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School of Diplomacy and International
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Spring 2020

Ethnopolitical Landscapes of the Contemporary World

Margarita Balmaceda Ph.D.

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DIPL 2101AB
Ethnopolitical Landscapes of the Contemporary World
School of Diplomacy and International Relations
Seton Hall University

Dr. Margarita M. Balmaceda
117 McQuaid Hall
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Class: Tue 2:00-4:30pm
Classroom: Alfieri Hall 123
Office hrs.: T 4:30-5:00, 7:00-8:00, Wed 12:00-12:30, and by Appt.

Course Description

This course provides a systematic introduction to the ways in which identity and ethnic issues (“ethnopolitics”) and the way they have become institutionalized by various political systems help shape the contemporary world through their impact on national, regional, international, and global relations. The course is divided into three parts. Part I presents the main concepts and historical background needed to understand modern ethno-political relations. Part II looks at key models of recognizing (or not) ethnic and cultural diversity and organizing it as part of the institutional setup of the state and its policies. For each of these key models, we will use a variety of case studies, including from the Ottoman Empire, the former USSR and Eastern Europe, the Middle East, East Asia, and Europe. In doing so, we will ask how each of these models of dealing with ethnic and cultural diversity has affected prospects for peace, conflict and democracy in each of these areas. Part III of the course will be devoted to conducting an original group research project expanding the knowledge acquired in parts I and II. Each group will complete and present an original research paper on a relevant topic related to issues discussed in class.

Some of the learning outcomes associated with this course are:

1. Familiarity with the basic concepts and theories relating to the way identity and its management shape our modern world
2. Familiarity with the way identity and its political management have affected the Middle East, East Asia, the post-socialist world, and European Union states
3. Gaining an understanding of how ethno-political issues shape ongoing conflicts and an ability to relate current issues to theories and debates on identity and ethnopolitics.
4. The development of critical skills such as: face-to-face discussion and rapid reaction to others’ arguments, verbal and non-verbal communication, ability for effective decision-making under conditions of limited information.
5. Development of effective research and oral presentation techniques.
6. Development of skills to conduct a group research project from beginning to end.

Required Books and Supplies:

Books

Taras and Ganguly, *Understanding Ethnic Conflict* [4th edition]. (Routledge 2016)- (USED OK)
Murad, Nadia, *The Last Girl: My Story of Captivity, and My Fight Against the Islamic State* (New York : Tim Duggan Books, 2017). (USED OK)

(Other required readings are available in the course's Blackboard page)

Total pages of required readings: 650 to 750,¹ for an average of 50 pages per week. Of these, c. 300 pages are in Nadia Murad's engaging and easy-to-read narrative, *The Last Girl*.

Supplies

Good-quality paper notebook

Pens

Pencils and eraser (to underline/mark books in an erasable manner)

Post-up notes (to attach notes to books)

Highlighters of four different colors (to highlight/mark printouts according to a code)

Access to a printer to bring materials to class in printed form (please bring materials to class in printed form. If you are unable to print the materials yourself, School of Diplomacy Secretary Mrs. Susan Malcolm will be able to print them for you; please contact her directly.)

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.

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

¹ Exact count between 650-750 will depend on the length of background materials submitted for the group presentations (see p. 6).

grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an “FI” (equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

COURSE POLICIES

Late assignments policy. It is essential that assignments be submitted on time; I am unable to grant extensions. If you cannot come to campus to bring the hard copy, please mail it with sufficient time to reach me by the deadline.² Late assignments will be subjected to a 20% penalty (1st day), plus 10% for each subsequent day.³ (For example, an assignment that merits a 95 (“A”) grade will get 75 points if submitted a day late.) Assignments submitted >45 minutes after the due time are counted a day late. The deadline ensures the instructor enough time to read and comment on assignments.

No-screen policy: Use of laptops, phones, and digital devices in class While the use of computer resources is an important part of your experience at SHU, for our 150 minutes of classroom interaction, we will follow the following principles:

Closed laptops, open minds

150 minutes of electronic device-free dialogue Let’s give each other a chance to interact, not via Facebook, but through the real face-book: talking face-to-face and reading each other’s faces like a book – communicating with words, images, expressions, and subtle gestures. This is a crucial skill in diplomacy and negotiation!

No distractions, focused interaction Before class can start, kindly fully *turn off* and *put away* your phone and other digital devices.

Better understanding through retyping and re-organizing class notes For best results, take notes by hand during the class meeting (printed outlines provided). After class, go over your class notes as well as your notes from the readings, and retype the class notes *connecting them with concrete examples or concepts found in the readings and additional information* (maps, etc.).

E-mail communications: Please submit electronic versions of course assignments at the same time as the hard copy; both copies must be identical. To assure efficient e-mail communications, please keep in mind to:

² For regular mail: post-marked three business days before deadline; Fedex one day before deadline.

³ 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).

1. **Include class # (DIP 2101AB) and a clear and short self- explanatory subject line,** including any action requested. Examples of *self- explanatory subject lines* are: “Appointment needed to discuss draft due Oct 30,” “Absent Feb 20 MD docs attached” etc. Missing or unclear subject lines such as “Class” are not useful and will delay getting an answer.

2. Include an appropriate professional greeting: **Only “Dear Dr. Balmaceda,” “Dear Prof. Balmaceda” and “Dear Professor Balmaceda” are appropriate professional greetings. My Spam program will delete e-mails lacking an appropriate professional greeting.**

As a School of Diplomacy, maintaining a professional environment is key. I also address the students professionally, as Ms., Mr., or the gender neutral Mx. Kindly prepare a paper desk name plate with your last name and desired prefix.

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

4. E-mails will normally be answered in four batches: Monday, Tuesday, Thursday and Friday evenings.

5. If you need to discuss a complex topic, personal discussions are recommended.

Course requirements and grading: overview

Class attendance and participation:	20% (200 points)
Mid-term examination #1 (Tue, February 25)	20% (200 points)
Mid-term examination #2 (Tue, April 28)	20% (200 points)
Group Project Draft	10% (100 points)
Group Project Oral presentation	10% (100 points)
Group Project- Final paper	20% (200 points)

Course requirements and grading: details

1. **Class attendance and participation.** Class participation will be judged on the quality of contributions during the class, as well as your contribution to the creation of a positive learning and discussion environment in the classroom. Creating and maintaining a positive learning and discussion environment requires that *no private conversations or activities not directly related to that day’s class be allowed*. Please take care of personal matters before class (e.g., bathroom, etc.); apart from an emergency there is no good reason to get up and leave the classroom while class is going on. No bubble-gum use or eating of crunchy or noisy items is allowed in class in class. Be sure to bring the necessary notes/texts/handouts with you to class. We will not be using computers or other electronic devices during the class period except when doing presentations or when specifically requested by the instructor. Cell phones, beepers, and any other electronic devices must be turned off and stored away during class. Unauthorized use will affect class participation grade (see below).

A logical prerequisite for active participation is attendance. 65% of the attendance and participation grade is based on attendance.⁴ More than 5 unexcused absences will result in a

⁴ Each unexcused absence will reduce the attendance points (total = 130 out of 200 possible attendance and participation points) by 13. (For example, a person with 4 unexcused absences will not be able to get more than 78 out of 130 possible attendance points.)

failing grade for the course. For an absence to be considered excused you must have documentation from a medical professional or the Office of Student Affairs documenting *why you were unable to attend the class from which you wish to be excused*. In cases of an extended absence (due to serious illness or emergency) you must obtain documentation from the Office of Student Affairs indicating the reason for the absence. Being late 3 times is the equivalent of one absence. (If you are late, please take the nearest available seat by the door.) (NB: Arriving more than 30 minutes late or leaving more than 30 minutes early will be considered equivalent to being absent to class.)

35% (70 of 200 points) of the attendance and participation points are based on participation. Average participation is considered a C, good participation a B, very good-excellent participation B+ to A+. Very good and excellent participation requires explicitly connecting specific points in the readings with the larger discussion.

Non-allowed use of digital devices will be considered equivalent to a late arrival and will affect class attendance and participation grade in the same way. (Class will not (re)start until all digital devices, including phones and laptops, have been turned off and put away). If there is a family emergency that requires you to be contacted, please provide your family with the School of Diplomacy Secretary's phone number.

You are required to complete all required readings before the session for which they have been assigned and being ready to discuss them in class. I have tried to keep required readings to a very maximum of 70 pages per week; the average over 15 weeks is 50 or less per week. Some readings are easier to follow (such as Nadia Murad's personal narrative in *The Last Girl*); others are more theoretical, requiring focused concentration and ample time for note-taking and re-reading as needed. You should budget 6 to 9 hours per week for completing the readings for this class.

2. A **first mid-term examination on Tuesday, February 25** covering the materials from January 14 to February 17. (Take-home, open-book examination during regular class period.)

3. A **second mid-term examination on Tuesday, April 28**, covering the materials from March 10 on (Closed-book examination.) It will, among others, include questions from the group presentations and the background readings each group submitted to the class as background for their presentations.

4. **Group Research Project** resulting in a 20-minute research group presentation (April 14 or April 21⁵) and a 10-15-page paper (due Wednesday, May 6) on an issue approved by the instructor in advance. The presentations focus on additional cases/ additional aspects of cases. In preparation for the presentation, each group will conduct an in-depth study of the nature, causes, dynamics, actors, and attempted resolution mechanisms in each case.

Research groups are composed of 4-6 students sharing a common research interest. Each research group will have two required, dedicated meetings to complete specific exercises related to the research project: on Tuesday, February 11 and Tuesday, April 7, both during the class

⁵ Each group will be informed of its presentation date by March 31.

period (2:00-4:30). Please reserve a group study room at the library (or another appropriate location) for those dates. Each research group should also arrange additional meetings, preferably in person, to complete their research group paper. Each group will constitute and designate a liaison by February 4. All exercises and e-mailed materials should be submitted to the instructor *by the liaison*, with cc to all group members. Each group should also submit:

- a) **By Tuesday, February 11 (4:30 pm):** a one-page (< 400 words typed) draft paper topic idea. Please include:
 1. Full class information (class number, date, etc.) and names of group members on top of first page
 2. Group project working title
 3. Group project topic
 4. how it relates to other class topics and readings?
 5. Basic research sources (at least 4) and full citations

- b) **By Tuesday, March 31, 2:00 pm: One or two background readings** (academic articles or book chapter or equivalent, for a total of 20-to-40 pages) for all students in the class to do on the topic of your presentation. These are *background readings* for all students in the class to read as background for your group project presentation. (These readings are different from the *research sources* your group will use for its group project.) The group liaison should distribute the readings in electronic form by uploading them to the course's Blackboard page, in an electronic folder (create under the "Discussions" thread) with the title of the project and presentation date (for example: Ethnic Cleansing Background Readings – for April 14, 2020) If the readings are more than 40 pages, please state clearly what pages (no more than 40) should be read in detail by students.

- c) **By Tuesday, April 7 4:30 pm: a 5-page (at 1.5 spacing) draft research paper (<1800 words)**

- d) **A 20-minute presentation on Tuesday, April 14 or Tuesday, April 21** (Dates will be announced by March 31). The group is responsible for doing the presentation, preparing five questions for class discussion, and leading the Q&A and discussion session. Each group should also distribute a short outline/ handout to the class at the time of the presentation. This should be a pedagogically oriented handout, and, thus, different from the presentation draft.

- e) No later than before class on the day of the presentation (April 14 or April 21), each group will submit to the instructor the **power-points of their presentation**

- f) No later than **Wednesday, May 6 (4:30 pm)**, each group should submit to the instructor the **final version of the project** (Max <15 pages at 1.5 spacing and no more than 5000 words including references).

Please submit electronic versions of course assignments at the same time as the hard copy; both copies must be identical. Please label electronic copies as noted in “Important dates and deadlines” below. All your written work will be judged based on content and clarity. Native and non-native English speakers alike should proof-read and spell-check their work carefully.

Important dates and deadlines

Date and time	Item	Delivery instructions
Wed, Jan 22, 4:30 pm	Individual exercise on Nadia Murad’s book	Hard copy to instructor’s mailbox and e-mail to Prof. Balmaceda
Tue, Feb 4, 2:00 pm	Page with group name, members, liaison name	Bring hard copy to Class + e-mail to Prof. Balmaceda Must be e-mailed by group liaison. File label: GROUPNAME. Info.2101AB.doc
Tue, Feb 11, 4:30 pm	Group project topic (1 page)	Bring hard copy to Class + e-mail to Prof. Balmaceda File label: GROUPNAME. Topic.2101AB.doc
Tue, Feb 25, regular class period	Mid-term # 1 (take-home)	File label: YOURLASTNAME. Midterm.2101AB.doc
Tue, Mar 31, 2:00 pm	Background readings related to group project to share with entire class.	Bring hard copy to class+ e-mail and upload pdf’s to course’s Blackboard page (discussion thread) File label: GROUPNAME. Backgroundreading.2101AB.doc
Wed, April 7, 4:30 pm	Project draft (5 pages)	Hard copy to instructor’s mailbox and e-mail to Prof. Balmaceda Must be e-mailed by group liaison. File label: GROUPNAME. Draft.2101AB.doc
Tue, April 14 or 21, 1:59 pm (Before start of class)	Copy of power-point presentation used in class presentation	e-mail to Prof. Balmaceda Must be e-mailed by group liaison. File label: GROUPNAME. PresPPT.2101AB.ppt
Tue, April 28, class period	Mid-term # 2 (in-class)	In-class
Wed, May 6, 4:30 pm	Final Project	Hard copy to Prof. Balmaceda mailbox + e-mail to same Must be e-mailed by group liaison. File label: GROUPNAME. FinalProject.2101AB.doc

WEEK BY WEEK: TOPICS, READINGS AND ASSIGNMENTS

[readings for a class must be completed *before* that class]

PART I: BASIC CONCEPTS AND ISSUES

Session 1: Tuesday, January 14

Introduction and key concepts

What is a nation?

Session 2: Tuesday, January 21

Individual/Group Exercise (distributed 1/14 and on Blackboard) in lieu of classroom meeting

Taras and Ganguly, *Understanding Ethnic Conflict*, ch. 9, sections on Iraq (pp. 243-255) as background for reading Nadia Murad's book.

*** START READING Nadia, Murad, *The Last Girl*, pp. 1-65 (esp. chapters 1-5) ***

***** INDIVIDUAL/GROUP EXERCISE DUE 1/22 4:30 PM
IN HARD COPY AND E-VERSION *****

***Start thinking about your areas of research interest, as preparation for research group matching exercise on Jan. 28 ***

Session 3: Tuesday, January 28

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

Smith, *Nationalism*, ch. 1 ("Concepts"), pp. 5-23, and ch. 2 ("Ideologies"), pp. 24-42

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

Edwin L. Battistella, "Bad Language: Bad Citizens?" in Susan D. Blum (ed.), *Making Sense of Language: Readings in Culture and Communication* (New York: Oxford U. Press, 2008), 217-228.

Noel Ignatiev, *How the Irish Became White* (New York: Routledge, 1995). Read: Introduction (pp. 1-5). In addition, you may want to read the following short sections: ch. 2 (especially pp. 34-36, 38-39 [starting with "From 1815 to the Famine (...) – to "dock laborers" on p. 39]; 40- [starting with "On their arrival in America (...) to p. 42 top (ending with "hostility between them"), p. 59 (last paragraph)]. Available on Blackboard.

*** CONTINUE READING Nadia, Murad, *The Last Girl*, pp. 75- ***

Part II: Research Project small-group discussion

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

Session 4 Tuesday, February 4

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

Edwin L. Battistella, “Bad Language: Bad Citizens?” in Susan D. Blum (ed.), Making Sense of Language: Readings in Culture and Communication (New York: Oxford U. Press, 2008), 217-228. (re-read)

*** CONTINUE READING Nadia, Murad, *The Last Girl* ***

Session 5 Tuesday, February 11

RESEARCH GROUP MEETING #1 AND SPECIAL EXERCISE

- Zeroing in on issue to be researched
- Finalizing research question
- Writing one-page draft paper topic idea (see pp. 6-7 for details)

***** GROUP PROJECT TOPIC DUE 4:30 PM
IN HARD COPY AND E-VERSION *****

*** CONTINUE READING Nadia, Murad, *The Last Girl* ***

Session 6: Tuesday, February 18

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

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

Theodor Herzl, The Jewish State, parts I. (“Introduction”), II. (“The Jewish Question”) and V. (“Society of the Jews and the Jewish State”) [available in the Internet via Google Books and at <http://www.jewishvirtuallibrary.org/jsource/Zionism/herzl2.html>]

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

*** CONTINUE READING Nadia, Murad, *The Last Girl* ***

Session 7: Tuesday, February 25

Mid-term exam #1 (take-home exam during class period, covering weeks 1-7, and pages 1-130 in Nadia Murad’s book)

PART II: ALTERNATIVE WAYS OF MANAGING DIVERSITY

Session 8: Tuesday, March 10

EMPIRES AND THE MANAGEMENT OF DIVERSITY: OVERVIEW

Karen Barkey, "Thinking About Consequences of Empire," in Von Hagen and Barkey, After Empire: Multiethnic Societies and Nation-Building (1997) , pp. 99-114 [NB: Students not familiar with the Russian, Ottoman and Habsburg empires should do some light overview research on these before reading this article] [?] [Available on Blackboard]

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

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

*** CONTINUE READING Nadia, Murad, *The Last Girl* ***

Session 9 (make-up class): Wednesday/Thursday, March 11/12, times/location TBA⁶

EMPIRES/LARGE MULTI-ETHNIC STATES: IMPACT ON COLONIAL AND OTHER AREAS

Taras and Ganguly, *Understanding Ethnic Conflict*, ch. 5 ("Nationalism and the Collapse of Empire: the Russian-Chechen Conflict"), entire chapter (pp. 115-149), esp. pp. 115-130.

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

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

Session 10: Tuesday, March 17

ALTERNATIVE MEANS OF MANAGING CULTURAL AND ETHNIC DIVERSITY: TERRITORIAL AUTONOMY

Taras and Ganguly, ch. 6 ("Separatist Movements") whole chapter, pp. 150-176

⁶ Two alternative make up sessions will be offered on March 11/12, at different times. Students unable to make any of the make-up times will be provided the option to complete a special exercise in lieu of the make-up session, in addition to a personal consultation.

F. Palermo, "Territorial Autonomy in the Minority Discourse," in T. Malloy and F. Palermo (eds), *Minority Accommodation through Territorial and Non-Territorial Autonomy* (Oxford: Oxford U. Press, 2015) [Pay special attention to the "first model" seeing (autonomous) territories as having the task of being the framework for the self-government of specific minority groups]

Zaslavsky, "Success and Collapse: Traditional Soviet Nationalities Policy," in Bremmer and Taras [Concentrate on pp. 32-36, on "Traditional Soviet Nationality Policy"]

*** CONTINUE READING Nadia, Murad, *The Last Girl* ***

Session 11: Tuesday, March 24

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

J. Erk, "Non-territorial *Millet*s in the Ottoman System," in T. Malloy and F. Palermo (eds), *Minority Accommodation through Territorial and Non-Territorial Autonomy* (Oxford: Oxford U. Press, 2015) [Read this article first; pay special attention to Part I pp. 119-125]

On Consociationalism:

Reread F. Palermo, "Territorial Autonomy in the Minority Discourse," in T. Malloy and F. Palermo (eds), *Minority Accommodation through Territorial and Non-Territorial Autonomy* (Oxford: Oxford U. Press, 2015) [NB: pay special attention to pp. 21-24 and the discussion of power-sharing or ethnic consociational democracy]

Hudson, Michael C. 1997. "Trying Again: Power-Sharing in Post-Civil War Lebanon." *International Negotiation* 2, no. 1: 103-122. Political Science Complete, EBSCOhost [Good historical analysis of the case of Lebanon]

Vivian Yee and Hwaida Saad, "To make sense of Lebanon protests, follow the garbage" *New York Times*, December 3 2010, available at <https://www.nytimes.com/2019/12/03/world/middleeast/lebanon-protests-corruption.html>

*** FINISH READING Nadia, Murad, *The Last Girl* ***

Session 12: Tuesday, March 31

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

Taras and Ganguly, *Understanding Ethnic Conflict*, ch. 2 (“Ethnic Conflict and International Norms”) entire chapter (pp. 34-62)

For background on the Rohingya: Matthew J. Walton, “Ethnicity, Conflict, and History in Burma: The Myths of Panglong,” *Asian Survey*, Vol. 48. No. 6 (November/December 2008), pp. 889-910.

Optional (for a comparative perspective on the Sri Lankan case): Taras and Ganguly, *Understanding Ethnic Conflict*, ch. 7 (“Intractable Ethnic War?”), entire chapter (pp. 177-209).

PART III: GROUP PRESENTATIONS AND DISCUSSION

Session 13: Tuesday, April 7

RESEARCH GROUP MEETING #2 AND SPECIAL EXERCISE

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

***** RESEARCH PROJECT DRAFT DUE 4:30 PM
IN HARD COPY AND E-VERSION *****

Session 14: Tuesday, April 14

Research Presentations (Groups 1-2) and discussion

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

Session 15: Tuesday, April 21

Research Presentations (Groups 3-4) and discussion

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

Session 16: Tuesday, April 28

Mid term exam #2 (in-class exam covering the materials from Session 8 (“Empires: overview and impact on colonial areas”) to April 21, including all presentations and their posted background readings, as well as Nadia Murad’s book)

***** FINAL VERSION OF GROUP RESEARCH PROJECT
DUE WEDNESDAY MAY 6, 4:30pm
BY HARD COPY AND E-MAIL. ***
Grades will be posted by May 19, 2020.**

