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Spring 2018

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
Spring 2018

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Location: SH 205 STAFFORD HALL
Wednesday 2:00-4:10 p.m.
Office hrs Tue 2:00-3:00
Wed 4:10-5:10 or by appt.

Course Description

Current challenges to multiculturalism and peaceful coexistence of various groups in the US, South East Asia 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. Among the case studies to be examined in the course are those of the former Soviet states, the Moslem World and Northern Africa, Western Europe, Latin America and South East Asia. The last sessions of the course will be devoted in the last sessions, where we will apply the discussion of original research by the students, where some of the concepts and methods learned from the other cases to additional case studies. The main goal of the course is to apply theoretical and policy concepts to a variety of case studies in a critical and productive way. Having completed the course, students should be able to apply the concepts, skills and competencies acquired to analyze more effectively the variety of cases he or she will encounter on over the course of his or her 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:
 - a) Collect, sort, and evaluate information
 - b) Analyze complex situations and synthesize information
 - c) Integrate different fields of study in 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.

*** Under the Americans with Disabilities Act and Section 504 of the Civil Rights Restoration Act, students at SHU who have a disability may be eligible for accommodations in this course. Should a student require such accommodation, he or she must self-identify at the Office of Disability Support Services (DSS), Room 67, Duffy Hall, provide required documentation, and work with DSS to develop a plan for accommodations. Contact person: Linda Walter at (973) 313-6003 *** **The School’s Policy on Academic Integrity and Academic Grievance Procedure are available at <http://www.shu.edu/academics/diplomacy/academic-policies-procedures.cfm>***

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
-

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)

Books to be placed on Reserve (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)

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 printed form. Please also bring your reading notes in printed form.

COURSE POLICIES

Late assignments policy:

It is essential that assignments are submitted on time; I am unable to grant extensions. If you cannot come to campus to bring the hard copy, please mail it with sufficient time to reach me by the

deadline.¹ Due to the large number of students, we are unable to accept submissions by fax. **Late assignments will be subjected to a 20% penalty (1st day), plus 10% for each subsequent day.** (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!

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	10%
Reading Presentation	10%
Mid-term exam	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

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

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.) (See: How to get Laptops Out of Meetings - The Reasons Why; <http://www.miningman.com/Blog/February-2010/How-to-get-Laptops-Out-of-Meetings--Part-1>)

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 printed reading notes and questions to class.
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, an 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 will be noted in the syllabus. **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.**
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, January 17.** "Options for student presentations" are listed for each class.² Please note:

² Additional topics may be approved on a case-to-case basis if the student has a special expertise or experience on a particular relevant issue.

- 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 by "TBA" (and where there is no reading), 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.**

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.
- 4. A mid-term examination on Wednesday, March 14, covering materials from weeks 1-7.
- 5. 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	Wed, January 31
Chosen topic and abstract	Wed, February 28
Background readings to Instructor	
List and pdf's of background readings for class posted to Blackboard (20 to 50 pages)	Wed, April 4
Copy of power-point presentation and any outlines or other materials used in the class presentation	24 hrs or more before presentation
Final version of research paper (>3500 words) (c. 15 pages, 1.5 spaces)	Wednesday, May 9

d) Doing a 10-minute presentation and leading a subsequent 10-15 minute discussion on April 11, April 18 or April 25. **Presentations will be grouped according to issues; you will be assigned a date by the Instructor by April 4.**

In addition to the power-point presentation, students are expected to lead a 10-15 minute class discussion using 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 get comments on how to improve the 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)

6. 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 advice 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: Special appointment needed to discuss draft due October 30," "DIPL6001: Cannot make meeting April 15," special appointment requested," etc. Non-explanatory Subject lines such as "DIPL 6001" 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.**
2. Include an appropriate professional greeting. My Spam program deletes e-mails lacking an appropriate professional greeting. "Hi Prof," "Hi," or a missing greeting do not constitute appropriate professional greetings.
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 DIPL6001AAPresentationSMITHDAYMONTHYEAR.doc.
5. E-mails from DIPL 6001 will normally be answered in three batches: late Monday evenings, Wednesday evenings, late Friday evenings. If I have more than one e-mail from you waiting in my inbox, please keep in mind that *I will look at the most recent of your e-mails first*; please incorporate into it any relevant information from other e-mails you may have sent during this period. 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, January 17

INTRODUCTION

- **SOME CONCEPTS AND DEFINITIONS**
- **WHAT IS A 'NATION'? THE IMPOSSIBLE QUESTION**

****** SIGN-UP FOR CLASS PRESENTATIONS******

Session 2 Wed, January 24

***** SPECIAL PROJECT (details by e-mail)*****

[Please read Brown before the class period]

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.

Session 3 Wed, January 31

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

- **ESTABLISHING CRITERIA FOR "WHAT IS A NATION": ISSUES AND CONTROVERSIES**
- **THE SPECIAL ROLE OF LANGUAGE**

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

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).

[Please read materials in the following order: Renan, Anderson, Battistella]

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.
- TBA presentation on the fine line between national, linguistic and religious-based identity and grievances, using Chechnia (autonomous republic within the Russian Federation) as a case study. Provide general background on Chechnia and use the following materials: Julie Wilhelmsen, "Between a Rock and a Hard Place: The Islamization of the Chechen Separatist Movement," Europe-Asia Studies Vol. 57 No. 1 (January 2005), pp. 35-59; Anatol Lieven, "The Prayers of Slaves are Not Heard in Heaven': Chechnya and Islam Religious Nation or a National Religion," chapter 11 of Anatol Lieven's (...) Chechnia (1998), pp. 355-368 and (if desired) additional materials related to the topic, such as Moshe Gammer, "Nationalism and History: Rewriting the Chechen National Past," in Bruno Coppieters and Michel Huysseune, Secession, History and the Social Sciences (Brussels: Brussels University Press, 2002) and additional relevant materials **[available at <http://poli.vub.ac.be/publi/orderbooks/secession.html>]**

- Anna Engelking, "The *natsias* of the Grodno Region of Belarus: a field study," Nations and Nationalism Vol. 5 No. 2 (1999). **What kind of language is the focus of identity in this case?**

Session 4 Wed, February 7

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

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

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 5 Wed, February 14

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

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

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 6: Wed, February 21

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

Wilson, "The Post-Soviet States and the Nationalities Question," in Smith, pp. 23-44

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

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

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

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 7: Wed, February 28

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

ALTERNATIVE MEANS OF MANAGING CULTURAL AND ETHNIC DIVERSITY: TERRITORIAL AUTONOMY

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: [3 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 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 February 2018

Session 8: Wednesday, March 14

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

Session 9: Wednesday, March 21

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

***** QUIZ ON ERK, AMIRAUX AND SIMON, AND SALAMEY *****

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

On France: multiculturalism without officially-recognized minorities?

Amiraux 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 Consociationalism 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 [3 max]

* Selected chapters from M. Schein, The Politics of Immigration in France, Britain, and the United States A comparative study (Palgrave Macmillan, 2008)

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

* TBA presentation on ,multiculturalism and hispanics/latinos in the USA

*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 Artic region]

* Barclay, Sara G. "Consociationalism in Lebanon." *CUREJ-College Undergraduate Research Electronic Journal* (2007): 68. <https://repository.upenn.edu/cgi/viewcontent.cgi?article=1082&context=curej>

* 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, March 28

***** RESEARCH PAPER PRESENTATION: READING MATERIALS FOR
CLASS DUE TO INSTRUCTOR FOR APPROVAL *****

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.

Options for student presentations: [4 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 Kursdish 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)

PART III: APPLYING THE FRAMEWORK TO ADDITIONAL CASES

Session 11: Wednesday, April 4

***** BACKGROUND READINGS (LIST AND PDFs) FOR RESEARCH
PRESENTATION DUE (max 50 pages) *****

***** SPECIAL IN-CLASS EXERCISE *****

Session 12: Wednesday, April 11

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

Readings TBA (By April 4, 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 Monday March 26, including a full and correct Chicago style citations in the e-mail 2) after approval post pdfs to Blackboard no later than Wednesday, April 4; 3) bring printed copies to class.)

Session 13: Wednesday, April 18

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

Readings TBA (See instructions under April 11)

Session 14: Wednesday, April 25

**APPLYING THE FRAMEWORK TO ADDITIONAL CASES: PRESENTATIONS
AND DISCUSSION GROUP 3**

Readings TBA (See instructions under April 11)

Session 15: Wednesday, May 2

Individual discussion of research papers due May 9

****** FINAL RESEARCH PAPERS DUE Wednesday, May 9, 2:00 pm
via hard copy and e-mail to
Dr. Balmaceda at balmacma@shu.edu *****

Final grades will be posted on May 21, 2018