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Diplomacy Syllabi

School of Diplomacy and International
Relations

Fall 2022

The Politics of Cultural and Ethnic Diversity in the Contemporary World

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The Politics of Cultural and Ethnic Diversity in the Contemporary World

DIPL 6001

Fall 2022

Last modified: September 1, 2022

Instructor Information

Instructor: Prof. Margarita Balmaceda

Office: Room 117, McQuaid Hall

Office Hours (virtual office hours): Tuesdays 2:00-4:00pm or by appointment

Phone: 973-313-6202

Email balmacma@shu.edu

Course Description

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

Course Learning Objectives (CLOs)

At the end of this course, students will be able to be equipped with the knowledge and skills needed to:

CLO 1: Identify the components of identity at an individual and national group level

CLO 2: Explain how various components of identity may be privileged over others in various situations

CLO 3: Critically examine the impact of historical legacies on the way contemporary states deal with issues of ethnic and cultural diversity

CLO 4: Identify the different ways in which contemporary states deal with issues of ethnic and cultural diversity

CLO 5: Analyze and implement the skills and capabilities to conduct research to analyze complex situations and synthesize information, and to communicate effectively using oral and written forms

Course Materials

- Taras and Ganguly, *Understanding Ethnic Conflict* [4th edition] (Routledge 2016)
Either the 2010 or 2016 date of publication is OK, but make sure it is the 4th edition (the 4th edition was first published in 2010 and reprinted in 2016.)
- Robin Cohen, *Global Diasporas* (University of Washington, 2008)

Other Course Materials (including journal articles and readings) will be listed in “Instructional Materials” folder within the modules.

Prerequisite Information

This course has no specific academic prerequisites.

Technology prerequisites:

- Using main features of Blackboard
- Posting in the Blackboard discussion forums
- Checking SHU email (sending/receiving)
- Word processing (creating and saving documents in .doc or .docx format)
- File management and proper labeling of files
- Conducting research using the SHU Library databases and other databases.

Please note that this is a fully online course.

Expectations

Students are expected to:

- Use their Seton Hall email address when emailing the Instructor and fellow students; emails from non-SHU accounts will not be returned
- Engage everyday with the course material - logging into Blackboard, keeping up to date with the readings and submitting assignments on time
- Post to the discussion boards and reply to peers (see Discussion Board Rubric in "Rubrics" folder in course navigation menu). Show respect during all class discussions (on discussion board). Many of the topics to be covered in the course will surely lead to debate. The expression of various points of view is critical to the learning process, so it is important to be attentive and show respect to each other during class
- Respond to any instructor queries or comments in the Discussion Board or via email

- Email or call instructor when assistance is needed (see "Faculty Information" for instructor contact information)

The instructor will:

- Respond to discussion boards postings within 24 hours during the week and 48 hours on the weekend
- Respond to emails/messages within 24 hours during the week and 48 hours on the weekend
- Grade assignments within 7 days of the assignment deadline

Discussion Forums

Expectations and requirements

- The approximate length of original posting is 100-150 words (10-15 lines).
- Each student is expected to post or respond to a forum at least twice. The initial post is due one day and a response post is due three days of the opening of the forum (one original posting + one reply).
- Available dates: unlimited
- Criteria for evaluating the originality and quality of students' comments and grade credit expected (see Discussion Board Rubric in "Rubrics" folder in the course)
- The instructor will read every post, interject when needed, and provide a summary of the posts at the end of the discussion, but may not respond to every post.

Assignments/Activities

[For due dates see the information in Blackboard under "assignments" under each module]

Module 1

Introduce Yourself Discussion Board

- Post to Blackboard Discussion Board Forum
- Use DB Rubric
- "Types of Identity" posting on Discussion Board
 - Due 9/4/2020
 - Post to Blackboard Discussion Board Forum
 - Use Types of Identity DB Rubric

Module 2

- Discussion Board 1: Establishing Criteria For "What Is A Nation": Issues and Controversies
 - Two posts: initial post and response to peer(s)
 - Post to Blackboard Discussion Board Forum
 - Use DB Rubric

Module 3

- Discussion Board 2: Diasporas, Displaced peoples, and Territoriality
 - Two posts: initial post and response to peer(s)

- Post to Blackboard Discussion Board Forum
- Use DB Rubric

Module 4

Discussion Board 3: Empires: Organization and Dynamics

- Two posts: initial post and response to peer(s)
- Post to Blackboard Discussion Board Forum
- Use DB Rubric
- Module 5 Two posts: initial post and response to peers

Discussion Board 4: Empires: Impact on Colonial Areas

- Two posts: initial post and response to peer(s)
- Post to Blackboard Discussion Board Forum
- Use DB Rubric

Module 6:

- Research paper abstract
 - Due Friday, October 7, 2022
 - Use Research Paper Abstract Assignment Rubric

Module 7

- Take-home mid-term
 - Distributed Monday, due Saturday of Module 7 week (in 2022: distributed Monday, October 10, due Saturday October 15)
 - Submit within Blackboard as Word document

Module 8

- 15-minute one on one discussion with instructor on Teams (or equivalent) video or voice link during Tue-Sat of Module 8 week
- *please sign up for a slot by date noted in Module information (in 2022: Monday, October 17)

Module 9

Discussion Board 5: Alternative Means of Managing Cultural and Ethnic Diversity: Territorial Autonomy

- Two posts: initial post and response to peer(s)
- Post to Blackboard Discussion Board Forum
- Use DB Rubric

Module 10:

Discussion Board 6: Alternative Means of Managing Cultural And Ethnic Diversity: Non-Territorial Autonomy and Consociationalism

- Two posts: initial post and response to peer(s)
- Post to Blackboard Discussion Board Forum

- Use DB Rubric

Module 11:

Discussion Board 7: Consocionalism as a Type of Non-Territorial Autonomy

- Two posts: initial post and response to peer(s)
- Post to Blackboard Discussion Board Forum
- Use DB Rubric

Module 12:

Discussion Board 8: Alternative Means of Managing Cultural and Ethnic Diversity: Denial of a Place in the Nation and Citizenship

- Two posts: initial post and response to peer(s)
- Post to Blackboard Discussion Board Forum
- Use DB Rubric

Module 13

- Exercise on Understanding alternative systems for the management of diversity through the example of policies towards the Kurdish nation as a minority group in four different states
 - Submit within Blackboard as word document
 - Due last day of class before Thanksgiving (in 2022: Tuesday, November 22)
 - Use Policies Towards Kurdish Nation as Minority Group Assignment Rubric
 -

[Thanksgiving break]

Module 14

- Research Paper Power-Point Presentation Assignment
 - Due Friday of Module 14 week (in 2022: Friday, December 2)
 - Submit within Blackboard as Power-Point file
 - Use Oral Presentation Assignment Rubric

Module 15

- Final Research Paper
 - Due last day of class (in 2022: Monday, December 12)
 - Submit within Blackboard as Word document
 - Use Final Research Paper Assignment Rubric

Grading Policies

Discussion Forums: 40% (8@5% each)

Take-home mid-term exam: 15%

Abstract of research paper: 5%

Exercise on Policies towards Kurdish nation: 5%

Oral presentation related to course research paper: 10%

Final course research paper: 25%

Due Dates

The official due dates for each assignment are listed in Blackboard under each assignment. The table below shows an overview of due dates.

Key deadlines (in addition to Discussion Board posts). Discussion Board posts are generally due as follows:

Initial post: Wednesday of Module Week; Response to peer(s), Friday of Module week, all 11:59 pm EST)

MODULE/WEEK	ITEM	SUBMISSION DEADLINE (all 11:59 pm EST)
6	RESEARCH PAPER ABSTRACT	FRIDAY, OCTOBER 7
7	MID-TERM EXAM	SATURDAY, OCTOBER 15
8	SIGN UP FOR 1-ON-1 DISCUSSION WITH INSTRUCTOR	MONDAY, OCTOBER 17
13	SPECIAL EXERCISE	TUESDAY, NOVEMBER 22
14	POWER-POINT PRESENTATION FILE	FRIDAY, DECEMBER 2
15	RESEARCH PAPER	MONDAY, DECEMBER 12

Late Assignments Policy

All assignments and exams should/must be completed by the scheduled time. If for some substantial reason you are unable to turn in your assignment/exam in time you must/should contact the instructor *directly* prior to the due date to avoid the penalty for late work, which is 10% of the assignment grade per day late.

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.

Extra credit Policy

Students who submit all of the assignments on time will receive one full extra credit point to their total final grade.

Grade scale

Letter Grade	Score	Letter Grade	Score
A	94% - 100%	C+	77% - 79%
A-	90% - 94%	C	73% - 76%
B+	87% - 89%	C-	70% - 72%
B	83% - 86%	D+	67% - 69%
B-	80% - 82%	D	60% - 66%
F	< 60%	F	< 60%

Table 1: Grade Scale

Technology Service Desk

The first point of contact for any technology related question or problem is Seton Hall University's Technology Service Desk. Contact the Technology Service Desk by phone by calling (973) 275-2222 or via e-mail at servicedesk@shu.edu

The Technology Service Desk is staffed by IT professionals Monday through Friday from 8 a.m. through 11 p.m. The Technology Service Desk provides phone support for most University applications, including the Blackboard Learning Management System, Microsoft Windows, and the Microsoft Office suite.

For more tips and technical information, go to [Seton Hall's Technology Blog](#).

Statement on Students with Disabilities

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:

Email: dss@shu.edu
Phone: 973-313-6003
Fax: 973-761-9185
Duffy Hall room 67

Academic and Professional Integrity Policy

Students are expected to follow the Academic and Professional Integrity Policy outlined in the [Student Handbook](#) in addition to the specific Academic and Professional Integrity Policy of his/her major school or college:

All forms of dishonesty, whether by act or omission, including, but not limited to, cheating, plagiarism and knowingly furnishing false information to the University, are prohibited. Intentional disruption or obstruction of teaching, research or administrative proceedings is prohibited. University sanctions may extend to suspension and dismissal.

Work submitted in courses must be the product of the efforts of the student presenting the work, and contributions of others to the finished work must be appropriately acknowledged. The presentation of another's work as one's own is a serious violation of the academic process, and it is penalized accordingly. The decision on the appropriate penalty is in the first instance the professor's, and it may extend to a failing grade for the course.

A student should refer to the Academic and Professional Integrity Policy of his/her major school or college.