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School of Diplomacy and International
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Fall 2021

DIPL 2101 AB Ethnopolitical Landscapes

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Ethnopolitical Landscapes (DIPL 2101 AB), Fall 2021
School of Diplomacy and International Relations
Seton Hall University

Instructor: Dr. Assefaw Bariagaber

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I. Course Description

This course surveys the politics of cultural and ethnic pluralism/diversity, understood in terms of the plurality or diversity of cultural, linguistic, religious and other socio-demographic variables that are 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. This includes examination of the possible factors that contributed to the rise of ethnic, religious, linguistic and other parochial attachments, and the accompanying political meanings they assume. In addition, theories that purport to explain ethnic group solidarities will be briefly explained. Towards the end of the semester, formulas for accommodation of cultural pluralism in multi-ethnic societies will be explored.

Furthermore, the course will cover some important cases in greater detail. These cases include, Quebec, the former Yugoslavia, "Kurdistan" (Iraq), and South Sudan. These cases have been selected for various reasons, including:

- (1) *Representativeness*: taken together, the cases are broadly representative of current ethno-nationalist currents around the world.
- (2) *Currency*: each case may be understood in the context of the emerging New World Order and global governance following the end of the Cold War.
- (3) *Contrast*: Quebec (Canada) has so far managed issues related to its multiculturalism in a civil way. However, in the remaining cases -- Kurdistan, the former Yugoslavia, and South Sudan -- ethnic/national conflicts have been violent and the prevailing cultural divide have resulted in problems of mammoth proportions.

Students will also have the opportunity to explore additional cases in-depth through student-led research of different cases. These cases will be assigned to groups of three students, who will together, as a group, conduct detailed study on the nature, evolution, causes, dynamics, actors, and attempted resolution mechanisms in each of the cases.

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 ethnicity and nationalism have become salient in national and international politics at the beginning of the 21st century. The course will conclude with student PowerPoint (PPT) presentation of research findings.

II. Required Texts

Kellas, J. *The Politics of Nationalism and Ethnicity* (Second Edition). New York: St. Martin's Press, 1998 (or a more recent edition).

Ignatieff, M. *Blood and Belonging: Journeys into the New Nationalism*. New York, NY: Farrar, Straus, and Giroux, 1999 (or a more recent edition).

In addition, students are required to download articles published in scholarly journals for personal use. They are available in JSTOR and other library sources.

III. Course Objectives and Competencies

- demonstrated knowledge of ethnic and other cultural 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, nationalism and other parochial loyalties continue to play crucial role in shaping the present international system; and
- ability to propose sensible formulas for accommodation of cultural groups in multi-ethnic societies.

IV. Course Activities

- Instructor lectures, student presentations, documentaries, and class discussion;
- Examinations (mid-term and final);
- Research paper;
- Student research PPT presentations; and
- Discussion of current ethnic-related issues, as published in newspapers and other news outlets.

V. Course Requirements and Grading

Grades will be based on:

1. A mid-term examination carrying a maximum of 30 points occurring on a date as indicated in the course outline below (20.8%).
2. A final examination carrying a maximum of 30 points administered on the last week of the semester (29%).
3. A PowerPoint presentation of the term/research paper carrying a maximum of 15 points (12.5%). More information will be given at an appropriate date.
4. A research/term paper carrying a maximum of 35 points (29%) to be handed in class on December 7, 2014. The paper will make a comprehensive study of each assigned case. Although there is no limit as to the number of pages, a reasonable number of pages for an introductory course such as this is about 12-13 typed and double-spaced pages, including bibliography. Further information on the research paper and its format will be provided at an appropriate date.
5. Class participation and student reviews carrying a maximum of 10 points (8.3%).

Note: Item #4 above is a three-student, group endeavor and each student in the group will receive common grade/points, unless there is clear evidence that one or more members of the group have failed to perform the necessary work. You must inform the instructor **early on** of such issues. The sooner you inform the instructor, the better the chance of a timely resolution of the problem. Otherwise, it may be too late for the instructor to intervene and help resolve the problem and, as a result, each student in the group will face the negative consequences.

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

112 - 120 points = A
108 - 111 points = A-
104 - 107 points = B+
100 - 103 points = B
96 - 99 points = B-
92 - 95 points = C+
88 - 91 points = C
84 - 87 points = C-
80 - 83 points = D+
76 - 79 points = D
72 - 75 points = D-
< 72 points = F

VI. Important Remarks

1. Examination questions will be based on class lectures and other class activities, reading assignments, and documentaries. It is imperative that students take lecture/class notes and do all the readings and assignments.
2. Absence from an examination will result in a **zero** point for that examination unless the student is able to provide 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 instructor. The format of the make-up examination will be entirely at the discretion of the instructor.
3. It is very important that the research paper is completed on **time**. The instructor will have the option to deduct significant points and/or to reject a project not handed on time. Penalty for late submission increases by 10% for each calendar day. There will be no time extension for assignment to individual students other than that for legitimate reasons, including a note from a doctor for sickness. Similarly, there will be no extra-grade work for individual students.
4. Students are expected to attend classes regularly and will be held responsible for materials covered in class. A high rate of participation is expected of each student because it will be an asset in determining borderline grades.
5. Please note that student PPT class presentation is an important component of the learning process, and failure to make the presentation to the class (that is, the instructor and the students in the class) according to schedule presents difficult challenges. Please do all you can to make the presentation according to the schedule, as it is virtually impossible to make another schedule.
6. 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.

7. 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.
8. Academic Integrity & Dishonesty -- Plagiarism and other forms of academic dishonesty will be reported to the administration, and this 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>. Resources for academic integrity are on the course Blackboard page. Plagiarism and other forms of academic dishonesty will be reported to the administration, and this may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See University and School standards for academic conduct here: <https://www.shu.edu/student-life/upload/Student-Code-of-Conduct.pdf> and <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>
9. Papers should utilize one of the *Chicago Manual of Style* citation formats: Author-Date or Notes and Bibliography. Please consult the Course Blackboard.
10. It is very important that students maintain high class etiquette.

Other Important Items:

Coronavirus Safety:

As of right now, our mask mandate is mandatory for indoors (unless you're alone or eating) and in effect until further notice. The language was clear last year: No mask, no class. Updates can be found here: <https://www.shu.edu/health-intervention-communication/>

CAPS:

As part of our commitment to the health and well-being of all students, Seton Hall University's Counseling and Psychological Services (CAPS) offers initial assessments, counseling, crisis intervention, consultation, and referral services to the SHU community. The CAPS office is located on the second floor of Mooney Hall, room 27. Appointments can be made in-person or by calling 973-761-9500 during regular business hours, Monday-Friday, 8:45 a.m. - 4:45 p.m. In case of a psychological emergency, call CAPS (973-761-9500) at any time to speak to a crisis counselor. For more information, please visit: <https://www.shu.edu/counseling-psychologicalservices/index.cfm>

VII. Course Schedule and Readings

Week 1 (Sept. 2)

General introduction to the course - requirements, grading, readings, etc.

Scope of the study

- What is this course all about?
- Why do we need to study cultural pluralism?

- Academic? Liberalism and Marxism
- Policy? The magnitude of the "problem" – ethnic maps of the Balkans and Africa
- Ethical/moral or religious?
- Graduation requirements?
- Remarks on the two required textbooks

Week 2 (Sept. 9)

- Key concepts - nation, nation-state, nationalism, *ethnie*, ethnicity, race,
- Types of nationalism
 - civic and ethnic
 - cosmopolitanism and Ignatieff's "lamentation."
- Ethnicity and human nature – can it fully explain ethnic/national identity? Other explanations?
- Case and group assignment
- Group paper Plan of Action – Some guidance and instructions

Readings:

- Ignatieff, "The Last Refuge"
- Kellas, "Introduction"
- Kellas, Ch. 1 -- more focus on pp. 11-21 (para. 3)

Week 3 (Sept. 16)

- The emergence of the modern nation-state in Western Europe
- The French Revolution and the rise of modern nationalism
- Nationalism in the Western world

Readings:

- Kellas, "The Evolution of Nationalism," Ch. 3 (skip Hechter, Rokkan, Nairn, and Greenfeld)
- Kellas, Ch. 6 (pp. 105 – 119)
- Ignatieff, Ch. 4

Week 4 (Sept. 23)

- Nationalism in the former Communist states
- "The Breakup of Yugoslavia" -- Documentary**
- September 23 -- Submission of group paper Plan of Action**

Readings:

- Kellas, Ch. 7
- Ignatieff, Ch. 1

Week 5 (Sept. 30)

- The effects of nationalism in Western Europe on other parts of the world -- Imperialism
- Ethnic-related issues as reported in the media

Readings:

- Kellas, Ch. 8
- Ignatieff, Ch. 5

Week 6 (Oct. 7)

Nationalism and ethnicity in the Developing World
Ethnic-related issues as reported in the media

Readings:

Kellas, Ch. 8 (again)
Ignatieff, Ch. 5 (again)

Week 7 (Oct. 14) -- **No class**

Week 8 (Oct. 21) -- **Mid-term in-class examination**

Week 9 (Oct. 28)

Ethnicity
Characteristics of ethnic groups – and nations. Identifying markers?
What is ethnic cleansing? Ahmed's "lamentation."
Possible factors for the revival of the political salience of ethnicity and other cleavages
Discussion of issues related to the term/research paper.
Ethnic-related issues as reported in the media

Readings:

Ahmed, A. 1995. 'Ethnic Cleansing': A Metaphor for Our Time? *Ethnic and Racial Studies*, 18(1): 1-25.
"War in the Central African Republic" -- Documentary

Week 10 (Nov. 4)

Understanding communal identity and attachment
Three Schools of thought that purport to explain cultural pluralism
-- primordialism, instrumentalism and constructivism
Where would you put Huntington in terms of his conception of civilizational identity? And Akbar Ahmed?
Ethnic-related issues as reported in the media

Readings:

Kellas, Ch. 1 (again)
Huntington, S. 1993. The Clash of Civilizations. *Foreign Affairs*, 72(3): 22-49.

Week 11 (Nov. 11)

Cultural pluralism and the politics of accommodation of diversity
Ethnic-related issues as reported in the media

Readings:

Kellas, Ch. 9.

Week 12 (Nov. 18)

Persistent case -- "Saving South Sudan" -- Documentary
Student term/research paper PPT presentation (first two groups on cases by alphabetical order)

Reading:

Hutchinson, S. 2001. A Curse from God? Religious and political dimensions of the post-1991 rise of ethnic violence in South Sudan. *Journal of Modern African Studies*, 39(2): 307-31.
Ignatieff, Ch. 3 (again)

Week 13 (Nov. 25) – No class – Thanksgiving!

Week 14 (Dec. 2)

Student Term/Research paper PPT presentation

Week 15 (Dec. 9)

Concluding remarks

Student evaluation

Group Term/Research paper due-date. The paper must be submitted in hard copy by 5pm.

Week 16 – Exam Week (Dec. 15-Dec. 21)