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Fall 2019

DIPL 6001 AA The Politics of Cultural and Ethnic Diversity in the Contemporary World

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DIPL 6001AA
The Politics of Cultural and Ethnic Diversity in the Contemporary World
School of Diplomacy and International Relations
Seton Hall University
Fall 2019

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Location: Stafford Hall 09
Wednesday 2:00-4:10 p.m.
Office hrs: W 12:00-12:30, 9:45-10:15pm
Th 10:00-11:30, and by Appt.¹

Course Description

Current challenges to multiculturalism and to the peaceful coexistence of various ethnic and cultural groups in the US and beyond challenge us to re-examine various models of dealing with cultural and ethnic diversity at the level of states, societies, and local communities. This course examines these issues through a focus on the 'organization of diversity'. After an examination of the development of the concept of 'nation' and its political uses, it proceeds to an analysis of different models of recognizing (or not) this diversity and organizing it as part of the institutional setup of the state and its policies. In particular, three models (more accurately, families of models) are analyzed: territorial autonomy, non-territorial autonomy, and denial of autonomy, rights, and even citizenship. Among the case studies to be examined in the course are those of the former Soviet states, the Middle East, Western Europe, Latin America and South East Asia. The last part of the course will be devoted to conducting, sharing and discussing original research by the students; each student will complete an original research paper on a relevant topic. In these research projects, the concepts and methods learned from the other cases will be applied to additional case studies. Having completed the course, students should be able to apply the concepts, skills and competencies acquired to analyze more effectively the variety of cases they will encounter on over the course of their career.

Student learning objectives for this class include:

1. Fostering knowledge a understanding of:
 - a. Key concepts, models, theories and debates in the study of IR and diplomacy
 - b. The interaction between politics and economics in the international system;
 - c. The institutional backdrop underpinning international politics, including international organizations and international law
 - d. The normative aspect of IR as reflected in international law, including human rights
 - e. The prevailing global issues, such as international conflict, global health, and environmental challenges
 - f. An in-depth knowledge of a particular functional area and/or region of the world
 - g. Knowledge and understanding of the social science research process
2. Providing and supporting the development of the following skills:

¹ Special office hours will be announced as needed.

- a) Collect, sort, and evaluate information
- b) Analyze complex situations and synthesize information
- c) Integrate different fields of study in the analysis of a complex world
- d) Communicate effectively in oral and written form

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.

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.

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.

Pre-requisites and expectations

- This course presumes previous knowledge of world geography and history.
- Amount of required reading per week: 80-100 pages
- Expected amount of work outside class: 6 to 9 hours per week

Books:

Benedict Anderson, Imagined Communities: Reflections on the Origin and Spread of Nationalism (Recommened)
New 1st Ed., 9/13/16 – Verso ISBN: 978-1-7847-8675-5

Robin Cohen, Global Diasporas (Recommened)

New 1st Ed., 5/28/97 – University of Washington ISBN: 978-0-2959-7620-4

Additional Recommended Books and Journals:

The Oxford Companion to Politics of the World

Patricia T. O’Conner, Woe is I: the Grammarphobe’s Guide to Better English in Plain English (Riverhead, 1998 or 2003 edition) (available at www.amazon.com for 5.00 and up)

Book chapters and articles to be placed on Blackboard (check all materials under Prof. Balmaceda’s name at University Reserves – materials may be filed under other courses besides DIPL6001AA)

Anderson, Imagined Communities (also available in Mrs. Malcolm’s collection)

Other chapters and readings

Unless otherwise noted, all journal articles listed in the syllabus are available through the SHU e-journal portal, and/or in Blackboard. **Please download, print, and bring to class in hard copy form. Please also bring your reading notes in hard copy.**

COURSE POLICIES

Late assignments policy:

It is essential that assignments are submitted on time; I am unable to grant extensions. Assignments should be submitted in **both** hard copy and electronic versions. If you cannot come to campus to bring the hard copy, please mail it with sufficient time to reach me by the deadline.² 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.** (For example, an assignment that merits a 95 (“A”) grade will get 75 points if submitted a day late.) 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). 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.

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 130 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 others’ faces like a book – communicating with words, images, expressions, and subtle gestures. This is a crucial skill in diplomacy and negotiation!

² 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.

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 outline 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 searched information* (maps, etc.).

Grading and Course Requirements:

Class attendance and participation:	20%
Quizzes (3 in total)	10%
Reading Presentation	10%
Mid-term exam (November 6)	20%
Research paper presentation + discussion	20%
Final version of research paper	20%

Grading, Assignments, and Class Requirements (in detail)

1. Class attendance and participation.

Class participation will be judged on the quality of verbal communications 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 related directly to that day's class be allowed. (Please make sure all cell phones or beepers are turned off, and refrain from eating any crunchy or noisy foods during the class. We will not be using computers during the class period except when specifically requested by the instructor.)

A logical prerequisite for active participation is attendance. Students arriving more than 15 minutes late or leaving more than 30 minutes early will not receive attendance credit for that particular class.

2. Completing 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 maximum of 90-100 pages per week. However, these materials require 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.

3. Weekly preparation: successful mastery of course materials and skills requires a careful integration of pre-classroom, in-classroom, and post-classroom work on each topic.

Pre-classroom: Completing all required readings before the session for which they have been assigned, and taking notes on them. Please bring your reading notes and questions to class in hard copy.

In-classroom: Using the insights gained through reading to support excellent class participation, and taking notes of the main points/arguments made for further use. Excellent class participation involves, in addition to active participation, the *explicit use*

of session readings to support your points, as well as a serious intellectual engagement with the points made by other students.

Post-classroom: integration of class notes and reading notes (and a re-reading of materials as needed) into a new set of reading notes that, in addition to summaries, also includes (in brackets or a different color) references to broader questions and current policy issues as discussed in class.

4. **Quizzes** with one or more questions from specific readings assigned for that week; the reading(s) covered by the quizzes are noted in the syllabus. (NB: **Questions may come from any of these readings; the questions in the quizzes are directly based on the readings; it is impossible to get a passing grade without having read and studied the respective readings in depth. Quiz dates will be set after the date of the make-up class has been determined; the current dates are October 2, October 9, and October 23.**
5. **Reading Presentation.** One 10-minute presentations on a particular reading in the syllabus. Sign-up for presentations will take place during the class meeting on January 21 and will be done on a first-come, first-served basis. **All sign-ups for class presentations should be completed by Wednesday, September 4.** “Options for student presentations” are listed for each class.³ Please note:
 - The **written portion** of the presentation is due by 2:00 pm on the day preceding the date of the presentation as stated in the syllabus. Even in case we may be behind the syllabus, the written portion of the presentation is due on the date stated in the syllabus for that reading. Even if the class may be behind the syllabus, you must submit the written portion of your presentation by the date stated on the syllabus.
 - Of the total grade for the presentation, half comes from the written presentation, half from the oral presentation. In other words, since each presentation’s grade constitutes 10% of the class grade, its written portion constitutes 5% of the class grade, and the oral portion also 5%.
 - The **oral portion** of the presentation should be didactic and draw students into the issue and its discussion. It should be delivered as a colorful power-point presentation, involving some interactive elements.
 - If you choose a presentation noted as “TBA” (and where there is no reading listed), you should propose a presentation reading (related to the topic of that week) to be approved by the instructor at least three weeks in advance of the presentation date – please start your search early. Your presentation can be based on several related articles, or several chapters of a book, or one especially substantial/long academic article. Inter-Library-Loan (ILL) materials must be ordered by the student at least two weeks before date needed.
 - **Written presentations are due by 2:00 pm a day before the date noted in the syllabus for that reading (regardless of whether the class may be behind), in hard copy and e-mail.**

³ Additional topics may be approved on a case-to-case basis if the student has a special expertise or experience on an issue of particular relevance to that day’s class.

The presentations should concentrate on the particular reading chosen, yet should also draw on and make connections with the rest of the materials assigned for the class (doing the class presentation does not exempt you from doing the readings for that day) and with appropriate factual materials (drawn from case studies or newspapers) as well as current events. **No later than 2:00 pm on the day before your assigned presentation date (as per the syllabus), you should submit the following, as a single file (to the instructor's mailbox and by e-mail):**

- a) a two-page (max. 700 words) typed summary of your presentation arguments in essay form (i.e. using complete sentences, not an outline.) Please include:
 1. your name, date and full class information (class number and section, semester, instructor's name) on top of first page
 2. full citation of material for presentation on the top of the first page
 3. a summary of the material
 4. a summary of the author's arguments
 5. how does it relate to other class readings? Does it support, or contradict them?
 6. your own personal assessment
 7. a list of five or more questions for class discussion based on that reading.
 - b) It is your responsibility to remember the date of your presentation. *Students who do not turn in their typed summary the day before the presentation will have their presentation grade reduced by 20%.* Further delays accrue a penalty of 10% of the current grade per day.
 - c) in addition, you should also distribute an short outline/ handout to the class at the time of the presentation. This should be a pedagogically-oriented handout, and, thus, different from the written presentation.
6. A **mid-term** (open-book, take-home) **examination** on Wednesday, November 6, covering materials from weeks 1-10.
 7. An original **Research Paper on a topic approved by the Instructor**, where you apply the concepts used in this class to additional cases (or to an additional aspect of a case discussed in class).

Research paper timeline (all items due in hard copy and e-mail)

Item	Due date (2:00 pm)
Three possible topics	Wednesday, September 11
Chosen topic and abstract	Wednesday, October 9
Background readings to Instructor	Wednesday, October 23
List and pdf's of background readings for class posted to Blackboard (20 to 50 pages)	Wednesday, October 30

Copy of power-point presentation and any outlines or other materials used in the class presentation	24 hrs or more before research paper presentation
Final version of research paper (>3500 words) (c. 15 pages @ 1.5 spacing)	Wednesday, December 11

In connection with the research paper, students will do an additional **12-minute presentation and lead a subsequent 10-15 minute discussion** on November 20, or December 4⁴. **Research paper presentations will be grouped in clusters according to issues, the date each cluster of related presentations will present in class will be assigned randomly. You will be informed of your presentation date by October 30.** During the class discussion, students are expected to use interactive questions as well as on or more class activities, such as a quiz or other hands-on-activity. The discussion should also be used to elicit comments and brainstorm on how to improve the research paper and its research design for the final version.

d) A final research paper of 10-15 pages (<3500 words including notes and references). All research papers should be based on original research and also incorporate use of class readings as a framework. The submission should be properly labeled and paginated. Key information that to be included at the top of the first page includes: your name, date, assignment name, title, full class information (class number/section, semester, instructor's name)

Important: All your written work will be judged on the basis of content and clarity. All work should proof-read and spell-checked. You are advised to submit your papers to the Writing Center for writing advise before submitting them to the Instructor.

E-mail communications:

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 point 4 below.

As a result of an uncontrollable flood of unnecessary e-mails, I have set my Spam program to delete questionable messages. To assure efficient communications, please keep in mind to:

1. Please start subject line with DIPL 6001AA
2. In addition, **include a clear and fully self- explanatory subject line, including any action requested.** Examples of *self- explanatory subject lines* are: "DIPL6001AA: appointment request," "DIPL6001: Cannot make class October 4," etc. Non-explanatory Subject lines such as "DIPL6001" or "Class" will result in a delayed answer or a lost message – **my Spam program deletes e-mails that do not contain content-related subject lines.**

⁴ If the number of students in the class exceeds 10, the syllabus schedule may be modified to allow for the necessary time for all presentations.

2. 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 for the first weeks of class.

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

4. **Please label any attachments clearly, using a document title such as SMITHDIPL6001AAPresentationDAYMONTHYEAR.doc. All attachments names must contain your last name, the item and class number.**

5. E-mails from DIPL6001 will normally be answered in four batches Monday, Tuesday, Thursday and Friday evenings. As I teach all day Wednesday, I normally have no access to e-mail on that day. Complex discussions are much more efficiently conducted in person or by phone than by e-mail correspondence.

COURSE OUTLINE

PART I: INTRODUCTION AND MAIN CONCEPTS

Session 1 Wed, August 28

INTRODUCTION

****** SIGN-UP FOR CLASS (READING) PRESENTATIONS STARTS******

Session 2 Wed, September 4

****** SIGN-UP FOR CLASS (READING) PRESENTATIONS COMPLETED******

- **SOME CONCEPTS AND DEFINITIONS**
- **WHAT IS A ‘NATION’?: THE IMPOSSIBLE QUESTION**

Michael E. Brown, “The Causes of Internal Conflict: An Overview,” in M. E. Brown et al., Nationalism and Ethnic Conflict: A Reader (Cambridge, Mass: MIT Press, 2001), pp. 3-25.

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

Session 3 Wed, September 11

***** LIST OF THREE POSSIBLE TOPICS FOR RESEARCH PAPER DUE *****

- **ESTABLISHING CRITERIA FOR “WHAT IS A NATION”: ISSUES AND CONTROVERSIES**
- **THE SPECIAL ROLE OF LANGUAGE AND “RACE,” Pt. I**

Anderson, Ch. 1(“Introduction”), 2, and 3. Pay special attention to ch. 3, “The origins of national consciousness.”

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).

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

Barbara J. Fields, "Ideology and Race in American History," in J. Morgan Kousser and James M. McPherson, *Region, Race and Reconstruction* (New York, 1982), 143-177 (esp. pp. 142-150)

[Read materials in the following order: Anderson, Battistella, Ignatiev, Fields]

Options for Student Presentations [3 max]

- Paul M. Austin, "Soviet Karelian: The Language that Failed," *Slavic Review* (1992) available in Blackboard and via SHU e-journals. Must include additional background materials on the Karelian Soviet Socialist Republic within the USSR.
- TBA including J. Smolicz and R. Radzik, "Belarusian as an endangered language: can the mother tongue of an independent state be made to die?," International Journal of Educational Development 24 (2004), pp. 511-528 (Blackboard.) Must include a comparison with Welsh and Irish cases.
- Anna Engelking, "The *natsias* of the Grodno Region of Belarus: a field study," Nations and Nationalism Vol. 5 No. 2 (1999). **[Think: What kind of language is the focus of identity in this case?]**

Wed, September 18

[No class meeting: make-up class on 9/26]

Session 4 Wed, September 25

- **THE SPECIAL ROLE OF LANGUAGE AND "RACE," Pt. II**

[Please reread Battistella, Ignatiev and Fields (see Session 3)]

Session 5 * NB: SPECIAL TIME AS MAKE-UP CLASS!!!**

Thursday, September 26 10:00-12:00 noon, location TB
WHAT IS A NATION? DIASPORAS AND TERRITORY

ESTABLISHING CRITERIA FOR “WHAT IS A NATION”: ISSUES AND CONTROVERSIES (CONT.) THE ISSUE OF TERRITORIALITY: DIASPORAS AND DISPLACED PEOPLES

***** QUIZ ON COHEN chs 1, 2 AND HERLTZL, THE JEWISH STATE *****

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, 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/jsourc/Zionism/herzl2.html>]

Cohen, Global Diasporas, chapter 2 “Victim Diasporas: Africans and Armenias” (pp. 31-56) (read *after* you have read ch. 1, and Hertlz)

Optional: Cohen, Global Diasporas, other chapters.

Options for Student Presentations: [2 max]

* Selected chapters from Pablo San Martin, Western Sahara: the Refugee Nation (2011) [available via ILL and amazon.com]

* Stephen Zunes and Jacob Mundy, Western Sahara: War, Nationalism and Conflict Irresolution (2010). Focus on chapters 4, 5 and 6 on identity formation; read also chs. 1, 2 and conclusion for context.

* For German-reading students: presentation on space and belonging in the Western Sahara’s Polisario Front and the Sawrahi people, based on Hans-Christian Rössler, “Die Heimatwüste als Paradies” [The Home Desert as a Paradise], Frankfurter Allgemeine Zeitung June 21, 2005; incorporate additional materials on the Polisario Front and the Sawrahi people. (Blackboard)

* Ella Shohat, “Rupture and Return: A Mizrahi Perspective on the Zionist Discourse,” MIT Electronic Journal of Middle East Studies Vol. 1 (May 2001) (available at <https://muse.jhu.edu/article/43731/pdf>)

Session 6: Wed, October 2

EMPIRES: ORGANIZATION AND IMPACT ON COLONIAL AREAS

***** QUIZ ON BARKEY, BRUBAKER AND SLEZKINE *****

PART I: EMPIRES AND CONSCIOUSLY MULTI-ETHNIC MEGA STATES: A COMPARISON OF THE, OTTOMAN, HABSBURG AND SOVIET SYSTEMS

Karen Barkey, "Thinking About Consequences of Empire," in Von Hagen and Barkey, After Empire: Multiethnic Societies and Nation-Building (1997), pp. 99-114

Roger Brubaker, "Aftermaths of Empire and the Unmixing of Peoples" (*Ethnic and Racial Studies* Vol 18 No 2, pp. 189-218).

Slezkine, "The USSR as a Communal Apartment, or How a Socialist State Promoted Ethnic Particularism," in Becoming National, pp. 203-238

Options for Student Presentations: [1 max]

* TBA presentation on "How did the Ottoman Empire Affect the Development of Balkan and Middle Eastern Identities" based on materials chosen by the student and approved by the instructor (start by reading Barkey and Brubaker above) (**you may need to order materials by Inter-Library loan, 3 weeks in advance**). For background: Neven Andjelic, Bosnia-Herzegovina: The End of a Legacy (London: Frank Cass, 2003), pp. 6-17] (Inter-Library Loan)

* Karen Barkey, Empire of Difference: The Ottomans in Comparative Perspective (Cambridge: Cambridge University Press, 2008), chapters 1 and chapter 2 or 3.

Session 7: Wed, October 9

PART II: EMPIRES-IMPACT ON COLONIAL AREAS – A DEEPER LOOK

- **"OFFICIAL NATIONALISM" IN MULTI-NATIONAL EMPIRES (RUSSIAN, HABSBURG AND OTTOMAN EMPIRES) – IMPACT ON (FORMER) COLONIES/AREAS**

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)

Options for Student Presentations: [2 max]

* Anderson, ch. 4 ("Creole Pioneers") (on the Latin American colonies) **and** additional materials pertinent to the chapter, in particular from John Lynch, The Spanish-American Revolutions, 1808-1826 [ILL] or other materials. Please feel free to reach out to the School's Latin America specialist Dr. Benjamin Goldfrank for additional insights.

* TBA on Anderson, ch. 7 ("The Last Wave") (on Indonesia) **and** additional materials on Indonesia, to be chosen in consultation with the instructor, for example Joseph Errington, "Going 'Un-Native' in Indonesia(n)." Social Analysis 50.1 (Spring 2001): 178-183. [**Inter-Library Loan**]

* Benedict Anderson, "Imagining East Timor," *Arena* (No.4 April - May 1993), available at <http://www.ci.uc.pt/timor/imagin.htm>. Must use additional materials to provide background on East Timor

PART II: CASE STUDIES: EXAMPLES OF ALTERNATIVE MEANS OF MANAGING CULTURAL AND ETHNIC DIVERSITY

Session 8: Wed, October 16

ALTERNATIVE MEANS OF MANAGING CULTURAL AND ETHNIC DIVERSITY: TERRITORIAL AUTONOMY

***** CHOSEN TOPIC (& ABSTRACT) FOR RESEARCH PAPER DUE *****

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)

THE CASE OF SPAIN

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).

Pallarés, Francesc, and Michael Keating. "Multi-level electoral competition: regional elections and party systems in Spain." *European Urban and Regional Studies* 10, no. 3 (2003): 239-255. <http://journals.sagepub.com/doi/pdf/10.1177/09697764030103005>

Video: [Spain is not a Federation: Autonomous Communities of Spain Explained](#) [in-class, 6 min]

• THE CASE OF THE USSR

Slezkine, "The USSR as a Communal Apartment, or How a Socialist State Promoted Ethnic Particularism," in *Becoming National*, pp. 203-238

Zaslavsky, "Success and Collapse: Traditional Soviet Nationalities Policy," in Bremmer and Taras

Options for student presentations: [2 max]

- Selected chapters from Terry Martin, *The Affirmative Action Empire* (Ithaca: Cornell U. Press, 2001) (read only after you have read Smith, Wilson and Slezkine) [Walsh Library JN6520.M5 M27 2001] (on the Soviet Union)]

- TBA presentation on Ethiopian territorial autonomy, its pros and cons (including a discussion of connections with the Soviet system of ethnoterritorial organization). Start by looking at “The Trouble With Ethiopia’s Ethnic Federalism,” *The New York Times*, January 3 2019, (<https://www.nytimes.com/2019/01/03/opinion/ethiopia-abi-ahmed-reforms-ethnic-conflict-ethnic-federalism.html>); use also additional materials.
- TBA presentation on the South African “homelands” during the Apartheid system as an example of fake territorial autonomy
- TBA presentation on Yugoslavia’s 1974 Constitution, its impact and relevance. Use Tito’s Legacy,” (pp. 67-82) in Christopher Bennet, *Yugoslavia’s Bloody Collapse* (NY: NYU Press, 1995). For background, see Dejan Jović, *Yugoslavia : a state that withered away*, ch. 3 (Purdue University Press, 2009) [ILL] and appropriate outside materials. Please include a comparison of this constitution with that of another consciously multi-national state, for example Canada.
- TBA presentation on the case of Catalunya, updated up to January 2019

Session 9: Wed, October 23

***** QUIZ ON ERK, AMIRAUX AND SIMON, AND SALAMEY *****
***** RESEARCH PAPER PRESENTATION: READING MATERIALS FOR CLASS BACKGROUND DUE TO INSTRUCTOR FOR APPROVAL *****

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

J. Erk, “Non-territorial *Millets* in the Ottoman System,” in 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 France: multiculturalism without officially-recognized minorities?

Amiriaux and Simon, “There are no Minorities Here: (...) Immigrants and Integration in France” *International Journal of Comparative Sociology* 2006 vol. 47 no. 3-4 pp. 191-215,

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).

On Consocionalism as a specific form of Non-Territorial Autonomy case of Lebanon

Salamey, Imad. "Failing consociationalism in Lebanon and integrative options." *International Journal of Peace Studies* (2009): 83-105. https://www.gmu.edu/programs/icar/ijps/vol14_2/SALAMEY%20-%2014n2%20IJPS.pdf

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]**)

Oberlander, Hugh. 2013. Confessing the Sins of Consociationalism: Democracy in Lebanon. *St Andrews Foreign Affairs Review*. November 11, 2013. <http://foreignaffairsreview.co.uk/2013/11/democracy-in-lebanon/>

Options for student presentations [1 max]

* TBA presentation on de facto consociationalism in Dagestan (Russian Federation), based on R. Brucce and E. Kisriev, "Ethnic Parity and Democratic Pluralism in Dagestan," *Europe-Asia Studies* 53, 1 (January 2001) and additional materials and update

*TBA presentation on the track record of Roma non-territorial and cultural autonomy in Central and Eastern Europe since 1991. Give general background (using Zoltan Barany, *The East European Gypsies: Regime Change, Marginality and Ethopolitics* (NB: **Inter-Library Loan**) or equivalent book) and then focus on one or two cases.

* Adam Stepien, Anna Petrétei and Timo Koivurova, "Sámi Parliaments in Finland, Norway and Sweden," in T. Malloy et al (eds), *Managing Diversity Through Non-Territorial Representation* (Oxford: Oxford U. Press, 2015). (on Blackboard) [The Sámi are the largest indigenous group in the Arctic region]

* Selected chapters from Alba and Foner, *Strangers No More: Immigration and the Challenges of Integration in North America and Western Europe* (2015)

* John Nagle and Tamirace Fakhouri, "Between Co-Option and Radical Opposition: A Comparative Analysis of Power-Sharing on Gender Equality and LGBTQ rights in Northern Ireland and Lebanon," *Nationalism and Ethnic Politics*, 24:82–99, 2018

* Fakhoury, Tamirace, and Lynn Abi Raad. "Refugees as Minorities: Displaced Syrians as a "New Minority" in Lebanon's Sectarian Power-Sharing System." *Maghreb-Machrek* 2 (2018): 43-53.

* TBA on Xanthaki, "Indigenous Autonomy in the Americas," in T. Malloy and F. Palermo (eds), *Minority Accommodation through Territorial and Non-Territorial Autonomy* (Oxford: Oxford U. Press, 2015).

Session 10: Wednesday, October 30

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

For background (read first): 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

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.

Other readings TBA

Options for student presentations: [2 max]

- TBA presentation on the status of Haitians in the Dominican Republic, including a discussion of the 2013 and 2015 citizenship laws restricting birthright citizenship
- TBA presentation on the development of Turkish policy vis-à-vis recognition of the Kurdish minority
- TBA comparing the case of Myanmar with other cases in Asia (India, Pakistan and/or Nepal). Use Castellino, "Autonomy in South Asia," in T. Malloy et al (eds), *Managing Diversity Through Non-Territorial Representation* (Oxford: Oxford U. Press, 2015)
- Francis Wade, *Myanmar's Enemy Within: Buddhist Nationalism and Anti-Muslim Violence*. (London: Zed Books, 2017)
- TBA presentation on Chinese policies towards Muslim Uighurs

Session 11: Wed, November 6

***** MID-TERM EXAMINATION*****

Session 12: Wednesday, November 13

***** SPECIAL RESEARCH EXERCISE: CONNECTING RESEARCH PROJECT WITH OTHER CASES *****

Session 13: Wednesday, November 20

APPLYING THE FRAMEWORK TO ADDITIONAL CASES: PRESENTATIONS AND DISCUSSION GROUP 1

Readings TBA (By October 30 , each presenter should submit 1 to 3 readings (between

20 and 50 pages total) to be read by the class; please 1) send materials to instructor for approval, no later than October 23, including a full and correct Chicago style citations in the e-mail 2) after approval post pdfs to Blackboard no later than Wednesday, March 27; bring printed copies to class.)

***** THANKSGIVING BREAK
WEDNESDAY NOV 27-SUNDAY DECEMBER 1 *****

Session 14: Wednesday, December 4

**APPLYING THE FRAMEWORK TO ADDITIONAL CASES: PRESENTATIONS
AND DISCUSSION GROUP 2**

Readings TBA (See instructions under November 20)

****** FINAL RESEARCH PAPERS DUE Wednesday, December 11, 2:00 pm
via hard copy and e-mail to
Dr. Balmaceda at balmacma@shu.edu *****

Final grades will be posted on December 19, 2019

APPENDIX: “Clients”

During the first week of classes, each student will sign up for a “client” from the list below. Each client represents a particular stakeholder group directly or indirectly affected by energy 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.

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, 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, Catalanian politician, Spain

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