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Summer 2017

DIPL 6001 Politics of Cultural and Ethnic Pluralism

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Politics of Cultural and Ethnic Pluralism (DIPL 6001)
School of Diplomacy and International Relations
Seton Hall University (Summer 2017)

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I. Course Description

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

The lectures for this course are organized around three schools of thought -- primordialism, instrumentalism, and constructivism -- that purport to explain cultural solidarities. We will try to apply these three perspectives in our study of the politics of cultural pluralism in the contemporary world, with emphasis on why and how ethnic cleavages have become salient after the end of the Cold War. Towards the end of the semester, we will explore possible formulas for accommodation of cultural pluralism in multi-ethnic societies.

To this end, this course surveys national and ethnic identities around the globe and their impact on the human condition. The instructor hopes that, by the time the course topics are covered, each student will have developed a heightened interest in the study of cultural pluralism and an appreciation of the extent to which parochial solidarities (e.g. ethnic, religious, and linguistic) have become salient in the late 20th century and the beginning of the 21st century. As students majoring in Diplomacy and International Relations, you are expected to think in terms of theories and related policy issues that may potentially affect the domestic and foreign policies of culturally plural societies.

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

II. Required Texts

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

In addition, the instructor will make available copies of book chapters and articles from scholarly journals for student use, as necessary.

III. Course Competencies

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

IV. Course Activities

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

V. Course Requirements and Grading

Class sessions, to be conducted in the form of seminars, will combine lectures, student-led presentations of critique of assigned readings, and discussions of assigned readings. Students will receive grades based on the following:

1. There will be one in-class final examination carrying a maximum total of 25 points occurring on the date indicated in the course outline below.
2. A well-developed research paper carrying a maximum total of 60 points to be handed on the date indicated in the course outline below. The research paper will make an in depth analysis of the topic (selected by the student and approved by the instructor). The length of the paper, of course, depends on the issue raised. However, it is preferred that the paper be between 18 and 22 typed and double-spaced pages (including the bibliography and/or footnotes), with 1 inch margin on all sides, and font size of 12.
3. PowerPoint class presentation (with explanation rather than reading) of research paper carrying a maximum total of 15 points. Please note that student presentation to class is an important component of the learning process, and failure to present according to schedule presents difficult challenges. It is not easy to reschedule or find alternative classes for you to make the presentation. Please do all you can to make the presentation according schedule.

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

- 94 – 100 = A
- 89 – 93 = A-
- 86 – 88 = B+
- 82 – 85 = B

79 – 81 = B-
76 – 78 = C+
70 - 75 = C
< 70 = F

Remarks

1. Final examination questions will be based on class lectures and reading assignments. It is imperative that students take class notes and do all the readings and assignments.
2. It is very important the research paper be an **individual** endeavor. If not, it is a case of pure plagiarism, and plagiarism is an academic offence of the highest order. 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:

<http://www.shu.edu/offices/student-life/community-standards/community-standards.cfm>

<http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>.

To guard against possible plagiarism, you are required to submit a hard copy as well as an electronic copy of the paper on the due date.

3. It is very important that the paper is completed on **time**. The instructor will have the option to deduct significant points and/or reject project not handed on time. If you are unable to submit on time, the sooner you submit after the due date the less the penalty is. Moreover, remember that each student is required to discuss the topic of his/her research and get approval from the instructor well in advance of the due-date.
4. Students are expected to attend classes regularly and will be held responsible for materials covered in class. Attendance will be taken at the beginning of each class. A high rate of attendance and participation will be assets in determining borderline grades.
5. Absence from an examination will result in a **zero** point for that examination unless the student is able to provide a convincing evidence for his/her absence. In the latter case, a make-up examination will be administered at a time suitable to the student and the instructor. This make-up examination will most likely be different from the first.
6. Under University policy, students must obtain written permission via a **Course Adjustment Form** to receive a grade of Incomplete from the professor. It is the responsibility of the student to obtain a copy of the form and bring it to the professor and an associate dean for signature. Grades of Incomplete are only assigned in cases where students have already completed a significant portion of the assigned coursework. An Incomplete grade cannot be given when a student does not complete any course requirements or fails to attend class. If the student is eligible for an Incomplete, the professor specifies a submission date for all missing coursework. Students who fail to submit the missing coursework within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned.
7. **Disability Services Statement.** Under the Americans with Disabilities Act and Section 504 of the Civil Rights Restoration Act, students at Seton Hall University 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 documentation of said disability, and work with DSS to develop a plan for accommodations. The contact person is Ms. Diane Delorenzo at [\(973\) 313-6003](tel:9733136003).

IV. Course Schedule and Readings

May 16

General introduction - requirements, grading, readings, etc.

Introduction to the politics of cultural pluralism

Why study cultural pluralism? -- academic and policy-related imperatives
-- cultural pluralism as a field of study

Nature, scope, and theoretical framework for the study of the politics of cultural pluralism

Readings:

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

Additional readings:

D. Horowitz, *Ethnic Groups in Conflict*, 3-54.

P. Brass, *Ethnic Groups and the State*, 1-56.

May 17

Globalization and ethnic revival

Readings:

M. Ignatieff, 1-16

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

War in the Central African Republic (DVD) and discuss

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

May 18

Primordialism

Readings:

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

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

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

May 19

Instrumentalism

Readings:

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

Documentary -- *Bosnian War: the Death of Yugoslavia*

Additional readings: E. Haas, "Nationalism: An Instrumental Social Construction," *Millennium*, 1993, 505 – 545.
S. Olzak and J. Nagel. *Competitive Ethnic Relations*, 93 –112.

May 22

Constructivism

Readings:

Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (Ch. 1-2)

Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (Ch. 3-4)

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

May 23

Constructivism (Cont.)

Readings:

B. Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (Ch. 5-7).

Smith, "The Nation: Invented, Imagined, Reconstructed?" *Millennium*, 1991, 353 –365.

Additional readings: J.D. Eller and R. Coughlan, "The Poverty of Primordialism: The Demystification of Ethnic Attachments," *Ethnic and Racial Studies*, April 1993, 183 –202.

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

May 24

Democracy, the multicultural state, and accommodation of diversity

Readings: Kellas, pp. 177-188.

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

C. Young, "Ethnic Diversity and Public Policy: An Overview."

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

Y. Ghai, "Decentralization and Ethnicity."

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

May 25 - Each student must write and hand-in a one-page description of his/her topic, including the significance, the gap or void the study intends to fill, and the research question and the proposed hypothesis/proposition. Class discussion of topics. Research topic must be approved by this date.

May 26 – No formal class. The instructor will be in the classroom to assist students in their preparation for the final examination or on their research. If no student shows up by 4:30 pm, the instructor reserves the right to leave. Appointments are always better!

May 29 – Memorial Day – no class

May 30 -- Final in-class Examination

May 31 – No formal class -- writing the research paper. The instructor will be in the classroom to assist students on their research. If no student shows up by 4:30 pm, the instructor reserves the right to leave. Appointments are always better!

June 1 – No formal class -- writing the research paper. The instructor will be in the classroom to assist students on their research. If no student shows up by 4:30 pm, the instructor reserves the right to leave. Appointments are always better!

June 2 – Student PowerPoint presentation of research -- in alphabetical order by last name.

June 10 -- Research Paper due-date. The paper must be submitted in hard copy in my office by 4:00 pm. An electronic copy must also be sent the same day, as Microsoft Word attachment.

Suggested Readings

- Armstrong, John *Nations before Nationalism* (1982)
- Bartlett, C. J. *The Global Conflict: The International Rivalry of the Great Powers, 1880-1990* (1994)
- Bendix, Reinhard *Nation-Building and Citizenship: Studies of Changing Social Order* (1964)
- Brass, Paul *Ethnicity and Nationalism* (1991)
- Breuilly, John *Nationalism and the State* (1983)
- Brubaker, Rogers *Nationalism Reframed: Nationhood and the National Question in the New Europe* (1996)
- Diamond, Larry and Mark Plattner (eds.) *Nationalism, Ethnic Conflict and Democracy* (1994)
- Emerson, Rupert *From Empire to Nation; The Rise of Self-assertion of Asian and African Peoples* (1960)
- Fukuyama, Francis *The End of History and the Last Man* (1993)
- Geertz, Clifford *The Interpretation of Cultures* (1973)
- Glazer, Nathan and Daniel Moynihan *Beyond the Melting Pot* (1970)
- Horowitz, Donald *Ethnic Groups in Conflict* (1985)
- Junke, Peter *Ethnic and Religious Conflicts: Europe and Asia* (1994)
- Markakis John "The Nationalist Revolution in Eritrea" (*The Journal of Modern African Studies*, vol. 25, no. 4, 1987)
- Moynihan Daniel. *Pandemonium; Ethnicity in International Politics* (1993)
- Nash, Manning. *The Cauldron of Ethnicity in the Modern world* (1993)
- Smith, Anthony "The Nation: Invented, Imagined, Reconstructed?" (*Millennium: Journal of International Studies*, vol. 20, no. 3, 1991)
- "Ethnic Nationalism and the Plight of Minorities" (*Journal of Refugee Studies*, vol. 7, no. 2/3, 1994)
- Sorenson, John. "Learning to be Oromo: Nationalist discourse in the Diaspora" (*Social Identities*, vol. 2, no.3, 1996)
- Yetman, Norman and C. Hoy Steele (eds.) *Majority and Minority: The Dynamics of Racial and Ethnic Relations* (1973)

