentation
- f) No later than **Wednesday, Dec 11 (5:00 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 “Important dates and deadlines” below.  
 All your written work will be judged based on content and clarity. Native and non-native English speakers alike should proof-read and spell-check their work carefully.

**Important dates and deadlines**

<b>Date and time</b>	<b>Item</b>	<b>Delivery instructions</b>
<b>Wed, September 25, 5:00 pm</b>	<b>Page with group name, members, liaison name</b>	<b>Bring hard copy to Class + e-mail to Prof. Balmaceda Must be e-mailed by group liaison. File label: GROUPNAME. Info.2101NA.doc</b>
<b>Wed, September 25, 5:00 pm</b>	<b>Group project topic (1 page)</b>	<b>Bring hard copy to Class + e-mail to Prof. Balmaceda File label: GROUPNAME. Topic.2101NA.doc</b>
<b>Wed, Oct 23, 5:00 pm</b>	<b>Readings to share with entire class for them to read as background for Group Project Presentation</b>	<b>Bring hard copy to class+ e-mail and upload pdf's to course's Blackboard page (discussion thread) File label: GROUPNAME. Backgroundreading.2101NA.doc</b>



<b>Wed, November 6, regular class period</b>	<b>Mid-term # 1 (take-home)</b>	<b>File label: YOURLASTNAME. Midterm.2101NA.doc</b>
<b>Wed, Nov 13, 7:30 pm</b>	<b>Project draft (5 pages)</b>	<b>Hard copy to instructor's mailbox and e-mail to Prof. Balmaceda Must be e-mailed by group liaison. File label: GROUPNAME. Draft.2101NA.doc</b>
<b>Wed, Nov 20, 4:59 pm (Before start of class!)</b>	<b>Copy of power-point presentation used in class presentation</b>	<b>e-mail to Prof. Balmaceda Must be e-mailed by group liaison. File label: GROUPNAME. PresPowPt.2101NA.ppt</b>
<b>Wed, Dec 4, regular class period</b>	<b>Mid-term # 2 (in-class)</b>	<b>In-class</b>
<b>Wed, Dec 11, 5:00 pm</b>	<b>Final Project</b>	<b>Hard copy to Prof. Balmaceda mailbox + e-mail to same Must be e-mailed by group liaison. File label: GROUPNAME. FinalProject.2101NA.doc</b>

## TOPICS AND READINGS

### PART I: BASIC CONCEPTS AND ISSUES

#### Session 1: Wednesday, August 28

##### *Introduction*

#### Session 2: Wednesday, September 4

##### *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

#### Session 3: Wednesday, September 11

### Part I: NATIONS: CONTROVERSIES, LANGUAGE AND RACE

Smith, *Nationalism*, ch. ch. 2 ("Ideologies"), pp. 42-46, ch. 4 ("Theories") pp. 66-72,

and p. 80 starting with last paragraph “We can go further... Miroslav Hroch (...) -85), ch. 5 (“Histories”) pp. 95-103.

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). Read: Introduction (pp. 1-5) and ch. 2 (especially pp. 34-36, 38-39 [starting with “From 1815 to the Famine (...) – to “dock laborers” on p. 39]; 40- [starting with “On their arrival in America (...) to p. 42 top (ending with “hostility between them”), p. 59 (last paragraph)]. Available on Blackboard.

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

## **Part II: Research Project small-group discussion**

**\*\*\* Finalize Group name, final group composition, name of group liaison \*\*\***

### **Session 4 Wednesday, September 18**

#### **RESEARCH GROUP MEETING #1 AND SPECIAL EXERCISE**

- **Zeroing in on issue to be researched**
- **Finalizing research question**
- **Writing one-page draft paper topic idea (see p. 7 for details)**

### **Session 5 Wednesday, September 25**

#### **THE SPECIAL ROLE OF LANGUAGE AND “RACE,” Pt. II**

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. (re-read)

Noel Ignatiev, How the Irish Became White (New York: Routledge, 1995), pages TBA (in Blackboard) (re-read)

### **Session 6 (make-up class): Thursday, September 26, 7:35-9:45pm, location TBA<sup>5</sup>**

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

---

<sup>5</sup> If you cannot make this time, I also plan to offer an equivalent make up class (covering the same materials) on the following times Th 9/26 10:00-12:00 noon; Th 9/26 5:00-7:00pm. An alternative option (special exercise/consultation) will also be available should none of these times work for you.

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

Theodor Herzl, The Jewish State, parts I. (“Introduction”), II. (“The Jewish Question”) and V. (“Society of the Jews and the Jewish State”) [**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)

## **PART II: ALTERNATIVE WAYS OF MANAGING DIVERSITY**

### **Session 7: Wednesday, October 2**

#### **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-Russiannes" in Mark Denham and Karen Slawner (eds.), Citizenship After Liberalism (New York: Peter Lang, 1998) [**YES**]

### **Session 8: Wednesday, October 9**

#### **EMPIRES: OVERVIEW AND IMPACT ON COLONIAL AND OTHER AREAS**

Aasland, “Russians Outside Russia: the New Russian Diaspora,” in Smith, pp. 477-497 (re-read)

Balmaceda, "Recreating Identity After the Homo Sovieticus: Language and the Definition of a New Pan-Russiannes" in Mark Denham and Karen Slawner (eds.), Citizenship After Liberalism (New York: Peter Lang, 1998) (re-read, emphasizing the issue of the long-term impacts of previous political systems.

Other materials TBA.

## Session 9: Wednesday, October 16

### 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**]

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 10: Wednesday, October 23

### 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; pay special attention to 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 section 4.1(Introduction) (pp. 83-86), p. 89, and section 4.2.4 (National cultural autonomy (pp. 91-93)) and section 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 11: Wednesday, October 30**

**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

**Session 12: Wednesday, November 6**

**\*\*\* MID-TERM EXAMINATION #1** (Take-home open-book examination during regular class period) **\*\*\***

**PART III: GROUP PRESENTATIONS AND DISCUSSION**

**Session 13: Wednesday, November 13**

**RESEARCH GROUP MEETING #2 AND SPECIAL EXERCISE**

- **Developing argument**
- **Connection with other course readings**
- **Comparison with other cases**
- **Finalizing research project draft**

**\*\*\* RESEARCH PROJECT DRAFT DUE 7:30 PM  
IN HARD COPY AND E-VERSION \*\*\***

**Session 14: Wednesday, November 20**

**Research Presentations**

**Readings: TBA (uploaded by students to course Blackboard page)**

**Session 15: Wednesday, December 4**

**\*\*\* MID-TERM EXAMINATION #2** (covering the materials from Session 9 ("Alternative means of managing cultural and ethnic diversity: territorial autonomy") to November 20.), including all presentations and related readings**\*\*\***

\*\*\*

**\*\*\* FINAL VERSION OF PROJECT IS DUE WEDNESDAY, DEC 11, 5:00pm  
BY HARD COPY AND E-MAIL. \*\*\*  
Grades will be posted by December 19**



## APPENDIX: “Clients”

During the first week of classes, each student will sign up for a “client” from the list below. Each client represents a stakeholder group directly or indirectly affected by diversity-management decisions. “Client” roles will be used in a variety of in-class and take-home exercises.

Through his or her eyes, you will see the issues discussed in this class from a unique sectoral, social and geographical perspective.

[\* choose from these first]

\*Mr. Xavier Becerra JD, Attorney General for the State of California

\*Mr. Filippo Grandi, United Nations High Commissioner for Refugees (UNHCR)

Mr/Ms TBA, Senior Risk Management and Compliance Advisor, UNHCR, Bangladesh (& Myanmar)

\*Ms Aung San Suu Kyi, politician, Myanmar

\*Mr. Avi Gabbay, Labor Party politician, Israel

\*Ms. Hanan Ashrawi, Palestinian politician, West Bank

\* Mr. Bagatur (巴特尔/巴特爾); head of the State Ethnic Affairs Commission, People's Republic of China

Ms. Opal Tometi, Nigerian-American human rights activist

\* Ms. Rashida Tlaib, U.S. Representative for Michigan's 13th congressional district

Ms. Feleknas Uca, Yazidi politician active in Germany and Turkey

Dr. Jemilah Mahmood Under Secretary General for Partnerships,  
International Federation of Red Cross and Red Crescent Societies (IFRC)

Mr. Carles Puigdemont, Catalan politician, Spain

Ms. Sanela Besic, *Executive Director of Kali Sarajevo Roma Information Center, Bosnia-Herzegovina*